

SinglePoint Project
Independent Evaluation

What next...?
Money Saved. Quality Assured.





Inspiring Families, Changing Lives

Independent Project Evaluation



Report Commissioned by
SinglePoint Project

Funded by
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Wider Impact Consultancy
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1.0 Executive Summary

1.1 Introduction

Wider Impact Consultancy has been invited to carry out an independent evaluation of the Oldbury based **SinglePoint Project (The Project)**, which aims to deliver a range of recreational, educational, enrichment and support activities for children, families and the local community who link to Christ Church, St Francis Xavier, Langley and Rood End Schools.

1.2 Terms of Reference

Terms of Reference of the commission have been to:

- Report on the success of the Project in the delivery of four key outcomes agreed with the principle funder (The Big Lottery Fund):
 1. Parents of children attending the schools within the partnership feel more confident and empowered to make decisions as a result of engaging in partnership classes and family based activities.
 2. Families with worries and concerns about their health and well-being will seek support from local agencies to improve their life chances.
 3. Families spend more quality time together to strengthen family relationships and improve communication.
 4. Working families will have better access to affordable local child care and holiday provision to improve their economic well-being and employability.
 5. Deliver a number of recommendations on the continuation and future of the Project.
- Gather information to update stakeholders about the Project's performance, and how it has been adapted to meet changing circumstances
- Explore reasons why things are, or are not, working and what changes are required so that the Project can better achieve agreed outcomes
- Explore issues of building a culture of reflection and analysis within the organisation
- Identify good practice to help other projects to improve the way that they work by publicising your evaluation findings
- Identify innovative approaches to contribute to wider learning about the impact of different interventions

1.3 Our Approach

A methodical approach has been adopted, which has included:

- **Desk / Quantitative research** – to gain an understanding of internal data and information that relates to Project performance and future, such as the achievement, or anticipated achievement of key outputs; data and information linked to local Indices of Deprivation, 2011 Census; and relevant local authority policies, strategies and initiatives. Use has also been made of previous Wider Impact research - *An Independent Review of [Groundwork Bridgend & Neath Port Talbot] Youth Provision*, Wider Impact Consultancy, April, 2013
- **Field / Qualitative research** – which has been intensive, and has included one to one meetings / telephone interviews with Service Users, Management Group members / Head Teachers, Project staff, key stakeholders / partner agency members; questionnaires aimed at service users, stakeholders / partner agency members and teaching staff; case studies; observations / shadowing key staff and filming / gaining photographic evidence

1.4 Findings

Achievement of key outcomes

There are no reasons to believe that the Project will not achieve the [four] outcomes and activities agreed with the principal funder. In some cases, targets that form part of the outcomes will certainly be exceeded.

Performance

It is clearly apparent that the Project is well regarded by Service Users, whose progress and achievements are understood and recognised by key stakeholders consulted. Central to the success of the Project is the time and attention paid to Service Users, who are predominantly parents whose needs are often complex and extremely challenging.

Interviews and questionnaire surveys with partner agency members consulted confirm that the Project is on the '*right track*' in relation to meeting the **needs** of local vulnerable parents and their families, and is doing so in effective partnerships with key stakeholders and partner agency members.

Areas of note include:

- The Project adopting a single point of contact approach in relation to the support offered to Service Users, and excellent use is made of two way referrals and sign posting to and with local support agencies
- The close partnership with the after school and holiday activities delivery agent, *Complete Kidz* has resulted in a significant number of new [local] jobs and employment opportunities being created.
- The Project delivering what Service Users most need and value – for example, a friendly and welcoming atmosphere, non-judgmental staff, key support such as affordable child care and a wide range of activities, and most significantly provision of the skills required to build effective family relationships
- *Wider impacts* such as supporting Service User's children's significant progress in areas such as academic performance, attendance, well-being and behaviour
- Adaptability - with much needed bespoke and adaptable support to Service Users

Value for Money / Social Return on Investment

Based on research findings that include the achievement of outcomes, aims and objectives, it is apparent that the Project has the potential to deliver a **positive SROI**, and is **without doubt delivering value for money**.

For example, if just **10%** (circa **35**) of the **348** Project Service Users become / remain employed and non-reliant on benefits, there is a potential for an estimated **£2m** community centered cost savings. Due note is also made of the progress the children of Service Users are making in their schools. Such progress and likely outcomes will clearly have long-term individual and wider society financial and social benefits.

Opportunities to Improve Project Performance

Areas where the Project could improve performance include:

- Ensuring that parents / families from each of the participating schools are offered and receive appropriate support from the Project

- Further involvement of local volunteers and Service Users and partner agency members in the delivery and running of the Project
- Increased space and resources within the Project Hub / Centre

Reflection and Analysis

The Project makes good use of survey forms and suggestion boxes to gauge the opinions and views of Service Users. Current and planned activities are based on consultation and feedback from Service users, which includes members of the **Family Network Group**. It is also noted that this evaluation has been brought forward to ensure that good use is made of findings to shape and direct the future direction, scope and sustainability of the Project.

Good Practice

There are a number of examples of good practice, which other projects and areas could adopt to improve the way they work. These include:

- The collaboration and active participation of the four participating schools within an area of deprivation to develop, deliver and [part] fund an extremely successful Project
- The roles played by the participating schools in the identification and targeting of parents / families who require bespoke interventions and support
- The creation of a talented, multi-skilled team that works in close partnership to deliver bespoke support to vulnerable parents and their families
- Early and effective contacts and relationship building with Service Users
- The adoption of an adaptable single point of contact and support ethos, which '*wraps itself around*' Service Users, ensuring that their individual needs and requirements are met for '*as long as needed*'
- Support aligned on mentoring and sign-posting models of support, which enables Service Users to '*help themselves*', and obtain appropriate support from a wide variety of local agencies
- Collaborative and effective partnership working between local agencies

- A model of delivery, which by enabling parents to become **better parents**, and is extremely effective in enabling **them** to positively support their own children and families; such providing a cost effective method of **breaking, often long standing and generational cycles of deprivation**

Identification of Innovative Approaches to Contribute to Wider Learning

Potential innovative approaches include:

- Use **social media**, such as *Facebook*, *Twitter* and a Project website / blog
- Enhanced **out-reach work**, with team members / volunteers, commissioned agents and partner agency organisations taking the Project to vulnerable parents from all of the participating schools / wider communities, thus overcoming transport / commuting issues and language / cultural barriers
- **Satellite / outreach work** set up within the two schools furthest away from the Project Hub / Centre (Langley / Rood End)

1.5 Recommendations

Based on research findings, the following recommendations are tendered:

1. The Project should be continued in the current format for the foreseeable future, with an emphasis on tackling local needs and challenges, such as poverty / unemployment, poor health and growing ethnic diversity.
2. Immediate steps should be taken to ensure that parents / families from each of the participating schools are offered and receive appropriate support from the Project.
3. Future plans and strategies should include methodologies that ensure that parents / families from each of the participating schools are offered and receive appropriate support from the Project. These could include:
 - a. Improving facilities / resources at the Hub / Centre
 - b. Use of social media
 - c. Enhanced outreach work
 - d. Satellite / outreach work in schools furthest away from the Hub / Centre
4. Immediate and future steps are taken to further involve / train local people, volunteers and Service Users in the delivery, development and management of the Project.

5. Partner agencies continue to be involved in the delivery and development of the Project, with consideration given to inviting appropriate members to become members of the Management Board.
6. Future plans and strategies are closely aligned with appropriate local strategies and initiatives.
7. Opportunity is taken to celebrate the success of the Project with Service Users and partner agency members; and share good practice with others [locally, regionally and nationally] who are looking to deliver similar projects and initiatives.

1.6 Conclusions

Those involved in the development and delivery of the Project should be congratulated for their innovation, tenacity and dedication in the delivery of a highly successful project that is meeting the needs of vulnerable local people.

Whilst impressive outcomes are documented within the body and appendices of this report, due note is made to important principles of the Project's delivery:

- Targeted school based support works – providing resources are in place to provide what is needed, when it is needed to those who most need it
- By supporting parents there is a high likelihood that they will be well and best placed to support their children and families, with important and significant opportunities to break often long standing, generational cycles of deprivation

Supported by the fact that the Project 'works', and is built on a platform of good practice, continued local need, and opportunities for local partnership working, there is strong evidence to support the continuation of the Project.

2.0 Acknowledgements

We are grateful to the many individuals, who include Service Users, Project staff, the Management Board, stakeholders and partner agency members, who have kindly given up their time to share their views and experiences to contribute to this report. Stakeholders / partner agency members include:

- Michaela Long, Head Teacher Christ Church Primary School
- Tony James, Head Teacher Langley Primary School
- Barbara Carter, Rood End School
- Mary Simmons / Andrew Dickinson, St Francis Xavier Primary School
- Chris Ward, Director of Learning & Inclusion, Sandwell Council
- Mandy Phillips, Area Team Manager Jobcentre Plus
- Anna Skeats, Senior Manager, My Time Health / Child & Adult Prevention
- Richard Lockley, Independent Counselling Service
- Jo Haydon, CEO, Complete Kidz
- Jay Mahal, Police Community Support Officer
- Ross Dudley, Police Community Support Officer
- Phil Lopez, Sandwell Adult & Family Learning Tutor / Online Basics
- Mandy Williams, Sports Development Officer, Sandwell Leisure Trust
- Sharanjit Kaur, Alternative Therapist
- Chris Florence, Community Regeneration Officer
- Jodie McCaughan, Sandwell Advocacy
- Sue Baker, Health & Beauty Reception Manager, Sandwell College
- Rowshanara Begum, Community Involvement Officer, Oldbury Childrens Centre
- Vanessa Jones, Family Information Service
- Kay Fonghame, Sandwell Inspired Partnership, Media
- Nadia Ahmed, Pathfinder Healthcare
- Emma Rhodes, Music Bugs
- Stacey Boreham, Head of Department (Hair, Beauty and Holistic Therapies), Sandwell College

3.0 Terms of Reference

3.1 Introduction

The key objective of this commission has been to independently evaluate the Big Lottery Fund Reaching Community funded SinglePoint Project (**The Project**). Linked to the original evaluation brief, the **objectives** of the evaluation are to:

1. Report on the success of the Project in the delivery of four key outcomes agreed with the principle funder (The Big Lottery Fund):
 1. Parents of children attending the schools within the partnership feel more confident and empowered to make decisions as a result of engaging in parenting classes and family based activities.
 2. Families with worries and concerns about their health and well-being will seek support from local agencies to improve their life chances.
 3. Families spend more quality time together to strengthen family relationships and improve communication.
 4. Working families will have better access to affordable local child care and holiday provision to improve their economic well-being and employability.
2. Deliver a number of recommendations on the continuation and future of the Project.

Following communications with the Big Lottery Fund by the commissioner, **aims** of the evaluation include:

- Gathering information to update stakeholders about the Project's performance, and how it has been adapted to meet changing circumstances
- Explore reasons why things are, or are not, working and what changes are required so that the Project can better achieve agreed outcomes
- Explore issues building a culture of reflection and analysis within the organisation
- Identify good practice to help other projects to improve the way that they work by publicising your evaluation findings.
- Identify innovative approaches to contribute to wider learning about the impact of different interventions

3.2 Final Report

The final report will cover:

- A summary of the project and its aims, through both planned and unexpected outcomes
- A synopsis of the monitoring and evaluation systems to show the difference the current project is making
- An explanation of why there is still a need for the project and the impact that further funding would make

Project learning will include:

- Local context such as gaps in provision, the impact so far and joint working arrangements
- Quantitative results plus case studies, testimonies and research
- Wider evaluation findings and details of the evaluation methods
- Social return on investment results
- Recommendations regarding long term sustainability

4.0 Methodology

4.1 Introduction

As highlighted at **Figure 1**, we have taken a systematic approach to this commission, which as far as feasible has including the direct support and participation of Service Users (see **Section 4.6**).

Figure 1



4.2 Quantitative (Desk) Research

We have accessed, analysed, and taken due note of a number of documents, which includes:

- The original Big Lottery Fund application form
- 2013 Project End of Year report to the Big Lottery Fund
- Project data, evaluation / service user feedback
- News reports / photographs
- Data and information linked to Indices of Deprivation for the Project's areas of operation
- 2011 Census
- Relevant local authority policies, strategies and initiatives, which include:
 - Children, Young People and Families Plan 2011-2014
 - Learning Communities
 - Sandwell locality COG Teams
 - Sandwell's Anti-Poverty Action Plan 2014-2015
 - Guide to Safer Sandwell Partnership
 - Guide to Sandwell Children's Strategic Partnership Board
 - Department for Education Child Poverty Strategy 2014-2017 Consultation (Sandwell MBC and partners response)
- *An Independent Review of [Groundwork Bridgend & Neath Port Talbot] Youth Provision*, Wider Impact Consultancy, April, 2013

4.3 Qualitative (Field) Research

Field research has been detailed and varied, and has included:

- One to one meetings / telephone interviews with:
 - Service Users
 - Management Group members / School Head Teachers
 - Project staff
 - Stakeholders / partner agency members
- Questionnaires aimed at:
 - Service Users (**Appendix I**)
 - Stakeholders / partner agency members (**Appendix J**)
 - Teaching staff – pupil survey (**Appendix K**)
- Case studies
- Workshops aimed at:
 - Service Users
 - Family Network Group
 - Stakeholders / partner agency members
 - Project staff
- Attendance at key meetings
- Observations / shadowing key staff
- Filming / gaining photographic evidence

4.4 Questionnaires

As highlighted below, opportunity was taken to involve Service User's in the design of the Service Users questionnaire (**Appendix I**), which was distributed by members of the SinglePoint team. An objective was to provide current and past Service Users with an opportunity to complete and submit a questionnaire. Questionnaires were returned to Wider Impact Consultancy for independent analysis and presentation of findings.

The Stakeholders / Partner Agency questionnaire (**Appendix J**) was distributed by members of the SinglePoint team and Wider Impact Consultancy. Respondents were nominated by the SinglePoint team. Questionnaires were returned to Wider Impact Consultancy for independent analysis and presentation of findings.

4.5 Pupil Survey

It became apparent during the research that there was an opportunity to explore the benefits of a parent / carer-led approach on the progress (or not) on their children within school settings over the previous school year. Working closely with key staff in schools the Pupil Survey Form was devised, which, as will be noted at **Appendix K** explores 9 areas: Literacy, Reading, Numeracy, Attendance, General Behaviour, Social Skills, Self-Esteem, Health and Relationships with their parents / carer and other family members. With the individual consents of each parent / carer, the pupil's teachers were invited to complete the surveys, and a total of **16** (averaging 4 per school) were returned for analysis. In addition, the schools were asked to provide quantitative evidence of movements in reading ages and attendance of each of the 16 pupils.

4.6 Service User Involvement

As will be noted by this photograph, opportunity has been taken to involve Service Users in the design, development and sign off of the questionnaire aimed at Service Users. This process included attending a meeting of the **Family Network Group** (see **Section 4.6**), when opportunity was also taken to use the exercise to develop participants awareness of issues linked to community consultation.



It has been agreed that participants will each receive accreditation for their roles in the form of formal letters from **Wider Impact Consultancy**, acknowledging their roles and key skills involved such as team working, innovation, communication and community involvement. Such letters will of course be useful additions to personal CV related employment seeking portfolios.

4.7 Final Reports

Final reports are presented in three formats:

- Hard copy (full report)
- Executive summary, utilising Augmented Reality (**AR**) video technologies

- On-line versions of both reports, suitable for inclusion on websites and distribution by email / social media – carbon friendly; reducing the need to print / reproduce [expensive] copies of both versions.

5.0 About the Project

5.1 Introduction

In late 2010, following cuts to the Extended School provision for Local Authorities, staff from Oldbury based Christ Church Primary school embarked on developing a substantial funding application for a project called '*SinglePoint - Inspiring Families, Changing Lives*' to the National Lottery Reaching Communities Fund.

Following extensive consultation with local families, the aim of the Project was to move forward as a partnership of four schools (Christ Church, St Francis Xavier, Langley and Rood End Schools) to continue many of the activities that reduced when funding had ceased.

Based on the successes of extended school and family provision already in place, the opportunity to further develop and offer new, exciting family support from one central location took shape. The **SinglePoint Community Hub** was awarded **£346,140** for a 3 year project from Big Lottery-Reaching Communities in March 2012. The Project went live on **31st October 2012**.

The SinglePoint concept is to:

Deliver a range of recreational, educational, enrichment and support activities for children, families and the local community who link to Christ Church, St Francis Xavier, Langley and Rood End Schools.

In the first six months building work was undertaken to offer a newly renovated facility operating out of the Christ Church school site. The Hub is visible from the main road and has independent use and access from the school. The hub offers a wide range of family and community services linked to four Lottery outcomes outlined at **Section 3.1**.

5.2 Project Funding

The following funding has been received to fund the Project:

○ Big Lottery Fund	£346,140
○ Schools	£48,000
○ 'In-kind' donations from hosting schools	£45,339
○ 'In-kind' donations of furniture & toys	£10,600
○ Childminder Project	£27,321
○ Refurbish / equipment in crèche room	£3,161
○ VAT recovery	£14,218
Total	£494,779

5.3 Staffing / Management Structure

The Project staffing / management structure is as follows:

- **Management Board** – Head Teachers of the four participating schools
- **Staff team:**
 - Community Involvement Manager (2 job share posts)
 - 2 Parent Support Advisors (One recently appointed post)
 - Childminder PSA (externally funded)
 - Administrator (part-time)

5.4 The SinglePoint Offer

Primarily aimed at local families, based on consultation with Service Users, SinglePoint offers a menu of timetabled activities that include:

- A community café with kitchen facilities
- Adult learning
- Adult fitness, health and sports activities
- Parent and child classes
- Free computer access
- Subsidised day trips
- Parent and family support
- Breakfast Club for children
- After school club for children

- Subsidised holiday provision for children
- Confidential counselling
- Specialist family services

5.5 Project Outcomes

Table 1 outlines agreed Project outcomes / targets.

Table 1 Project Outcomes Targets

Outcomes	Description	Targets	Milestones End of Year:
1	(a) Parents enrolled on CHANGES programme	20	1
	(b) People engaged in Family Network Group	20	2
	(c) Parents attending activities – volunteering, in employment, or increasing personal development	150	3
2	(a) Families who can identify services they want support from	30	1
	(b) Local agencies partnering in the Project	12	2
	(c) Families accessing external support services	80	3
3	(a) Families participating in family based activities	100	1
	(b) Children reporting feeling happier doing activities with their families	350	2
	(c) Parents feeling more confident in communicating and have stronger relationship with their children	150	3
4	(a) Families who register and access childcare provision	50	1
	(b) Increase in number of spaces available in each school for childcare	20	2
	(c) Families reporting they are in paid employment as a result of Project support	10	3

5.6 Activities

Table 2 outlines agreed activities / targets.

Table 2 Project Activities / Targets

Year	Description	Target
1	(a) Parents receiving training as part of the CHANGES Project	20
	(b) Work with volunteers to analyse consultation to enable engagement with appropriate service providers	
	(c) Work with volunteers to develop an annual programme of activities responding to the results of the consultation	
	(d) Publicise and market childcare provision through 'SinglePoint' within the community	
2	(a) Local agencies delivering a menu of services to be delivered at 'SinglePoint' Community Room	12
	(b) Evaluation with children to establish positive change in family behaviour	
	(c) Publicise and market an increase in childcare provision available through 'SinglePoint' within the community	
3	(a) Develop a strategy to ensure the sustainability of the Project	
	(b) Parents and community to produce a 'Family Resource based on Project successes	
	(c) Celebration event organised by family network group – to include partners and families involved in the Project	

5.7 Family Network Group / Community Steering Group

As outlined at **Section 5.5**, an outcome (1b) is to establish a **Family Network Group** by the end of Year 2 (**October 2014**). The funding application also refers to an objective to develop and establish a **Community Steering Group** to, '*Continue consultation as an ongoing practice to further inform activities and ensure they are fit for purpose*'. The group will involve representatives from Service Users and non-users. Existing Parent Council members from each school will be invited to form part of the Group to ensure that the community is represented for each school / locality, alongside representatives from local organisations (Health Centre, Job Centre, Citizens Advice), who are in walking distance of the Hub. They will form part of a design team, and the physical appearance will be changed by engaging with local colleges and GCSE art students.

6.0 Quantitative (Desk) Research Findings

6.1 Introduction

Utilising data and information provided by Project staff, opportunity has been taken to summarise the achievement of Project **outcomes** and **activities** agreed with the principal funder as of **September 2014**.

6.2 Project Outcomes

Table 3 provides an overview of **outcomes** achieved up to September 2014.

Table 3 Project Outcomes Targets

Outcomes	Description	Targets	Milestones End of Year:	Actuals Sept 14
1	(a) Parents enrolled on CHANGES programme	20	1	25
	(b) People engaged in Family Network Group	20	2	25
	(c) Parents attending activities – volunteering, in employment, or increasing personal development	150	3	136
2	(a) Families who can identify services they want support from	30	1	347
	(b) Local agencies partnering in the Project	12	2	30
	(c) Families accessing external support services	80	3	50
3	(a) Families participating in family based activities	100	1	414
	(b) Children reporting feeling happier doing activities with their families	350	2	237
	(c) Parents feeling more confident in communicating and have stronger relationship with their children	150	3	177 (Estimated)
4	(a) Families who register and access childcare provision	50	1	87
	(b) Increase in number of spaces available in each school for childcare	20	2	137
	(c) Families reporting they are in paid employment as a result of Project support	10	3	11

Appendix A provides a breakdown of outcomes that relate to each of the participating schools, and it will be noted that:

- On the whole, outcomes have been met, are likely to be met, and in a number of cases, exceeded
- In all cases, the number of beneficiaries linked to Christ Church School, where the Hub site is based, generally exceeds those of beneficiaries attending the other three schools

6.3 Project Activities

Appendix B provides a summary of Project activities and targets agreed with the principal funder, and it will be noted that:

- On the whole, targets have been met, are likely to be met, and in a number of cases, exceeded
- Access to the CHANGES Programme is popular, and a waiting list is in place
- The target of working with **12** local agencies has been surpassed – with an estimated **33** currently working closely with the Project
- Constructive work is ongoing to ensure a structured ‘exit strategy’ from the current Project / funding, which included bringing the external evaluation forward with aims that included providing evidence, information and recommendation to assist in strategically planning the way forward / submitting future funding applications

Appendix C provides more detail of the actual activities carried out, and it will be noted that:

- On the whole, delivered activities relate to Project activities agreed with the principle funder (see **Section 5.5**)
- Constructive use is made of [expert] external providers
- The majority of activities are based within the Hub site
- All activities are well attended and of low / apparent reasonable cost to Service Users

6.4 Total Service Users (September 2014)

A total of **348** Service Users (families) with **540** dependent children are being supported by the Project:

- **114** (33%) - Christ Church
- **62** (18%) - St Francis Xavier

- **28** (8%) - Langley
- **27** (8%) - Rood End
- **34** (10%) - Wider Community
- **83** (24%) - Wider Community / families under 5 / did not state at registration

6.5 Equality Information

The following is a summary of Project beneficiaries:

Gender

- **55%** Female
- **44%** Male

Disabilities

- **3%** Disabled

Ethnic Background

- **42%** English / Scottish / Welsh / Northern Irish / UK
- **16%** Pakistani
- **13%** Indian
- **12%** Mixed ethnic background
- **5%** Caribbean
- **4%** Other
- **3%** African
- **1%** Bangladeshi
- **1%** Any other Black / African / Caribbean

Religion or belief

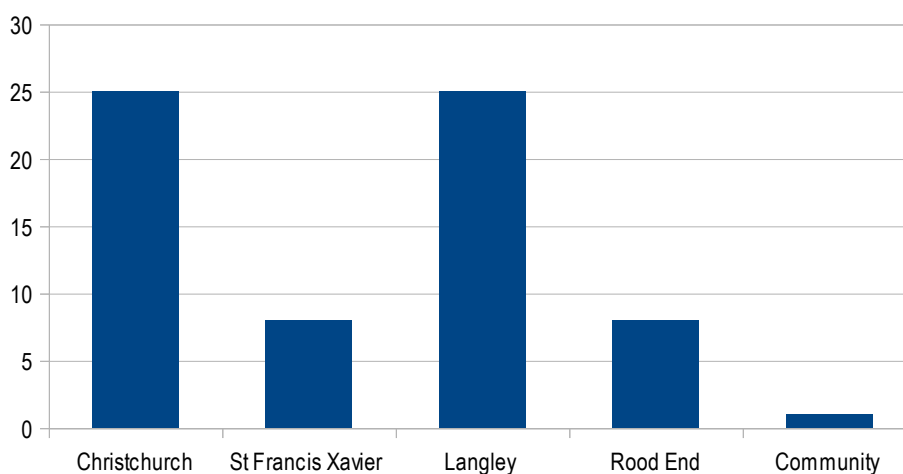
- **48%** Christian
- **18%** Muslim
- **16%** No religion
- **10%** Sikh
- **5%** Other religion

6.6 Parent / Family Support

As of September 2014, **67** referrals have been received by the Project, resulting in **51** cases receiving active support. **70** adults and **111** children have benefitted from the support. **47%** of supported clients describe themselves as coming from an ethnic minority background.

Graph 1 highlights the number of referrals from each of the participating schools.

Graph 1 School Parent / Family Support Referrals



Notes

- Christ Church **25**
- St Francis Xavier **8**
- Langley **25**
- Rood End **8**
- Other / Wider Community **1**

6.7 Subsidised Holiday Provision (September 2014)

A total of **317** families / children received full and 50% holiday provision subsidies:

- Christ Church – **104** (33%)
- St Francis Xavier – **97** (31%)
- Langley – **66** (21%)
- Rood End – **50** (16%)

6.8 Courses

Appendix D provides an overview of courses delivered by the Project, and it will be noted that:

- All courses are at 'entry' level
- All courses are well attended and open to a wide age group
- **24%** of attendees are male

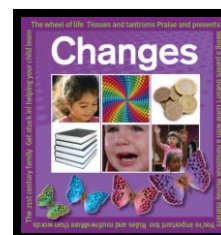
6.9 Partnership Working

As outlined at **Section 5.5 (Outcome 2b)**, partnership working is an integral component of the Project. **Appendix E** provides an overview of the extent and variety of partnership working. It will be noted that:

- A wide variety of external (to the Project / schools) local partners are involved in the Project
- The majority of the links / partnerships are focused on directly supporting and advising Service Users
- Referral are made in both directions – to and from the partners involved in the Project
- A significant number of the external partners are involved in direct / joint working with the Project team

6.10 CHANGES Programme

Linked to **Outcome 1** (see **Section 5.5**), the **CHANGES Parenting Programme** is an integral component of the Project, and appears to be well regarded by Service Users, with a waiting list for attendance (see **Section 6.2**).



It was originally developed by Sandwell MBC staff and parents in 2007. It has been reviewed, updated and modified to reflect the different and growing pressures on modern day family life and to ensure that it stays responsive to local need. It now includes ten topics, which can be adapted and delivered to suit your individual setting.

As outlined at **Appendix F**, the programme involves structured and comprehensive units, which include:

- *Consider the role we play as adults*
- *Consider the functions of a parent*
- *Consider the skills needed to be a parent*

6.11 Participating School's Ofsted Reports

Table 4 provides a summary of Ofsted findings for each of the participating schools.

Table 4 Ofsted Findings

School	Date of Inspection	Findings
Christ Church	September 2013	Good
St Francis Xavier	September 2010	Outstanding
Langley	March 2013	Good
Rood End	January 2014	Special measures

7.0 Qualitative (Field) Research

7.1 Introduction

The focus of field research has been to achieve a ‘coal-face’ / ‘front-line’ understanding of the Project, with aims that include establishing ‘*what is working*’, ‘*what could be done better*’, with an aim of delivering a number of recommendations which will influence the future [sustainable] direction of the Project.

7.2 Meetings / Interviews

Opportunity has been taken to meet with, interview and consult Service Users, Management Group members, Project staff and local stakeholders / partner agency members. The following is a summary of feedback:

‘The area is developing and building effective ‘partnership working’, which is exemplified by projects, strategies and initiatives such as SinglePoint, school Learning Communities, Sandwell Locality based Early Help Teams (COGs), and in the Children, Young People and Families Plan. There is clearly value in SinglePoint linking closely with other locality based strategies and initiatives, and from others learning from good practice and lessons learnt from the Project. There will also be value in the Project encouraging and supporting service users to participate in community based activities and initiatives –

Chris Ward, Director of Learning & Inclusion, Sandwell Council

*There is a clear **need** for the Project in the area, which is linked to key areas such as:*

- General deprivation / specific pockets of deprivation
- Immigration – resulting in diverse local community, with complex demands and requirements
- A lack of aspirations / confidence as mothers in particular look to return to the workplace, and / or reduce reliance on benefits / lack of income / funding to support their families
- Cuts to other services
- To support / develop parenting skills

Head Teachers / teaching staff of the participating schools

*'If SinglePoint weren't here, we would have nothing, or anyone to provide the support we require, **when we need it!**'- Due to austerity, and resultant cut backs in front-line services, a lack of opportunities for parents / carers to **promptly** receive the support and services they require **Service Users***

'They never judge, and don't treat me like Social Workers or teachers do.' **Service User**

*'We can't sit back' – due to past, current and potential cut backs in front-line services, and continued ever increasing need / demand **SinglePoint staff members***

SinglePoint works, and provides us with the funding and resources to keep children active and entertained out of school hours. It's wonderful to see the children so happy and learning new skills. It is also enabling their parents to remain in employment'.

As a result of the SinglePoint funding we are able to offer extremely competitive rates for the young people to join in activities.

*With contributions from SinglePoint we employ **5** full-time staff at our base, and **12** part-time staff for the after-school provision. These are generally young people, who would have difficulty accessing the job market. One of the team, who started as a volunteer on the SinglePoint Project has special needs, and she is currently completing accredited youth related qualifications. This outcome certainly would not have occurred without our being in partnership with the SinglePoint Project. **Jo Haydon, CEO Complete Kidz***

'SinglePoint enables unique and important access to teachers, parents and pupils, which is always a challenge. It helps us to work as a team, in partnership, building up trust, to ensure that those who need support and help the most receive it. It is far better to prevent problems than to try and solve them'.

Police Community Support Officers

'By continuing to work together we can reach the hardest to reach, and ensure they have the skills they need to get a good job, off benefits, and provide for their families' **Mandy Phillips, Area Team Manager Jobcentre Plus**

SinglePoint is opening doors to parents who may never have had the opportunity to develop their skills and aspirations. For example, Service Users regularly informally visit the College in groups; and as a direct result, one of the ladies has enrolled onto a Level 2 Art programme, which commences in September. **Stacey Boreham, Head of Department (Hair, Beauty and Holistic Therapies), Sandwell College**

*I got my first job in years. It is a cleaning job, and for now only a few hours a week. It may not seem like much to some people, but it means the world to me! SinglePoint helped me to write my CV and with job applications. I could **NEVER** have got this far without them. No-one else is there to help me **AND** my family like they do.* **Service User**

7.3 Parent's Testimonial

The following is a testimonial written by a mother who attended the CHANGES Programme.

They help you understand yourself as an individual and as a parent, and how much you actually do without realising it.

It is set to 6 programmes.

When I did Changes I learnt a lot about myself as a person and as a mother. I met some new people who shared the difficulty they go through every day. This programme gave them the important information they were looking for.

This programme helps you with your fears and joys of being yourself and as a parent.

I would recommend SinglePoint CHANGES to anyone who would like to understand themselves.

7.4 Questionnaire Findings

Two questionnaires have been utilised:

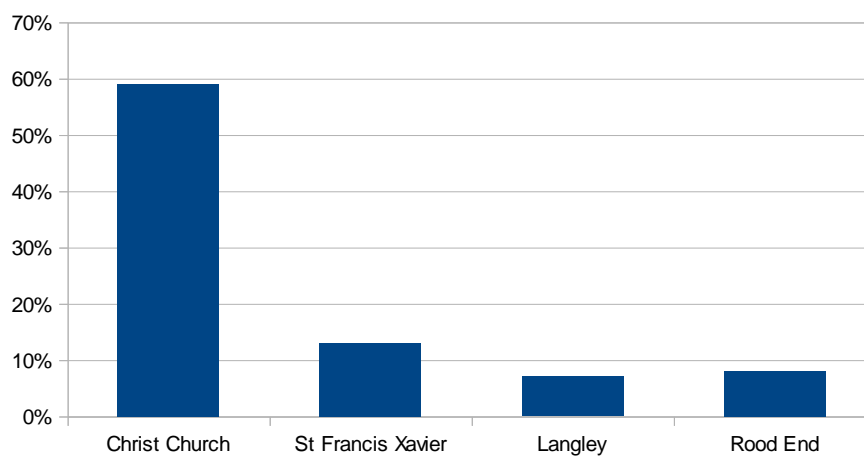
- Service Users
- Partner agency members

7.5 Service User Questionnaire

128 questionnaires have been received for analysis, of which **80%** of respondents are female, **18%** are male, and **2%** have not indicated gender.

Graph 2 highlights responses linked to each of the 4 participating schools.

Graph 2 Responses Linked to Each of the 4 Participating Schools

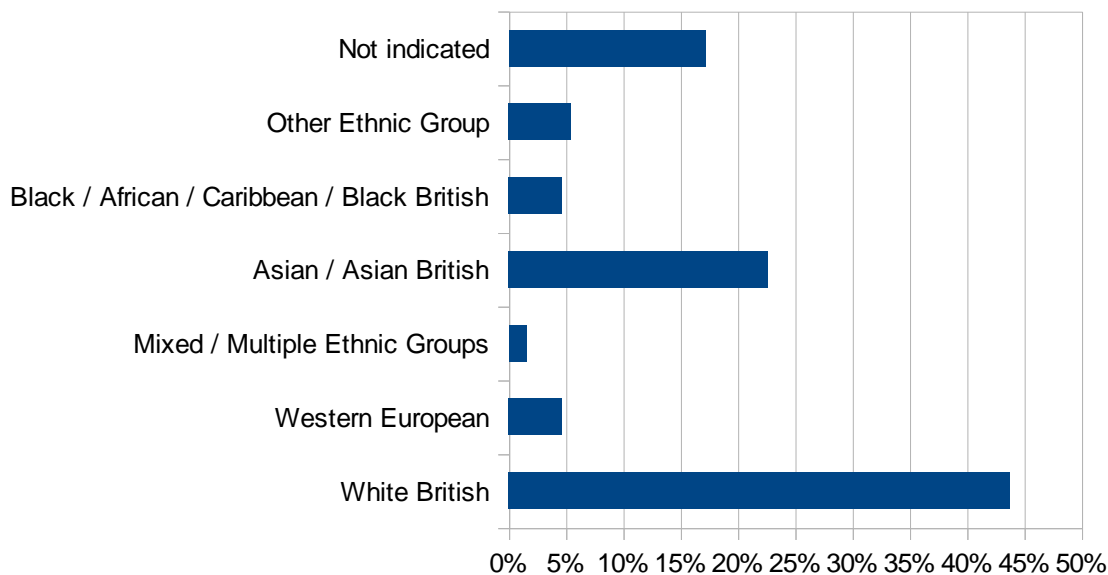


Notes

- Christ Church **59%** (76)
- St Francis Xavier **13%** (16)
- Langley **7%** (9)
- Rood End **8%** (10)
- Wider Community / not attached to any schools **18%** (23)

Graph 3 highlights the ethnic background of respondents.

Graph 3 Ethnic Background of Respondents



Notes:

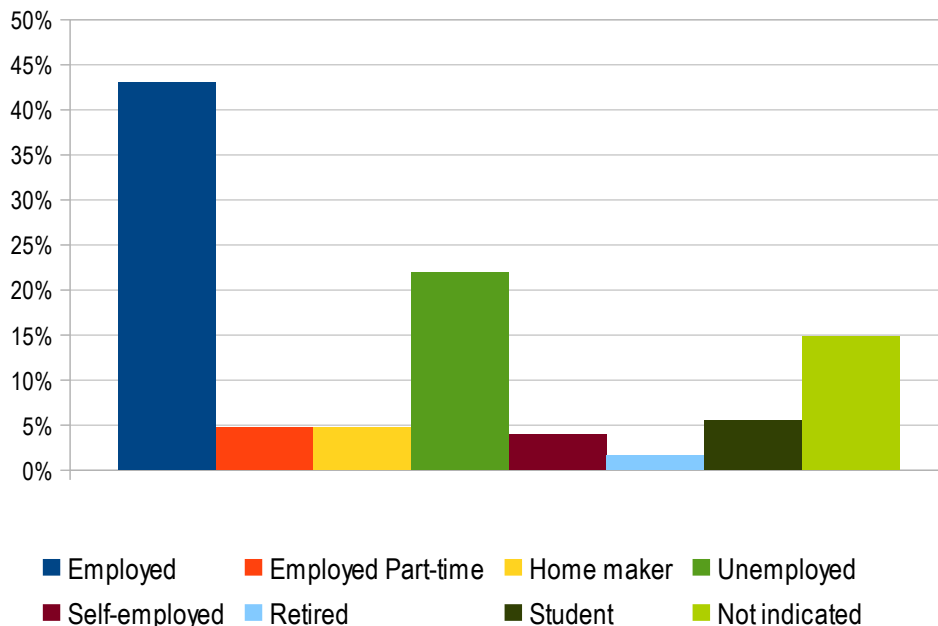
- 44% - White British
- 23% - Asian / Asian British
- 17% - not indicated

In relation to the **ages of respondents:**

- 3% - under 17yrs
- 13% - 17 to 25yrs
- 42% - 31 to 40yrs
- 22% - 41 to 50yrs
- 4% - 51yrs and over
- 3% - not indicated

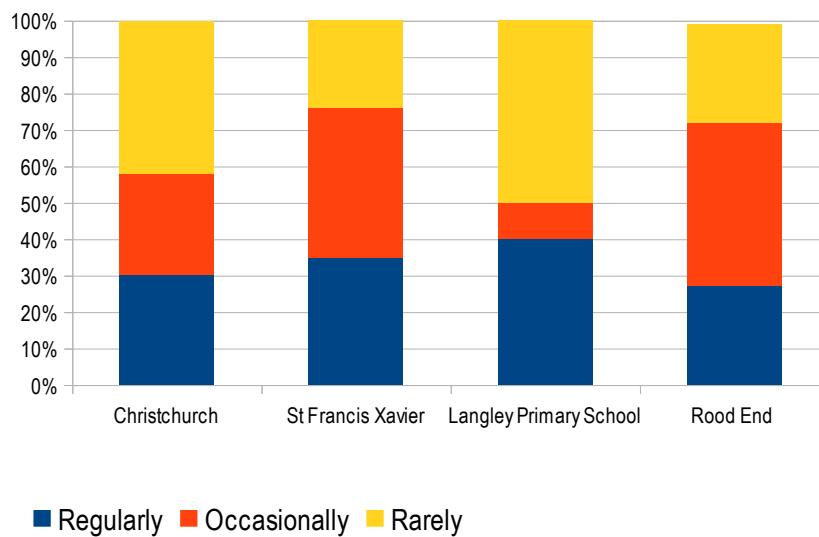
Graph 4 highlights the employment status of respondents.

Graph 4 Employment Status of Respondents



Broken down by respondents' links to each of the participating schools, **Graph 5** highlights how often respondents visit / meet with the SinglePoint team.

Graph 5 Visits / Meetings with the SinglePoint Team



Graph 6 highlights responses to the question, ‘*Why do you visit / meet with the SinglePoint team?*’

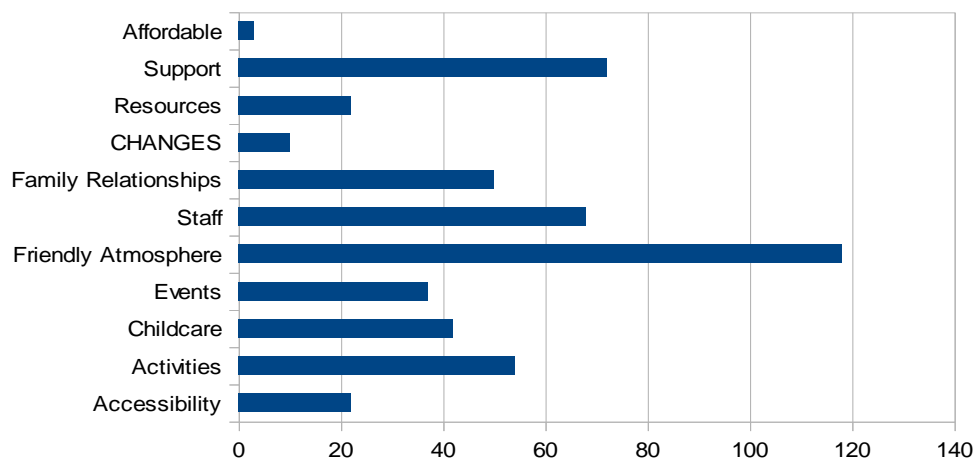
Graph 6 ‘Why do you Visit / Meet with the SinglePoint Team? (Please tick ALL that apply)



It will be noted that the most popular reason (76%) is for **access to children’s activities / play schemes**.

Graph 7 highlights responses to the question, ‘*What is GOOD about the SinglePoint Project?*’

Graph 7 What is GOOD about the SinglePoint Project



Graph 8 highlights indicated **outcomes** achieved as a result of respondents receiving support from the SinglePoint Project, and their views about the Project as a whole.

Graph 8 Project Outcomes / Respondent's Views



It will be noted that a significant number of respondents:

- Feel more confident and empowered to make their own decisions
- Feel positive about their health and well-being
- Are happier, and are communicating with their families more
- Are making good and productive use of [affordable] value for money childcare
- Enjoy accessing the Project
- Appreciate the support received
- Would recommend the Project to others

Improving the Project - Whilst a significant number of respondents are happy with the delivery of the Project, the following is a summary of how a number of respondents feel the Project can be improved:

- *Anything done to bring our families and community together I support*
- *Better parking*
- *Extended opening hours (evenings and weekends) would benefit working families*
- *Give me a job*
- *Help towards college, university, jobs, housing*
- *Last longer please or more frequently*
- *More different activities for kids and parents*
- *More promotion and marketing*
- *Need more money, more funding*
- *Perhaps a bit more entertainment, I have not been involved much with this project*
- *By continuing their work*

7.6 Summary of Service User Questionnaire Responses

It is apparent that a significant number of responses (**59%**) were received from respondents who have links with **Christ Church School** where the Project is based, which could indicate that the Project is more accessible to such, and as such, they are most likely to benefit from the Project as a whole and respond to the questionnaire.

It is apparent that based on questionnaire responses:

- Project outcomes are being achieved
- Respondents value the Project, and the most popular reason for being involved (**76%**) is access to children's activities / play schemes
- In order of preference apparent reasons for the popularity / success of the Project include:
 - Friendly atmosphere
 - Support
 - Staff
 - Activities
 - Family relationships

7.7 Partner Agency Questionnaire

A total of **30** responses were received from the following stakeholders / partner agencies:

- Christ Church School (x4)
- St Francis Xavier School (x5)
- Sandwell Adult & Family Learning
- My Time Activity (x3)
- Complete Kidz (x3)
- Councillor, Sandwell Borough Council
- Sandwell Family Information Service (x2)
- St John’s Community Centre (x2)
- Jobcentre Plus
- Oldbury Childrens Centre
- Sandwell Advocacy
- West Midlands Police
- Sandwell Leisure Trust
- Sandwell College (x2)
- Pathfinder Healthcare Developments
- Music Bugs

90% (27) of the respondents stated they had an awareness of the Project, with the majority of those having an awareness, having a **high awareness** of the roles and functions of the Project.

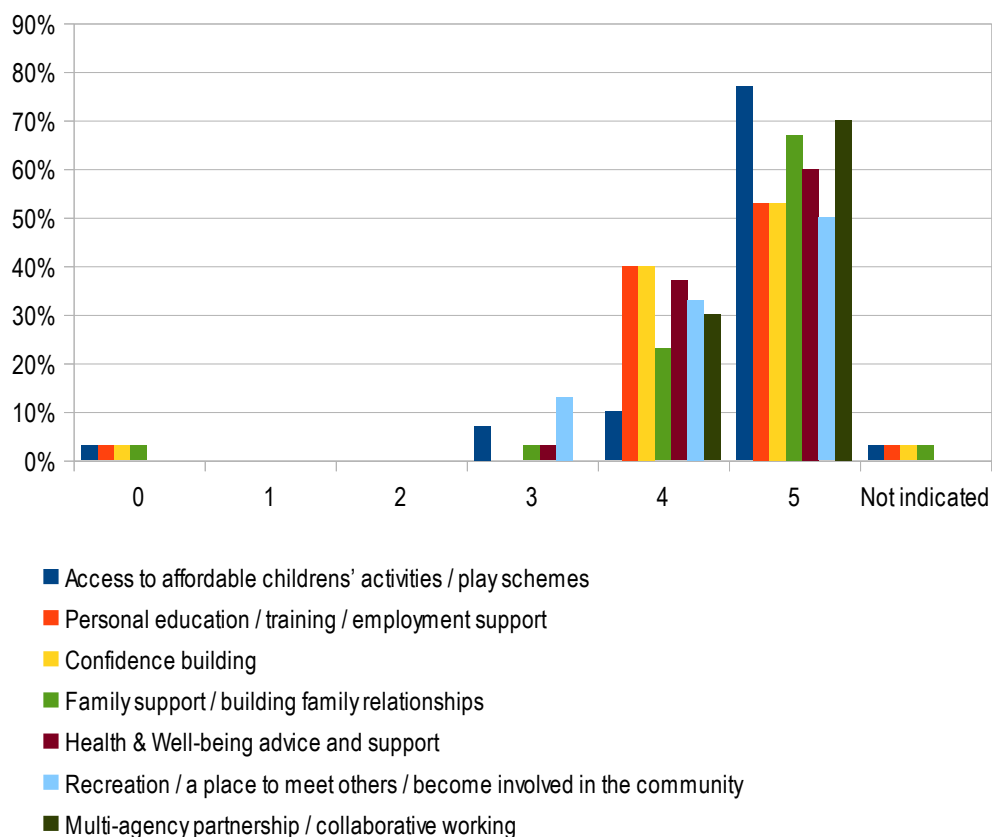
Table 5 provides an overview of the schools respondents are associated with.

Table 5 Respondents’ Links to Participating Schools

Christ Church	St Francis Xavier	Langley	Rood End	Not indicated
13	14	7	8	11
43%	47%	23%	27%	37%

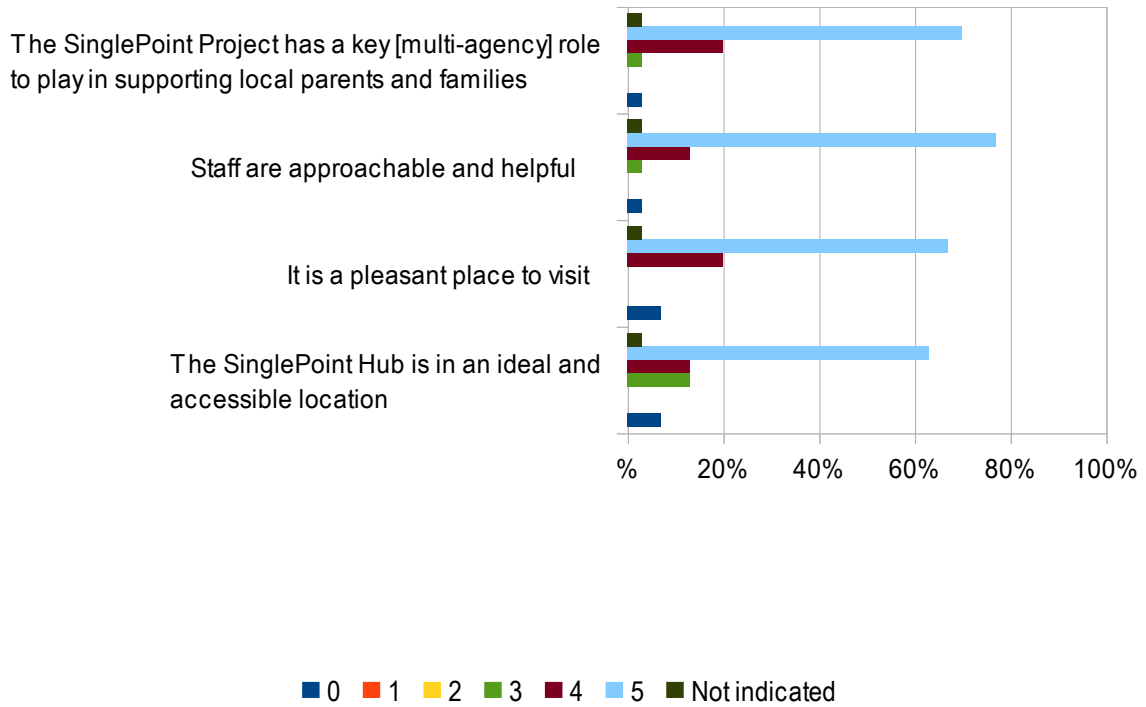
Graph 9 highlights responses to the question, *'How do you rate the importance of the following in relation to meeting the needs of local parents?'* (1 low, 5 high, 0 – no views)

Graph 9 Importance of Meeting the Key Needs of Local Parents



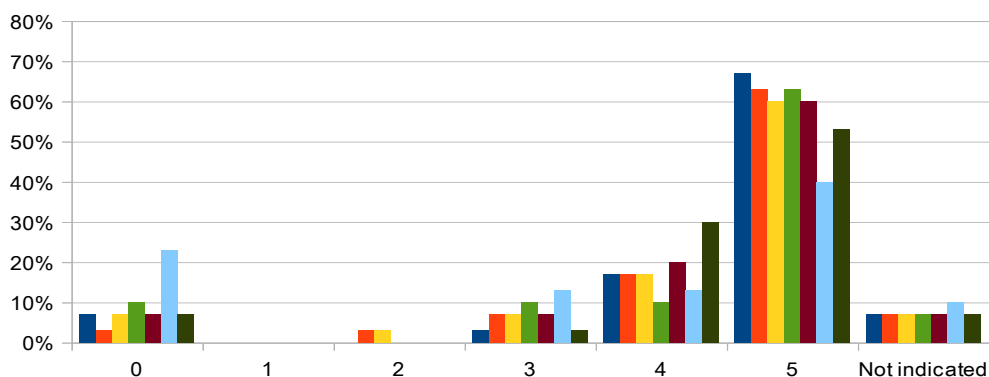
Graph 10 highlights responses to the question, *'How do you rate the following in relation to the Centre location, staff and role of the Project?'*

Graph 10 Project Roles Importance



Graph 11 highlights responses views on the effectiveness of the Project.

Graph 11 Project Effectiveness



- Access the support and learning materials they and their families require
- Improve overall skills and abilities
- Feel more confident, independent and empowered to make their own decisions
- Families to feel happier, talk and communicate more
- Feel more positive about the education and employment prospects of family members
- Feel more secure about money and paying the bills
- Feel more positive about the health and well-being of family members

7.8 Summary of Partner Agency Questionnaire Responses

There is universal agreement that it is important to meet the key needs of local parents. Of those having an awareness of the Project:

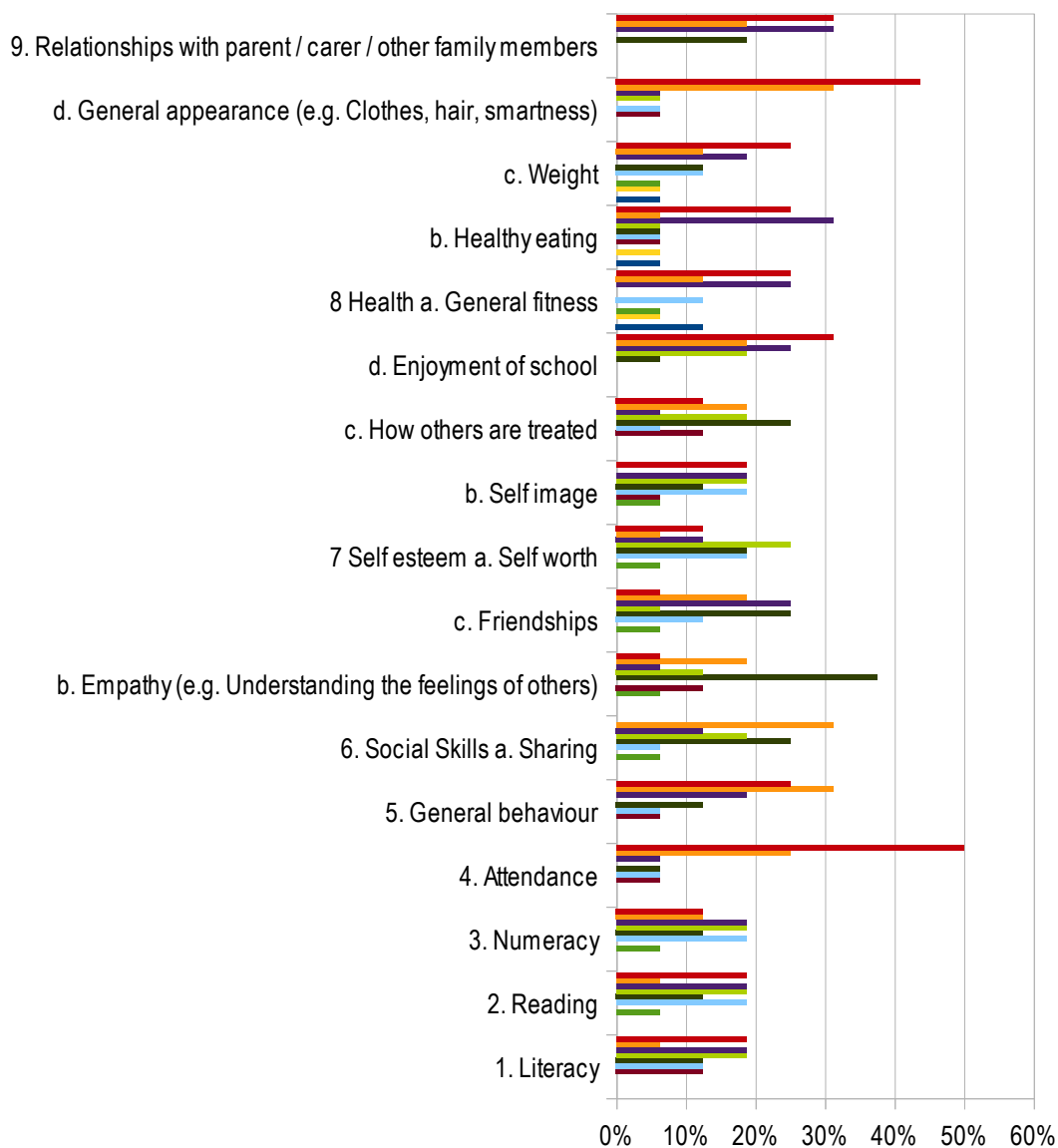
- The Project / Project staff are well regarded
- There is a high understanding of the role and functions of the Project
- There is a good understanding of the effectiveness of the Project

7.9 Pupil Survey

A total of **16** responses were received from the participating schools, which related to pupils aged 4 to 10 years.

Graph 12 highlights pupils' progress in the areas listed: (0 – None / Not applicable 1 - low, 10 – high)

Graph 12 Pupil Progress

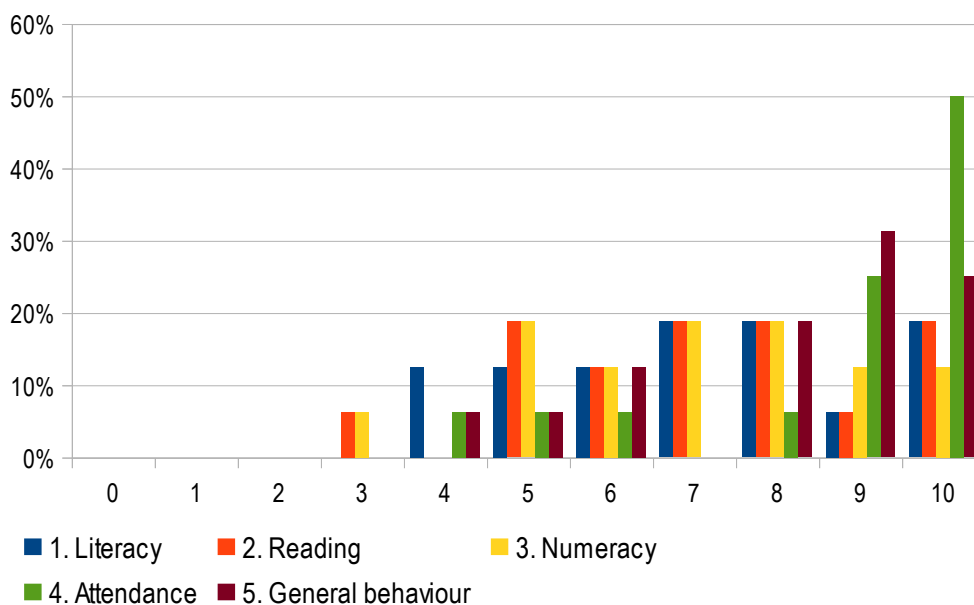


It will be noted that the pupils' teachers' have 'scored' the following particularly high (orange / red)

- Attendance
- General appearance
- Relationships
- Enjoyment of school
- Health and general fitness
- Social skills / behaviour

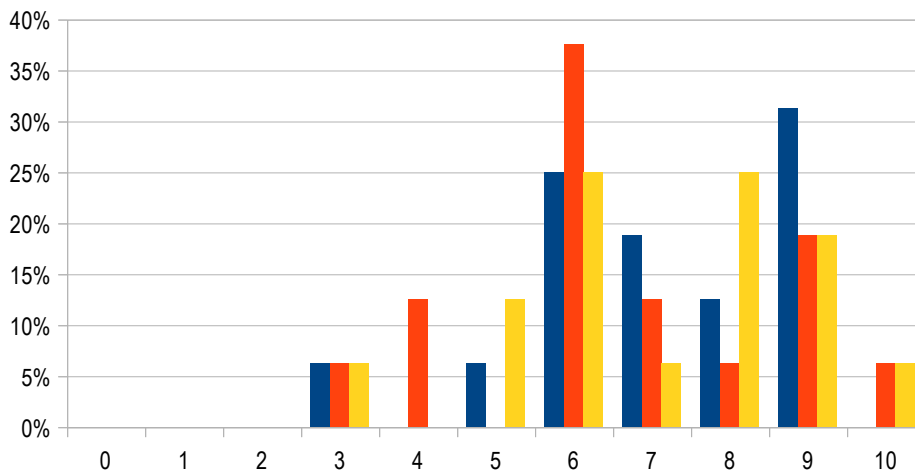
Graph 13 highlights pupil's progress in relation to **literacy** (writing), **reading**, **numeracy**, **attendance** and **general behaviour** (0 – None / Not applicable 1 - low, 10 – high).

Graph 13 Pupil's Progress (Literacy, Reading, Numeracy, Attendance, General Behaviour)



Graph 14 highlights pupil’s progress in relation to **social skills**.

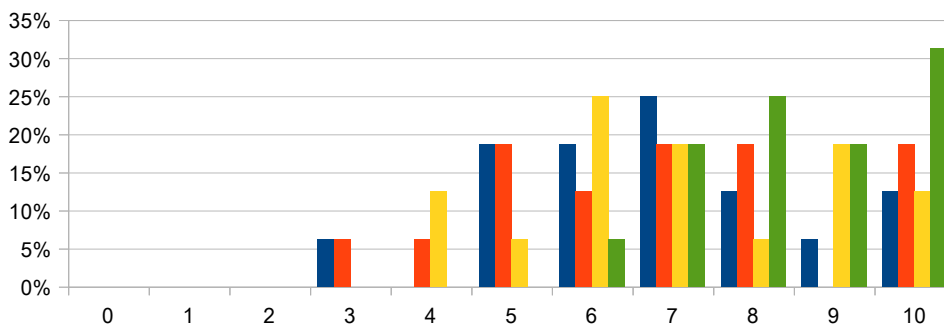
Graph 14 Pupil Progress (Social Skills)



- a. Sharing
- b. Empathy (e.g. Understanding the feelings of others)
- c. Friendships

Graph 15 highlights pupils’ progress in relation to issues linked to **self-esteem** (0 – None / Not applicable 1 - low, 10 – high).

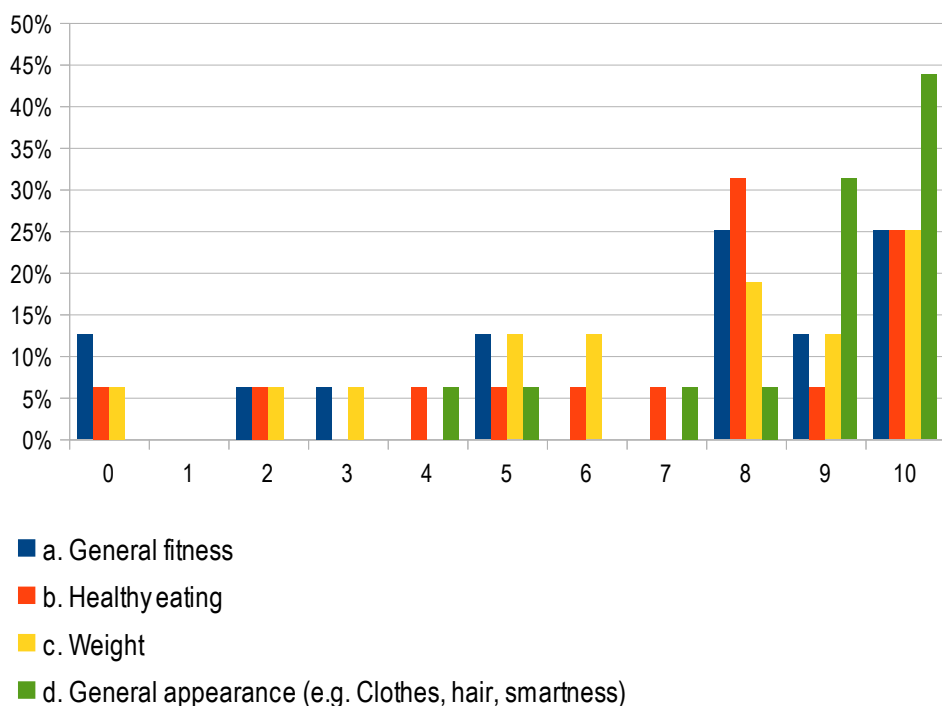
Graph 15 Pupil Progress (Self-Esteem)



- a. Self worth
- b. Self image
- c. How others are treated
- d. Enjoyment of school

Graph 16 highlights pupils' progress in relation to their **general health** (0 – None / Not applicable 1 - low, 10 – high).

Graph 16 Pupil Progress (General Health)



Graph 17 highlights pupils' progress in relation to their family relationships (0 – None / Not applicable 1 - low, 10 – high).

Graph 17 Pupil Progress (Family Relationships)

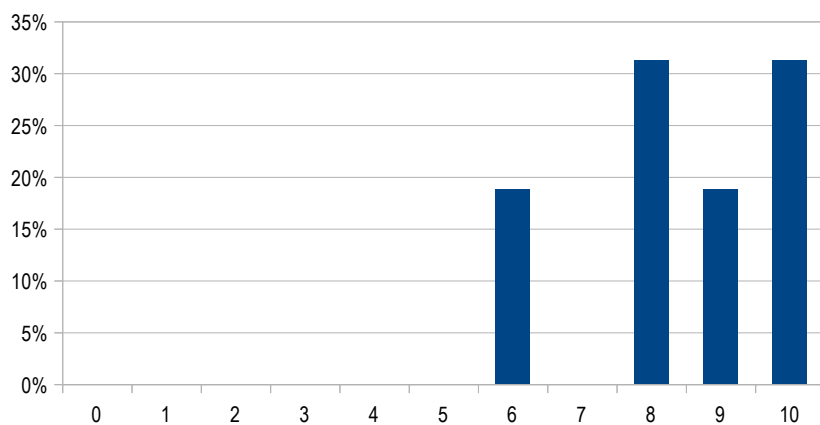


Table 6 highlights available data regarding pupils' progress in relation to reading ages and attendance.

Table 6 Pupil Progress (Reading Age / Attendance)

School	Pupil Ref	Age	Reading Age (Prior)	Reading Age (Current)	Attendance % (Prior)	Attendance (Current)
Christ Church	1	5y 11m	N/A	5yr 4m	87.5	95.3
	2	10y 6m	N/A	10y 9m	76.4	98.1
	3	4y 4m	N/A		97.9	98.9
	4	5y 8m	N/A	5yr 7m	94.4	98.6
	5	5y 8m	N/A	5yr 4m	91.1	96.2
Rood End	6	8y 10m	7y 4m	8yr 7m	98	100
	7	8y 3m	7y 8m	8yr 7m	98	98
	8	10y 9m	10y 2m	10yr 7m	83	93
St Francis Xavier	9	10yr	10	10.6	91	96
	10	6y 4m	Bookband 1	Bookband 4	91	89
Langley	11	8yr	2c	2a	98	100
	12	10yr	2a	3c	93	55
	13	6yr	1c	1b	96	91
	14	7yr	1c	1b	96	45
	15	6yr	1c	2c	98	100
	16	6yr	1w	1b	100	100

The following are extracts from comments received by teaching staff (Names have been changed to protect pupils' identities):

- *SinglePoint and school support for mum has been crucial. Prior to support mum had issues of complex domestic violence, isolation and had no English. She is now working, has started to learn basic English and has productive relationships with both parents*
- *John is very independent and is willing to try anything new, especially outdoor / physical activities. He generally works well in group situations and has begun to make independent friendships on the playground*
- *Elizabeth has developed good friendship groups this year and has become more confident in group situations. She has made good progress in all areas and will listen to advice on how to improve her work. She eats a healthy lunch at school and has milk at play time*

- *Philip has had a difficult year but has coped very well; this is due to his hard work and the love and support from his family*
- *Joe struggled with the transition from Reception to Year 1. He has settled in well now and is a lot more confident in himself and his abilities. He has worked really hard this year*
- *Amber has worked really hard this year. She has developed good friendship groups and will instigate games now. She has grown in confidence in her own abilities. She takes on board all ways of improving her work*
- *Lisa has changed since beginning reception and being supported by SinglePoint. She is more settled yet still needs support*
- *Peter is a child that was at great risk - physically and emotionally. Support from school and SinglePoint has ensured that, Peter is in a place of safety, is thriving in all aspects in school, mother - child relationships are now becoming stronger, bereavement is being dealt with for mother and child. With support received / in place we anticipate that in September Peter will be placed at / de-escalated to 'Early Help'. Having said this it will still be essential that the support continues. SinglePoint support, together with schools Family support Worker has been crucial in ensuring the safety of the pupil, parental stability and emotional resilience, attendance (previous year over 1,300 minutes in lates, no lates this year and attendance **95.1%**, compared with 82.97% during 2012 / 13.*

7.10 Summary of Pupil Survey Findings

The exercise has proved extremely worthwhile, providing high quality qualitative and quantitative evidence that support for parents provided by the SinglePoint Project, is generally enabling their children to progress in school in all key areas such as **literacy** (writing), **reading**, **numeracy**, **attendance** and **general behaviour**. It is also significant that there is evidence that the health and well-being of their children is also improving.

It is also clear that in a significant number of cases that '*work is in progress*', and it is important that '*Such high quality support continues into the foreseeable future*'.

7.11 Case Studies

The following is a summary of case study interviews with Service Users from each of the four participating schools. Names and a number of details have been changed to protect the identities of individuals.

Lucy is 49 years old, separated, a resident of Oldbury and lives in her own home with her young daughter. Previously unemployed, she has held a number of unskilled jobs.

In the past she has been a habitual cannabis user, which she has hidden from her daughter and other family members. She says, *'It was for pain relief and depression really, and I did not feel it was doing me any harm. It was my secret and I made sure my kids or other family members never knew or EVER saw me using it. I suppose I was in denial that it was wrong, and it would ever do me any harm'*.

Things came to a head when the authorities (Social Services, the police and her child's school) found out. It was awful. I just lost control of my life. Their prime concern was my daughter and her welfare, and it was clear that I could not continue to use cannabis. Yet looking back it had a hold of me, and at the time I did not realise what a mess it was making of my well-being, appearance and finances. I was also living a horrid secret life. I was in a black hole of worry and despair.

I felt everyone was judging me and at any time my daughter could be taken from me. I had a horrible year and I felt so alone, as I couldn't share my 'secret' with anyone I knew such as my mum. There was no empathy at all from Social Services and I couldn't talk to them and seek support. It also became clear that my daughter was not doing well in school and the school were concerned.

Things improved due to the support that came from CAF (Common Assessment Framework), and I self-referred to Swanswell (Sandwell Drug & Alcohol Support), where my life was turned around. They were great, and I came to realise the hold cannabis had over me, and how it could ruin my life. I had become paranoid, depressed and the pressure of life was taking over me. With support, I took the decision to turn my life around and voluntarily took drug tests. I was given the skills to get my life back.

*Through the school I was put in contact with **SinglePoint** and they have been great. They never judge and are concerned about me and my family. They listen and began to help me gain my confidence, which is proving key to me. They are giving me the skills I need to get my life back, and helping me to support my daughter and become a family. I look forward to my meetings and calling into the Centre. Everyone is so friendly and welcoming and there are lots of resources there to help me, such as job seeking advice and support. They are making me feel like a good person. I feel safe there at the Centre.*

*Life is now much better. I have a job and feel in control. I take pride in how I look and have lots of confidence. I am now 'me', not that person the cannabis was in control of. The best thing is I am now a real mum, and I am getting on so well with my daughter. There are no more closed doors and secrets. She is doing lots better in school, and I feel like I am now in control of my life. I realised the other day that I was spending around **£80 per week** on cannabis. I am saving that now, and am even quitting smoking. That is saving me around **£30 a week**.*

I am so glad that Swanswell and SinglePoint were there for me. There was no one else about who could provide the support I needed.

I would have been lost without them. I continue to drop into the SinglePoint Centre. It is a happy place and picks me up if ever I feel a little low or insecure. I just can't thank all of them enough!

What has SinglePoint provided me with? *Belief in me! The skills and confidence to take control of my life and helped me to be a real mum. Hope and trust'.*

Lynette is 23 years old, engaged to **Greg**, with two young children and are living with his parents in the Oldbury area. Previously both unemployed and on benefits. Lynette was prescribed antidepressants by her GP.

She says, 'My life was awful. The kids had behavioural problems and we both just did not know how to cope as 'parents'. On top of this we had no jobs, money worries, and were always arguing. It is always hard living with parents, and although we were grateful for their support, we just could not be a proper couple. They were very protective of the children and there was so much tension.

I was referred to SinglePoint by the school and the changes in our lives have been amazing. The Parent Support Advisor has been brilliant! She is lovely and is always smiling. She never judges and is there for us, as my partner also received support from SinglePoint.

We both (separately) received counselling arranged by SinglePoint, which really helped us to sort our own issues out. We both also attended the CHANGES Programme, which was all about parenting skills and how to be good and effective parents. It is also good to be able to drop into the SinglePoint Centre. There are lots of resources there, such as computers and job seeking resources. The children also took part in after-school activities such as Complete Kidz.

As a result of the amazing support from SinglePoint we both have really good jobs now. We were helped to write job applications, making the most of our skills and abilities. We were given the confidence to go for really good jobs. I am on an Apprenticeship now, and Greg is working for a leading car manufacturer in the area.

Money is no longer such a big issue. Due to advice and support from SinglePoint, we are off benefits, and I receive the appropriate Working Tax Credits. Greg is a tax payer now.

I am off the antidepressants, and just love my life and my family. The kids have changed so much, as a result of the skills the CHANGES programme has provided to us. They are doing really well in school and their behavioural issues are well under control. They are amazing!

We are all a team now, me Greg and the kids. We are proper parents, with lots of the key skills we need as a result of the CHANGES programme. We have so much more confidence, and Greg and I hardly argue at all now. Whilst we plan to have a place of our own soon, there is far less tension at home and I am enjoying life so much. Greg and I have a really loving relationship, and the whole family is much happier and contented.

What has SinglePoint provided to me and my family? *Time, confidence, personal development, care, support, being non-judgemental, a 'one stop shop', parenting skills, jobs, a life, happiness, my family – happiness!*

Why is SinglePoint special? *There is nothing else like it in the area. It is like a one stop shop where you can find everything, or be pointed to where the support you need is. It is unique and special.*

We just can't thank them enough!

Eve is 37 years old, currently separated and lives in the Oldbury area in her own property with her two children aged 5 and 14 years.

She says, 'My life fell apart, when out of the blue my husband left me. I was devastated and went into shock and depression. I felt embarrassed, angry, low and worthless. The Doctor prescribed anti-depressants, which I certainly needed at the time. It affected both of my children, and the 5 year old in particular. She was a quiet child before, but things got worse quite quickly. She turned into a frightened lonely child, which was picked up in the Reception class in her school. I just lost my confidence, self-worth and I feared for my family.

After a while I asked for help at the school and thankfully the SinglePoint Parent Support Advisor quickly came to see me on a home visit. To be honest I was scared before she came because I expected a 'Social Worker' type of approach, which may have not been supportive and more judgemental. I did not want my family to break up in any way.

It was such a relief to find the opposite of what I expected. She was so friendly and understanding and quickly put me at ease. It was clear from the start that I had someone to help and not judge me. She kept asking, 'What about you', and that was just what I needed. She immediately began to build my confidence, and helped me to believe in myself. She encouraged me, helped me talk, and build on the good points about me and my life. From being in melt down, she steered me to recovery.

She also supported my eldest child, who was emotionally low. She picked up, as the eldest, he was worried about mum. Looking back, she supported us all in one way or another. She clearly cared and was not going to give up on me and my family.

Over time my life as I wanted came back to me. I received the support I needed from SinglePoint when I most needed it. They all helped me to decide where I wanted to go and how I was going to get there.

Most importantly it was aimed at me the person, with no pushing. Just understanding. I began to feel safe and felt I had a safety net under me. The fear went away. Key actions included job searching, and lots of 'firsts' for me and my family, such as taking my family swimming, going to the pictures, having friends around for tea. I remember a 'brilliant summer', with lots of laughter and fun. I became inspired and began to develop a strategy to go forward. SinglePoint was repairing me.

I was provided with the tools to change my life. I was empowered to help myself. It was about me and my family.

My aim is to be a Receptionist. Such ambition certainly scared me at first, but with SinglePoint behind me as a safety net my confidence continued to grow. Over time I got a part-time job in a small law firm. I loved that! Being part of a team, and helping other people through my role. I have carried out voluntary work, and have really confirmed my future as far as work and a career is concerned.

I also got a job as a Support Worker in a charity. I had to apply and was interviewed, and couldn't believe it when I was selected. I was worthy and they wanted me!

I have enrolled at College for a Level 2 course to become a Receptionist. I have a job, prospects and a future as me!

My children have also been supported, but it is clear to me that I have been provided by SinglePoint with the skills and confidence to make a real difference to mine and my children's lives.

Where are we now? I have me back. I am no longer on medication. I have a job and a vocation. But most importantly we are a happy family. The change in my youngest is amazing. She has come out of herself and is likewise so confident now. The school has certainly noticed. My eldest son laughs more now we was are all so happy.

How has this been achieved? Without doubt it has been enabled by the SinglePoint team and the Parent Support Advisor in particular. The support has been what was needed and when I needed it most. It has been bespoke and built on empathy and trust.

What works describe what SinglePoint has provided? Time, tools, options and a strategy. I feel like I have a Guardian Angel looking over my shoulder and can only say THANK YOU!

Massie is 39 years old and a resident of Oldbury. She lives in privately rented accommodation with her 3 daughters. She is currently not working.

Life has thrown problems at her. She says, 'A lot of stuff is going on in my life at the moment, and my head is all over the place. I have felt like I'm on my own and have no one to talk to or help me. Social Services have not been supportive at all, and I just don't trust them. I always fear my family could break up, and they are judging me.

On top of everything my middle daughter just won't go to school as she should. I have tried everything, but nothing is working. I have been to court and been fined, but this does not do anything to encourage her to go to school as he should.

I have not been sleeping as I should be and sometimes think the kids will be better off without me. I just did not know where to turn, or who could ever help me. I have lost weight and was prescribed antidepressants by my Doctor.

I was at my wits end until I was referred to SinglePoint by the Head Teacher. The first thing I noticed was they did not judge me. This made such an impact on me. I had someone who would listen and would be on my side. They listened and listened some more. This gave me hope, which was so important to me. Gradually they worked with me to understand that I could get through anything. I had someone to talk to who I could trust and who knew where I could get the support I needed for me and my family, who mean everything to me.

One thing I did notice was they talk straight to me. They tell me what I need to know and don't hold back.

For example, they told me that I would be likely to receive a higher fine if my daughter did not go to school and I could go to prison. They also helped me to sort my benefits out, and pointed me to the right agencies where other support and advice is available. For example my daughter is now receiving targeted youth support, and we are receiving support from the School Nurse. Family Solutions are on-board, and I now have a bit more positive and trusting relationship with Social Services. My Doctor is aware of everything and it is like I have a team around me, which has been enabled by SinglePoint.

I remember a 'light bulb' moment, when the SinglePoint Parent Support Advisor helped me to see me for who I am and what I can be. I am in control of where my life takes me, and SinglePoint is helping me to achieve this.

Where I have come from? *From being a mess, poor health, not sleeping, full of fear, crying alone, with no friends or anyone to turn to.*

Where am I now? *I know I have a long way to go, and the problems are still about. But I have hope. I feel sane. I am on a low dosage of antidepressants, and am sleeping far better. I feel like I have friends who I have met at the SinglePoint Centre and on the trips me and my kids have gone to. I have a plan, and have someone to help me to help myself. Most importantly, we are a family and are working together as a team. We are not broken and will be OK!*

Where do I want to be next year? *Working. My daughter going to school as she should and Social Services out of my hair.*

What have SinglePoint given me? *Hope, aspirations, confidence. People who don't judge. Information about whom and where I can seek and get the support I need. Straight talking and honesty.*

It will be noted that:

- Referrals to the SinglePoint Project are made by all of the participating schools
- All of the participants are extremely praising of the SinglePoint Project
- The role of the Parent Support Advisor is highly valued and appreciated
- Support is focused on the parent
- Whilst it is generally the case that the first point of contact is the Parent Support Advisor, it is apparent that clients are also supported by other members of the SinglePoint team
- Cases can be extremely complex and challenging
- As a multi-skilled team, members of the SinglePoint Project are well placed and properly skilled to provide the support required by clients
- Where appropriate, good use is made of other partner agency members, with members of the SinglePoint team regularly sign posting and referring clients to other organisations
- The CHANGES programme is highly valued and appears to provide the support required by SinglePoint clients

- Outcomes are including:
 - Clients feeling more confident and empowered, with objectives linked to employment and providing for their families
 - Improvements in the health and general well-being of clients
 - Clients seeking and achieving support from a wide variety of local agencies
 - Clients spending more quality time with their families, which is strengthening and improving family relationships and communication
 - Clients making best use of the SinglePoint offer, which includes childcare and access to holiday provision

7.12 Workshops

Appendix G highlights feedback from three workshops held at the Centre with:

- Partner agency members (pictured)
- Service Users
- Project staff



The following is a **summary of findings**:

- **Key ingredients / what is good about the Project:**
 - Partnership involvement
 - Supporting the most vulnerable
 - Delivering what is needed
 - Breaking down barriers
 - Adaptable and flexible
 - Affordable childcare, holiday provision and 'trips'
 - Community cohesion

- **Key ingredients for success / why it works:**
 - SinglePoint staff – quality / delivering **what** is needed, **when** it is needed
 - Being **there** and **available**, providing support and advice on issues linked to personal home life
 - Trustworthy staff / reliable
 - Non-threatening – ‘not teachers or social workers’
 - Responding to needs – life changing to some people
 - Fun – for the whole family
 - Accessible – easy to get to
 - One stop shop approach – a single point of contact
 - Cases followed through

- **Potential improvements**
 - More funding / increases in staff / facilities / activities
 - More outreach work
 - Improved marketing – to Service Users and external stakeholders / partners
 - Use of social media

- **Future Challenges**
 - Future funding - demands on funders from similar projects / organisations
 - Austerity – anticipated reductions in services affecting vulnerable families / those who need the most support
 - Demands on local services becoming greater
 - Lack of local agencies to support local demands

- **Future direction for SinglePoint / Local Stakeholders / Partners**
 - Family support – anticipating and responding to future challenges
 - Outreach work – reaching the most vulnerable
 - Community engagement - empowering families to change their own lives
 - Partnership working / linking services together
 - Expanding services to meet needs

- Investment in staff – training
- Use of volunteers
- Education and employment support for clients / wider community members
- Breaking cycles of deprivation – including poverty, crime and community cohesion

- **'Wish List'** – in addition to meetings with celebrities:
 - Funding – continued for the Project
 - Building / developing services / facilities
 - The Project becoming embedded in the schools / wider community
 - Extend to other parts of Sandwell
 - Financial security for Service Users
 - Continued help and support for Service Users

7.13 Observations / Attendance at Key Meetings

As demonstrated by this poster, which is on display at **Rood End School**, the areas which the 4 participating schools serve are diverse, with pupils and their families representing over **25** countries, cultures and associated languages.



7.14 Management Board

The Management Board (pictured) currently comprises of the Head Teachers from each of the participating schools and the Project Managers.

The meeting attended was well structured and minutes were taken. Business matters are focused on the running of the Project and views and opinions between Project staff present and Group members flow freely and openly.



Good systems appear to be in place for budget management, and regular meetings take place, with good will and good communications between the schools. Appropriate levels of support and advice is clearly provided to the Project Managers / the team as a whole.

It is apparent that:

- The role and functions of the Group could be enhanced by Group members to include:
 - Partner agency / key stakeholder representatives
 - Stakeholder / Family Network Group representatives
- Such would:
 - Enhance / improve opportunities for more joined up partnership working
 - Improved opportunities for funding support
 - Ensure that the Group is even more aware of the needs and aspirations of Service Users
 - Resultant improvements in service delivery / key outcomes being met
 - Provide valuable work / specialist experience opportunities to Service Users looking to enter / re-enter the workplace

7.15 **SinglePoint Staff Team**

The SinglePoint staff team (pictured) are clearly committed to their roles and look to provide the support required from Service Users and the delivery of the impressive Project outcomes. They are well informed and trained, and display high levels of empathy and understanding of Service Users' needs and demands. There is an ongoing ethos of staff improvement and development in place. Good and innovative use is made of external suppliers to ensure that good, value for money use is made of funding / resources, and the best quality and most appropriate services and resources are available to Service Users.

They adopt a multi-skilled team approach to tasks, and regularly work jointly to meet clients' needs. Whilst clearly busy, with lots to do, they present a cheerful and caring approach to Service Users and visitors, and adopt an approach of '*nothing being too much trouble*'.

The roles of the Parent Support Advisors are clearly complex and demanding, but are enhanced and supported by a competent, experienced and supporting team, who share roles and responsibilities.



Leadership, direction and support within the team is strong, as are the dynamics, which are reflected by a happy and efficient environment within the day to day delivery of the Project. A true 'team' approach to what are demanding and complex roles and responsibilities.

7.16 Volunteer Support

It is noticeable that although the team are regularly busy, there is no formal **volunteer programme** in place, which would provide:

- Much needed support and assistance to staff team members
- Enable services and support to be more diverse in terms of representing the ever changing cultural and ethnic backgrounds of the local communities
- Provide valuable work experience opportunities to Service Users looking to enter / re-enter the workplace

7.17 Family Network Group

As outlined at **Section 4.6** a Family Network Group has been established, which provided valuable and useful support and advice in the design and production of the Service User questionnaire utilised in this evaluation of the Project.

It is apparent that:

- There is potential to further enhance its role and functions
- The Group will benefit from more formal, structured and specialist support and training, which will provide members with the confidence and capability to further enhance the delivery of its role and functions

7.18 SinglePoint Hub / Centre

The SinglePoint Hub / Centre is clearly valued and appreciated by Service Users. It is a modern well equipped building, with a welcoming, happy environment. Facilities such as computers / IT, a Community Café, Information Points, chairs to relax on and meeting rooms are well maintained and well used.



7.19 Activities

As outlined at **Section 5.6** a wide variety of activities take place at the Hub, which as this photograph highlights, includes a popular Breakfast Club, which is attended by children from Christ Church and St Francis Xavier schools.



In addition to the structured activities such as a childrens' breakfast club and the adult cookery classes (pictured), Service Users of all ages regularly 'drop-in', to meet with other Service Users and seek support and apparent reassurance from Project staff.



The following is noted:

- Good use could be made of additional space for an increase in [confidential] meeting spaces, general activities and facilities
- Whilst good use is made of posters, leaflets and 'word of mouth' to market and inform Service Users about events and activities, there are opportunities to utilise social media,

such as *Facebook*, *Twitter* and a dynamic Project website to market and promote activities, events and opportunities

7.20 Parental Support

Key to the success and importance of the Project is the support provided to parents initially, and their families as a consequence.

As outlined at **Section 6.6** a total of **51** referrals have been supported to date, which relates to **70** adults and **11** children. Apart from one case, referrals have been made by each of the participating schools.

In the first instance, it is usual for referred clients to receive a visit / meeting with a **SinglePoint Parent Support Advisor (PSA)**, who makes the initial contact and assesses the support required. As part of the research, opportunity has been taken to shadow the PSA for a day to gain an understanding of:

- The role, and the methodology of the Advisor's and the Project's approach
- The opinions of clients
- The impacts such support is having on the lives of clients and their families

The following is a summary of findings:

- The Project is to support parents / families with extremely complex and challenging cases, which include:
 - Family / domestic violence
 - Husbands / partners / family members receiving custodial prison sentences
 - Language / cultural barriers
 - Financial issues / poverty
 - Child protection - Social Worker / police involvement
 - Medical conditions / depression
 - Family / relationship breakups
 - Child protection issues
 - Family undergoing Common Assessment Framework (CAF)

- Parenting issues
- School exclusions
- Children with special / additional education needs
- Children with ADHD
- Children under CAMHS (Child and Adolescent Mental Health Service)
- In every case observed, the PSA makes it clear that she is '*there to support the client*' and regularly asked, '*How are YOU?*', despite clients generally focussing their attentions and efforts on their children / families
- Advice offered is honest, practical and straight forward – which is apparently gratefully received by clients
- The PSA regularly offers and provides other partner agency / support options referrals to clients; and never attempts or purports to be the sole source of support
- Mentoring techniques are used, such as providing clients with the tools to tackle the challenges they are facing themselves
- The PSA is part of a wider support [Project] team, which ensures that clients receive 'wrap around' support in areas such as making appointments with other agencies, child / after school care, parenting classes, legal and financial advice, job seeking, stress relief and in some cases one to one counselling
- The Project offers a single point of contact. It aims never to turn clients away, and continues to offer / provide appropriate support until clients feel able to stand on their own feet
- Outcomes / impacts include:
 - Improvements in confidence
 - Empowered to make their own decisions
 - Multi-agency support
 - Improved health / well-being
 - Happier families / family life
 - Living independently
 - Access to affordable childcare
 - Attending education opportunities
 - Employment

- Receipt of appropriate benefit support / financial stability
- Improvements in childrens' performance in school, such as attendance, academic achievements, behaviour

7.21 SinglePoint Internal Evaluations

The following is a summary of evaluations carried out by the SinglePoint team of trips and outings to Dudley Zoo, Drayton Manor and a Circus Day.

- **100%** of respondents enjoyed the activities
- Evaluations include those carried out by parents and participating children

Comments / feedback concerned what they most enjoyed includes:

- *Being with my family and friends*
- *I spent all day with my parents. That was a great day out, Thank you*
- *I have enjoyed going on the rides because it has helped restore my self-confidence, also I enjoyed spending time with my family*
- *I have enjoyed eating food and trying to do different activities*
- *Doing events, activities and spending time with my family*
- *Having my face painted and playing with the different activities and being with my family*
- *I enjoyed everything. Thank you!*

Due note is made of **Appendix H**, which provides an impressive and positive summary of children's views and opinions about the Project.

8.0 External Influences, Strategies & Opportunities

8.1 Introduction

Understanding the extent of data and information that could influence the future direction of the Project, the following has been researched:

- Sandwell / Oldbury Indices of Deprivation
- 2011 Census
- Children, Young People and Families Plan 2011-2014
- Learning Communities
- Sandwell's Anti-Poverty Action Plan 2014-2015
- Safer Sandwell Partnership
- Sandwell Children's Strategic Partnership Board
- Department for Education Child Poverty Strategy 2014-2017 Consultation (Sandwell MBC and partners response)
- Sandwell Locality COG Teams

8.2 Sandwell in Brief

Sandwell is a metropolitan borough, which was formed in 1974, and is one of seven local authorities that makes up the West Midlands conurbation. The Sandwell Borough comprises of six towns – Oldbury, Rowley Regis, Smethwick, Tipton, Wednesbury and West Bromwich.

Based on a June 2013 estimate, Sandwell has a **population** of **314,300**. There has been an increase of population of around 29,700 since 2001. The Borough is ethnically diverse, with the White British population decreasing from 78% to **65.8%** between 2001 and 2011. Asian groups, including Indian, Pakistani, Bangladeshi, Chinese and Other Asian account for **19.2%** of the population.

In absolute terms, **health** in Sandwell has been improving over time, though at a slower rate than the Country as a whole.

Life expectancy is **76.8** years for men and **81.3** years for women. This compares to the national figure for England of 79.2 years and 83.0 years respectively (3 year rolling average 2010 / 13).

Economy - During April 2014 10,379 people claimed Job Seekers allowance, which accounts for **5.3%** of the working age population (16 to 64 years), compared to 3.4% for the West Midlands and 2.7% (Great Britain).

Deprivation - Sandwell has high levels of deprivation, which is widespread and uniform.

Table 7 highlights indices of multiple deprivation at district levels.

Table 7 Indices of Multiple Deprivation 2010 – District Level

Local Authority	Rank of Average Score	Rank of Average Rank	Rank of Extent	Rank of Local Concentration	Rank of Income Scale	Rank of Employment Scale
Birmingham	9	13	10	20	1	1
Coventry	50	53	52	37	24	22
Dudley	104	113	86	85	33	34
Sandwell	12	9	6	36	12	15
Solihull	179	212	119	98	101	96
Walsall	30	35	26	40	30	31
Wolverhampton	21	20	18	31	27	24

Source: Research Sandwell – Local Intelligence and Consultation

Table Key: District level information, six district level measures, no one measure is preferred over the others, 326 districts measured in England, 1 = most deprived district

8.3 Child Population in Sandwell

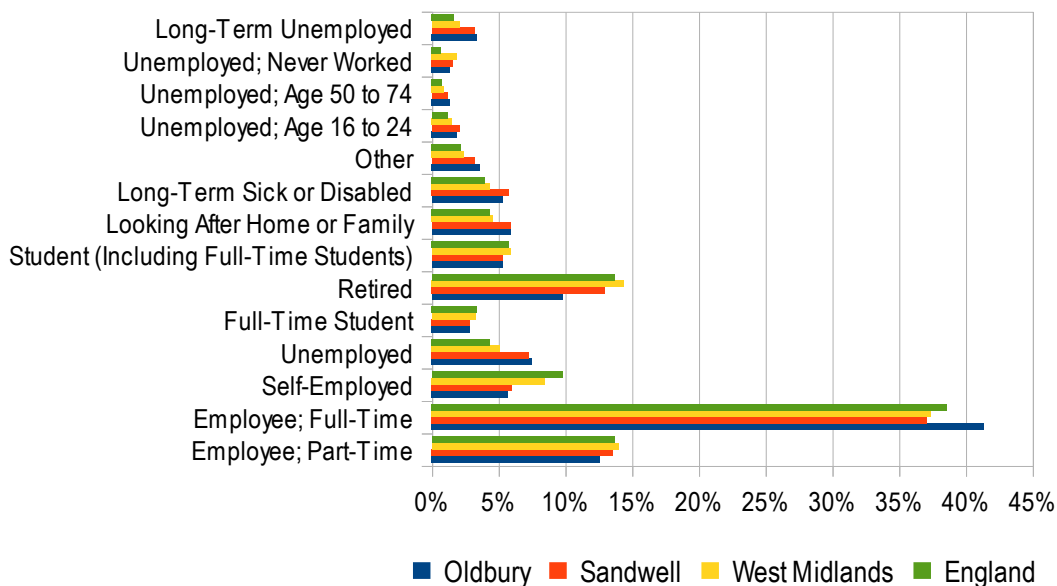
The following is a snapshot of child health in Sandwell (source: Public Health England, March 2014):

- **43%** of Sandwell school children are from a minority ethnic group
- The health and wellbeing of local children is worse than the England average
- Child obesity is worse than the average levels of obesity, with **10.9%** of children aged 4-5 years, and **24.3%** of children aged 10 to 11 years
- The level of child poverty is worse than the England average (20.6%) and the West Midlands average (23.2%), with **29.9%** of children aged under 16 years in Sandwell living in poverty

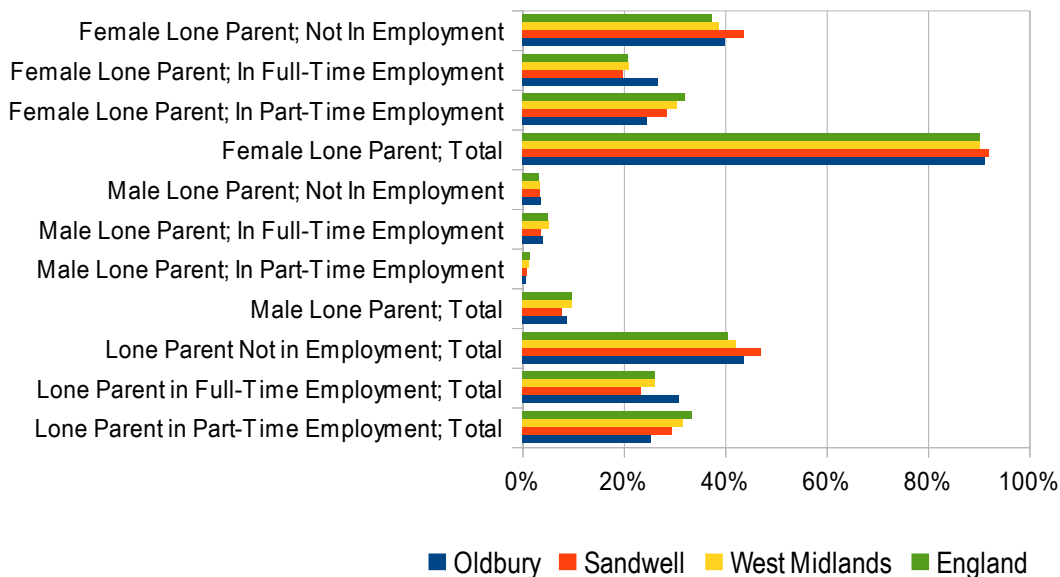
8.4 Local Deprivation

As will be noted at **Graphs 18** and **19**, that deprivation indicators such as **economic activity** and **lone parents with dependent children** in Oldbury are comparable [poor] with those of Sandwell as a whole.

Graph 18 Oldbury Economic Activity

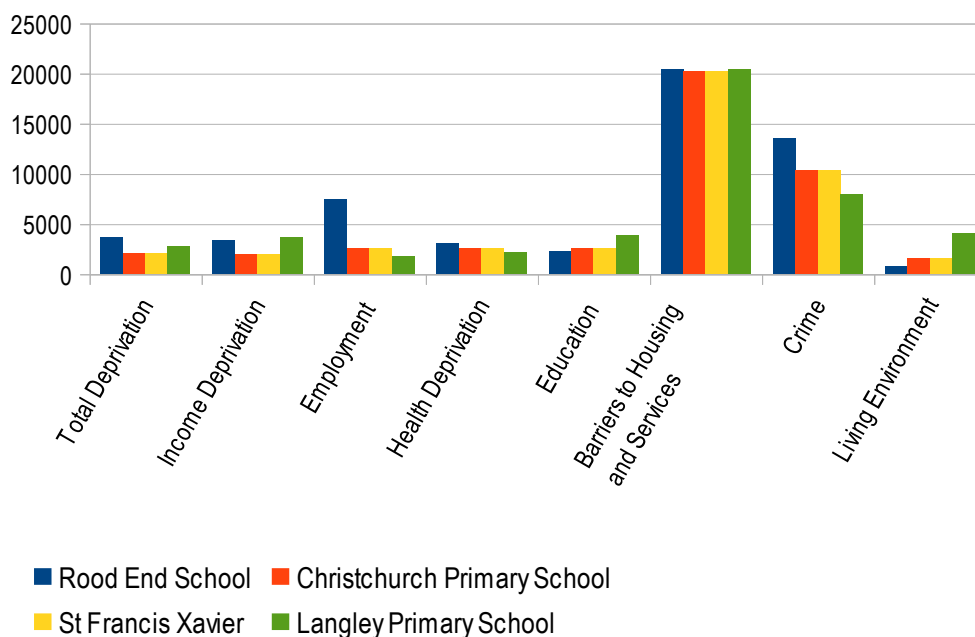


Graph 19 Lone Parent Households with Dependent Children



Graph 20 provides a summary of indices for multiple deprivation for each of the **Super Output Areas** (SOAs) where each of the participating schools are situated.

Graph 20 Indices of Multiple Deprivation Ranks for Each School Area



It will be noted that:

- **Rood End School** is generally situated within the most deprived area, with particular regard to total deprivation, income, employment, health and crime. It is interesting to note that Rood End School is the least deprived with regard to **education** and **living environment**.
- Rated second to Rood End, **Langley School** is noticeably within an area where deprivation is linked to **income, education, living environment**.

8.5 Children, Young People and Families Plan 2011-2014

The **vision** for Sandwell is:

'Is for everyone of Sandwell's children and young people, whatever their background or needs, to achieve their potential, reach high levels of educational success, live healthy and safe lives and have the opportunity of a fulfilling life in a caring environment. Children and young people will actively take part in the funding, planning, development, monitoring and delivery of all services available to them.'

The values that underpin the vision are:

- **Being outcomes focused** – first and foremost is to improve outcomes for all of Sandwell's children, young people and families
- **Being inclusive** – seeking to engage with all relevant stakeholders in a fair and transparent way. To build the capacity of stakeholders to actively participate, particularly that of children, young people and parents
- **Being equitable** – ensuring equal access to service and promote take up by the most disadvantaged and vulnerable

8.6 Sandwell's Anti-Poverty Action Plan 2014-2015

The Action Plan contains short and medium term actions, with an acknowledgment that the voluntary sector and other partners will lead on many of the activities within the Plan, with all partners contributing to its delivery. The Council will take a coordinating role, and will continue to work in partnership with partners to encourage their involvement. Actions are grouped into 8 key aims, with child poverty as a feature throughout:

1. Help people and families maximise their income and reduce costs.
2. Create pathways into local employment.
3. Neighbourhood working as means of addressing local need.
4. Council and key local agencies to sue their powers and responsibilities to address local poverty.
5. Provide education and training to improve understanding and awareness of poverty issues.
6. Work together to share information, maximise impact and maximise use of resources.
7. Develop collaborative social policy campaigns

8.7 Safer Sandwell Partnership (SSP)

The 1998 Crime and Disorder Act placed a statutory duty on a wide range of agencies to work together to tackle crime and improve community safety. **Safer Sandwell Partnership (SSP)** is the local statutory Community Safety Partnership for the Borough. The **SSP 2011-2015 Strategic Plan** planned outcomes are:

- Reduce crime
- Reduce anti-social behaviour
- Help people feel safe
- Reduce harm caused by alcohol and drugs
- Community cohesion
- Prevent and reduce offending

Two further priorities cut across all priorities:

- Young people
- Vulnerability

8.8 Sandwell Children's Strategic Partnership Board

The Sandwell Children's Strategic Partnership Board includes members from organisations such as the NHS, the Council, the voluntary sector and the police. The group meets as a **Children's Strategic Partnership Board**, with a focus on making sure that:

- No children in Sandwell live in poverty (tackling crime poverty)
- All children and young people are healthy and safe (child health outcomes)
- All children and families get help as early as possible (early help)
- All children and young people feel safe and are protected from harm (preventative aspects of safeguarding)

The Board has set up groups to tackle topics that include:

- Tackling child poverty
- Making sure all children and young people are healthy and safe
- Making sure children and young people get help as early as possible
- Giving people who work with children and families the opportunity to learn new skills and develop existing ones (workforce development)
- Families and Communities Together Sandwell (FACTS) – to help families with problems such as finding work, preventing young people becoming involved in crime and increasing school attendance
- Improving communication with children, young people and families, making sure they are fully involved in the decision making process (communication and engagement)

8.9 Department for Education Child Poverty Strategy 2014-2017 Consultation (Sandwell MBC and Partners' Response)

It is of note that Sandwell MBC and key partners' response to the Department for Education Child Poverty Strategy 2014-2017 Consultation includes examples of the areas approach to child poverty that includes:

- Giving children the best start in life is essential in addressing inequality of opportunity from the beginning
- A broad *Early Help* offer aims to support families become more independent and prevent the need for more intensive support later on. Support into training and employment is part of that offer
- Ensuring a good quality education for all aims to break the link between a poor start in life and experiencing poverty as an adult. Targeted work undertaken to intervene early and prevent young people becoming NEETS
- Income maximisation support for families provided through welfare rights support and advice
- Proactively working with families

8.10 Sandwell Locality COG Teams for Tipton, Wednesbury, West Bromwich (Central), West Bromwich (North), Oldbury, Rowley and Smethwick

Targeted Youth Support and Early Help Services have joined together to become the **Integrated Service for Families and Young People (ISFYP)**. The new Integrated Service is largely based within **COG (Community Operating Group)** Teams based in seven locality offices.

Each COG Team is managed by a COG Manager and is staffed by a combination of **Early Help Workers** and **Targeted Youth Support staff**, who between them offer support to families and young people. The new service also provides more specialist support across Sandwell, including the **Family Solutions Team** who focus upon preventing family breakdown, the Young Parent's Centre, Youth Offending Service and focused support around drugs and crime prevention.

Regular multi-agency COG Meetings continue as the backbone of the new way of working, bringing together professionals who work in the local community to share resources and make sure that support is well targeted.

The shared ethos is about placing the needs of children at the centre, taking a solution focused approach to motivate and enable families to make lasting changes that enable children to thrive and succeed. All workers use the ECAF system and share the same core skills, using outcome focused plans and the 'Outcome Star' model to chart and evidence the progress made by families towards goals that they have agreed with the worker.

9.0 Summary of Findings

9.1 Introduction

Linked to the key objectives of the evaluation outlined at **Section 3.0 (Terms of Reference)**, the following is a summary of findings.

9.2 Project Outcomes

It is clear from both quantitative and qualitative research that the Project is a success in terms of achieving aims and objectives, and there are no reasons to believe that the Project will not achieve the [four] outcomes and activities agreed with the principal funder. In some cases, targets that form part of the outcomes will certainly be exceeded.

There is strong evidence to conclude that as a direct result of the Project:

1. Parents of children attending schools within the partnership are feeling more confident to make decisions as a result of engaging in the various facilities activities being delivered.
2. Supported and enabled by Project Staff, families with worries and concerns about their health and well-being are seeking and obtaining appropriate support from local agencies.
3. Families are spending more quality time together, which is strengthening family relationships and improving communication between family members.
4. Working families (predominantly from two of the participating schools – Christ Church and St Fancis Xavier) appear to have better access to childcare (e.g. the breakfast club and after school activities), which has the potential to improve their economic well-being and employability. Families from all four schools are clearly accessing holiday provision.

9.3 Project Performance

It is clearly apparent that the Project is well regarded by Service Users, whose progress and achievements are understood and recognised by key stakeholders consulted. Central to the success of the Project is the time and attention paid to Service Users, who are predominantly parents whose needs are often complex and extremely challenging.

The Project adopts a single point of contact approach in relation to the support offered to Service Users, and excellent use is made of two way referrals and sign posting to and with local support agencies. Interviews and questionnaire surveys with partner agency members consulted confirm that the Project is on the '*right track*' in relation to meeting the needs of local vulnerable parents and their families, and is doing so in effective partnerships with key stakeholders and partner agency members.

As will be noted at **Section 7.2**, the close partnership with the after school and holiday activities delivery agent, **Complete Kidz** has resulted in a significant number of new [local] jobs and employment opportunities being created.

Interviews and questionnaire surveys with Service Users demonstrate a good understanding with why the Project is such a success, which centres on delivering what they most need and value. Examples include, a friendly and welcoming atmosphere, non-judgmental staff, key support such as affordable child care and a wide range of activities, and most significantly provision of the skills required to build effective family relationships.

Particular note has been paid to the *wider impacts* of Project outcomes, which significantly involved the progress and well-being of a number of the children of Service Users receiving intensive and much needed support.

As outlined at **Section 7.10**, opportunity has been to survey the progress of a sample of children who are pupils, in each of the participating schools. The results are impressive, and a positive testimonial of the successful performance of the Project, which includes evidence that poor performing pupils' progress and well-being is being improved and enhanced by the delivery of appropriate support to their [vulnerable] parents.

It is clear that the Project demonstrates adaptability, with support to Service Users being bespoke and ever-changing, dependent on their often day to day needs and demands. For example, due to ever increasing demand from parents and schools, funded by the schools, the Project has recruited an additional Parent Support Advisor (PSA).

There are also discussions taking place with regard to allocating more space / rooms to the Hub / Centre.

9.4 Value for Money / Social Return on Investment (SROI)

Whilst it has not been a research objective to carry a detailed understanding of the SROI of the Project, the following information and data is noted:

- Project cost - **£494,779**
- Current beneficiaries (of which **51** have received intensive support) – **348**
- Estimated financial input for each beneficiary - **£1,422**

Based on previous SROI research (*An Independent Review of [Groundwork Bridgend & Neath Port Talbot] Youth Provision*, Wider Impact Consultancy, April, 2013), the following **annual** [society / multi-agency] costs have been identified for **individual** case studies:

- Unemployed parent / 3 children - **£57,799**
- Unemployed young adult / parent / offender - **£204,124**
- Serial drug user / offender - **£71,290**

Therefore, for example, if just **10%** (circa **35**) of the **348** Project Service Users become / remain employed and non-reliant on benefits, there is a potential for an estimated **£2m** cost savings. This of course would be multiplied significantly if issues linked to Service User's / family members are / become involved in crime / criminal activities.

Due note is also be made of the progress the children of Service Users are making in their schools. (See **Section 7.10**). Such progress and likely outcomes will clearly have similar long-term individual and wider society financial and social benefits.

9.5 Opportunities to Improve Project Performance

Whilst the Project Hub / Centre is highly valued and utilised by Service Users, there appears to be evidence that parents and pupils of those schools closest to the Hub / Centre (Christ Church, St Francis Xavier) may be benefiting the most from the Project, with a risk that others from the schools further away may be missing out on much needed support.

For example, of the **348** Service Users registered with the Project, **33%** are linked to Christ Church School, whilst just **8%** are linked to Rood End. Also of the **128** Service User questionnaires returned for analysis, it is noticeable that a significant number of respondents are linked to Christ Church School (**59%**), whilst just **8%** of respondents are linked to Rood End.

This is mirrored in relation to facilities and activities, with for example the Breakfast Club and After School Club only being available to Christ Church and St Francis Xavier schools, and **no parents** linked to Rood End enrolling on the CHANGES programme, compared with **13** from Christ Church School.

It will be noted at **Sections 6.11** and **8.4** that Rood End in particular has been placed in special measures by Ofsted, and the school is situated in a highly deprived area in terms of indices of deprivation. Such information and data would seem to indicate that parents / families from the other participating schools may justify additional support from the Project.

This is of course not to say that parents from **all** of the participating schools require and value support from the Project; just that there is evidence to indicate that there could be value, based on the principles of the **Inverse Care Law** (Hart 1971), apparent needs, such as those linked to Ofsted reports and indices of deprivation, in looking to spread support more evenly.

Inverse Care Law

Inverse care law is the principle that the availability of good medical or social care tends to vary inversely with the need of the population served.

The law states that, *'The availability of good [medical] care tends to vary inversely with the need for it in the population serviced. This ... operates more completely where [medical] care is most exposed to market forces, and is less so where such exposure is reduced'*. Hart later paraphrased his argument: ***'To the extent that [health] care becomes a commodity it becomes distributed like champagne. That is the rich people get lots of it. Poor [disadvantaged] people don't get any of it'***.

Volunteer / Service User Involvement in the Project

As outlined at **Section 7.16**, based on observations, there appears to be opportunities to further involve local volunteers and Service Users in the delivery and running of the Project.

As outlined, this will provide opportunities to support an extremely busy Project team, enhance the role and functions of the Management Group, develop the skills, capacity and employability of volunteers / Service Users, and provide Service Users with enhanced services, delivered by a more diverse delivery team.

Hub / Centre

It is also apparent that the Hub / Centre would benefit from increased space and resources to deliver a wider variety of activities and the provision of meetings rooms.

9.6 Reflection and Analysis

The Project makes good use of survey forms and suggestion boxes to gauge the opinions and views of Service Users, which as outlined at **Section 7.21** impressively includes the children of Service Users. Indeed current and planned activities are based on consultation and feedback from Service users, which includes members of the Family Network Group.

It is also noted that this evaluation has been brought forward to ensure that good use is made of findings to shape and direct the future direction, scope and sustainability of the Project.

9.7 Good Practice

There are a number of examples of good practice, which other projects and areas could adopt to improve the way they work. These include:

- The collaboration and active participation of the four participating schools within an area of deprivation to develop, deliver and [part] fund an extremely successful Project
- The roles played by the participating schools in the identification and targeting of parents / families who require bespoke interventions and support
- The creation of a talented, multi-skilled team that works in close partnership to deliver bespoke support to vulnerable parents and their families
- Early and effective contacts and relationship building with Service Users

- The adoption of an adaptable **single point** of contact and support ethos, which ‘*wraps itself around*’ Service Users, ensuring that their individual needs and requirements are met for ‘*as long as needed*’
- Support aligned on mentoring and sign posting models of support, which enables Service Users to ‘*help themselves*’, and obtain appropriate support from a wide variety of local agencies
- Collaborative and effective partnership working between local agencies
- A model of delivery, which by enabling parents to become better parents, and is extremely effective in enabling **them** to positively support their own children and families (see **Section 7.10**); such providing a cost effective method of **breaking, often long standing and generational cycles of deprivation**

9.8 Identification of Innovative Approaches to Contribute to Wider Learning

Whilst it is clear that existing and previous Service Users and a number of key stakeholders are knowledgeable about the Project, it is likely that others, who could include vulnerable parents from each of the participating schools, who would benefit from the support available, are not as aware as they could be about the Project.

Reasons for this could be that they are not visiting the Hub / Centre, and as a result are not being exposed to the various promotional leaflets, posters and Project team members. It is also possible that they are missing, or are unable to read / understand material distributed in each of the participating schools.

It has been suggested by Project Staff and a number of the Service Users that good use could be made of **social media**, such as *Facebook*, *Twitter* and a Project website / blog.

It has also been suggested that good use could be made of enhanced **out-reach work**, with team members / volunteers, commissioned agents and partner agency organisations taking the Project to vulnerable parents from all of the participating schools, thus overcoming transport / commuting issues and language / cultural barriers.

Another suggestion is that **satellite / outreach facilities / work** could be set up within the two schools furthest away from the Project Hub / Centre (Langley / Rood End). Whilst not permanent structures or facilities, they would have the potential to reach and involve vulnerable parents who reside in the area's most deprived communities.

9.9 In Summary

As outlined at **Section 9.2** there are no reasons to believe that the Project will not achieve the outcomes and activities agreed with the principal funder. In some cases such agreed outcomes will certainly be exceeded.

The Project is clearly a success, but as the Management Group, Project Staff and key stakeholders acknowledge, it cannot rest on its laurels, and must continue to adapt and change to meet the needs, demands and requirements of vulnerable members of deprived local communities.

As outlined at **Section 8.0 (External Influences, Strategies & Opportunities)**, the local community faces a number of future challenges, which include issues linked to poverty, poor health, deprivation levels and growing ethnic diversity.

No matter what form the next Government, it is apparent that front-line services cut backs, linked to austerity will continue. Linked to such, there can be little doubt that grant funding to support such local project will be stretched, with increasing competition for ever depleting funding resources.

It is therefore important that future plans should include meeting appropriate local needs, best / efficient use of available resources and close involvement in local strategies and initiatives.

Supported by the fact that the Project 'works', and is built on a platform of good practice outlined at **Section 9.7**, continued local need, and opportunities for local partnership working outlined at **Sections 8.5 to 8.10**, there is strong evidence to support the continuation of the Project. Such however should focus on the Project:

- Meeting the needs of the local [diverse] community– e.g. issues linked to poverty / unemployment, poor health, growing ethnic diversity
- Ensuring that parents / beneficiaries from each of the participating schools receive appropriate support
- Involving more local people / volunteers in the delivery and running of the Project
- Working in close partnership with local agencies
- Contributing to local strategies and initiatives

10.0 Recommendations

10.1 Introduction

Based on research findings, the following recommendations are tendered:

1. The Project should be continued in the current format for the foreseeable future, with an emphasis on tackling local needs and challenges, such as poverty / unemployment, poor health and growing ethnic diversity.
2. Immediate steps should be taken to ensure that parents / families from each of the participating schools are offered and receive appropriate support from the Project.
3. Future plans and strategies should include methodologies that ensure that parents / families from each of the participating schools are offered and receive appropriate support from the Project. These could include:
 - a. Improving facilities / resources at the Hub / Centre
 - b. Use of social media
 - c. Enhanced outreach work
 - d. Satellite / outreach work in schools furthest away from the Hub / Centre
4. Immediate and future steps are taken to further involve / train local people, volunteers and Service Users in the delivery, development and management of the Project.
5. Partner agencies continue to be involved in the delivery and development of the Project, with consideration given to inviting appropriate members to become members of the Management Board.
6. Future plans and strategies are closely aligned with appropriate local strategies and initiatives.
7. Opportunity is taken to celebrate the success of the Project with Service Users and partner agency members; and share good practice with others [locally, regionally and nationally] who are looking to deliver similar projects and initiatives.

Appendix A

Outcome Tables

Outcome 1 Parents of children attending schools within the partnership feel more confident and empowered to make decisions as a result of engaging in parenting classes and family based activities.								
Indicators	Target	By Year	To Date (September 2014)	Christ Church	Rood End	St Francis Xavier	Langley	Other – Wider Community
Parents enrolled on CHANGES programme	20	1	25	13	0	5	6	1
Parents engaged in Family Network Group	20	2	23	6	3	3	3	10
Parents attending activities – volunteering, in employment, or increasing personal development	150	3	136	N/A	N/A	N/A	N/A	N/A

Notes

1. **10** Service users currently on a waiting list for enrolment on the CHANGES programme
2. N/A – information not currently available

Outcome 2 Families with worries and concerns about their health and well-being will seek support from local agencies to improve their life chances								
Indicators	Target	By Year	To Date (September 2014)	Christ Church	Rood End	St Francis Xavier	Langley	Other – Wider Community
Families who can identify services they want support from	30	1	347	N/A	N/A	N/A	N/A	N/A
Local agencies partnering in the Project	12	2	33	Partnerships relate to the Project as a whole, rather than specific schools / areas				
Families accessing external support services	80	3	50	21	4	7	13	5

Notes

1. N/A – information not currently available
2. Of the **33** local agencies ‘partnering in the Project’:
 - a. **50%** are delivering joint activities
 - b. **97%** are receiving referrals from the Project
 - c. **33%** are referring clients to the Project

Outcome 3 Families spend more quality time together to strengthen family relationships and improve communication.								
Indicators	Target	By End of Year	To Date (September 2014)	Christ Church	Rood End	St Francis Xavier	Langley	Other – Wider Community
Families participating in family based activities	100	1	414	N/A	N/A	N/A	N/A	N/A
Children reporting feeling happier doing activities with their families	350	2	237	147	22	41	19	0
Parents feeling more confident in communicating and have stronger relationships with their children	150	3	177 (Estimated – see 3 below)	N/A	N/A	N/A	N/A	N/A

Notes

1. N/A – information not currently available
2. Waiting list for enrolment in CHANGES programme
3. Outcome 3c estimated, and based on 51% of respondents of evaluation questionnaire stating that their families are happier as a direct result of the Project, and they are communicating more - based on there being 348 Service Users registered on the Project

Outcome 4 Working families will have better access to affordable, local childcare and holiday provision to improve their economic well-being and employability

Indicators	Target	By Year	To Date (September 2014)	Christ Church	Rood End	St Francis Xavier	Langley	Other – Wider Community
Families who register and access childcare provision	50	1	87	N/A	N/A	N/A	N/A	N/A
Increase in numbers of spaces available in each school for childcare	20	2	137	N/A	N/A	N/A	N/A	N/A
Families reporting they are in paid employment as a result of Project support	10	3	11	6	2	2	1	0

Notes

1. N/A – information not currently available
2. Indicator **4b** applies to Christ Church and St Francis Xavier only
3. Of the **11** individuals who are in paid employment, **2** carried out volunteering activities prior to gaining such employment; and **4** accessed 'on the job' or further education courses
4. **459** subsidised holiday provision places

Appendix B

Summary of Project Activities

Year	Activity	Targets	Progress
1	Parents receiving training as part of the CHANGES programme	20	25 received training. Currently 10 held on a waiting list
	Work with volunteers to analyse consultation to enable engagement with appropriate service providers		At point of registration 347 registered users have identified which services they require. Services engaged with by staff as a result of this consultation
	Work with volunteers to develop an annual programme of activities responding to the results of the consultation		<ul style="list-style-type: none"> ○ Trip / event evaluations include comments section for planning future events / activities ○ All activities evaluated internally by Project team ○ Family Network Group (23 members) providing input into activity planning for Year 3
	Publicise and market childcare provision through 'SinglePoint' within the community		<ul style="list-style-type: none"> ○ Fully established branding in place ○ Mail out distributed each term ○ Information included within school Newsletters ○ Marketing materials circulated to a database of Service Users ○ Flyers / posters regularly circulated to 4 partnership schools ○ Verbal promotion of childcare (including holiday provision) circulated within the professional / partners arena to raise awareness with other agencies (e.g. Social Workers) of the support available to families via the Project

2	Establish and implement Family Network Groups. Meetings to take place twice termly		Family Network Group (23 members) established and meeting regularly
	Local agencies delivering a menu of services to be delivered at the 'SinglePoint Community Room	12	33 local agencies currently (September 2015) working closely with the Project
	Evaluation with children to establish positive changes in family behaviour		237 child evaluations indicate children are enjoying spending time and enjoying activities as families due to the project
	Publicise and market an increase in childcare provision through 'SinglePoint' in the community		See same activity, Year 1 above
3	Develop an exit strategy to ensure the sustainability of the Project		<ul style="list-style-type: none"> ○ Independent (Wider Impact Consultancy) underway earlier than planned to inform planning and support sustainability planning (May – September 2014) ○ Ongoing links with the local authority Funding Support Officers throughout the Project ○ Managers maintaining an awareness of local / national funding initiatives / political changes relevant to the area of SinglePoint services and partner schools ○ Planning prior to commencement of Year 3 by Project Managers regarding strategy of future bids / partnership working
	Parents and community to produce a 'Family Resource', based on successes of the Project		<ul style="list-style-type: none"> ○ The 'SinglePoint Story', a large A3 ring binder of photographs developed by the Family Network Group and Project staff to showcase family and community activities at SinglePoint ○ Well-resourced information points containing appropriate and useful leaflets maintained within the Hub site ○ Such resources will be further developed in Year 3 with the inclusion of partner agency details and a user friendly hand written hub user testimonials about the service each agency (including SinglePoint) provides along the professional, more formal description of each agency
	Evaluation of the Project overall to identify whether outcomes have been met		Evaluation commenced early – see above
	Celebration event organised by Family Network Group – to include partners and families involved in the Project		To be planned Spring 2015, and to take place during the Summer term

Appendix C

SinglePoint Activities

Activity	Target Group	When	Location	Average [Weekly] Numbers	How Referred	Cost to Clients	Comments
Current / Ongoing (September 2014)							
Breakfast Clubs	Pupils	Week [Term time] Days	Hub	30 per day	Parents apply for places	£1.50 - £3 per session (without/with breakfast)	Delivered by schools staff 7.55am – 8.50am – walking bus to St Francis Xavier
After School Clubs	Pupils	Week [Term time] After school	Hub	30 per day	Parents apply for places	£8.00 per session £6.00 per subsequent child	Delivered by Complete Kidz 3pm – 5.30pm – walking bus from St Francis Xavier
Counselling	Parents	Mondays (Day)	Hub	5 x 1 hour appointments	Parent Support Advisor referrals	N/A	External provider – R H Lockley
Family Support / Translator Support slots	Parents	As required Monday-Friday (Day)	Hub	Up to 6 per day	Referral to PSA from partnership schools	N/A	SinglePoint staff
ESOL Classes	Parents	Mondays / Thursdays (Day)	Rood End	25	Self-referral via SinglePoint	N/A	Delivered by Sandwell College at partner venue
Mini & Me Time	Parents/Children (Under 5s)	Tues PM	Hub	20 Parents & Children	Booking Place	N/A	Various Providers – Music Bugs/ Creation Station/Baby Yoga etc
Slimwell Management Class	Adults (Community/Parents)	Mondays / Tuesdays (Evenings)	Hub	16	Self-referral direct to Slimwell	£1 per session	External Provider – MyTime Health
SAFL Online Basics Course	Adults	Wednesday	Hub	10	Jobcentre referral (JSA) only	N/A	4 week courses run half termly
'Extend' Exercise	Over 50s	Thursday (Day)	Hub	8 - 10	Self-referral direct to Extend	N/A	External Provider – MyTime Health
Holistic Therapy / Pamper Treatment	Adults	Thursday PM	Hub – Crèche room	6-8	Appointment only	Optional donation	External providers – White Light Healing/ Anita Love

Baby Massage	Babies / Parents	Tuesday AM	Hub	5 pairs (10 Parents & Children)	Booking Place	N/A	SinglePoint Staff
Community Café	Open House	Time Slots daily	Hub	15	Drop In	Optional donation	
Changes	Parents	Tuesday AM	Hub	6	Booking Place / School Referral	N/A	Runs at different times throughout the year – this roll out starts Oct when Baby Massage finishes
Cookwell / Cook Yourself Slim	Parents/Community	Thursday PM	Hub Kitchen	6	Booking Place	N/A	
Previous							
Little Tots / Coffee Pots	Parents / Children (under 5s)	Mondays	Hub	12 adults & children	Self-referral / Drop-in	N/A	SinglePoint Staff
Paediatric First Aid	Parents/ Sandwell Staff/Community	Friday AM	Hub	12	Booking Place	N/A	Course has run twice at SinglePoint
Aerobics	Parents	Mondays (Day)	Hub	8	Booking Place	£1 per session	Free crèche
Early Years Arts & Crafts (Messy Play)	Parents/Children (under 5s)	Wednesday (Day)	Hub	10 adults & children	Booking Place	N/A	External provider (Children's Centre)
Family Links	Parents		Hub	6-8	Booking Place	N/A	SinglePoint Staff
Keeping Up with the Kids		Friday AM	Hub	4	Booking Place	N/A	External Provider - SAFL
ESOL	Parents/Community/ Adults	Monday AM	Hub	10 -12	Booking Place	N/A	External Provider – Sandwell College
Creative Photography	Parents	One off dates	Hub	6	Booking Place	N/A	External Provider – Sandwell Inspired Partnership
Crafty Families	Parents/Children	Tues After School	Hub	8 Parents & Children	Booking Place	N/A	External Provider -SAFL
Feel Good Tuesday	Parents	Tues AM	Sandwell College	6	Booking Place	N/A	Run Termly throughout 2013-14
Yoga	Parents/Community	Fri AM	Hub	8	Booking Place	£1 per session	External Provider

Family Trips / Events							
Circus Day	Families from 4 Partner Schools	Sat 21 June 2014	Trip Location	180 Parents & Children	Ticket	£1.00 pp	Circus Mash
Christmas Lights Switch On	Families from 4 Partner Schools	Thurs 29th Nov 2012	Hub / Oldbury Town Centre	60 Families	School Choir and family	N/A	Choirs from Christ Church & St Francis Xavier & Lantern Parade
Hatton	Families from 4 Partner Schools	Weds 3 rd April 2013	Trip Location	49 Parents & Children	Ticket	N/A	
Blackpool	Families from 4 Partner Schools	Thurs 25 th July 2013	Trip Location	120 Parents & Children	Ticket	N/A	
Winter Wonderland	Families from 4 Partner Schools	Tues 10 th Dec 2013 – 4-6pm	Trip Location	250 Parents & Children	Ticket	N/A	Grotto, Christmas Crafts, Food & Drink
Think Tank	Families from 4 Partner Schools	Thurs 24 th April 2014	Trip Location	120 Parents & Children	Ticket	N/A	
Drayton Manor	Families from 4 Partner Schools	Sat 26 th July 2014	Trip Location	150 Parents & Children	Ticket	£5 pp	
Over 50s Tea Dance	Community	Weds 27 th Nov 2013	Hub/School Hall	50	Ticket	N/A	
Dudley Zoo	Families from 4 Partner Schools	Various dates	Dudley Zoo	616 Parents & Children	Booking Pass	N/A	Individual family trips throughout the year

Notes

1. Due note is made of the **Parental Support Advisor** – flexible hours, covering Oldbury area
2. 'Parents' also covers carers and child minders

Appendix D

SinglePoint Courses / Training

Course/Training	Delivery Date(s)	Accredited Yes / No	Level	Duration	Total Number Attending	Females	Males	Age Range	Comments
Family Links	Jan –Mar 13	No	N/A	10 weeks	13	12	1	21 - 60	Personal Development Course
CHANGES	May – Jul 13 Jan – Mar 14	No	N/A	8 weeks	6 6	6 4	0 2	21 - 60	Personal Development Course
Paediatric First Aid	Feb – March 13 Nov – Dec 13	No	Entry	7 weeks 3 weeks	12 12	10 10	2 2	21 - 60	Delivered by SAFL Both same duration – 3 week course = longer session
Online Basics Computer Skills	Multiple from to present	No	Entry	4 weeks	8 6 5 10 9	2 1 2 4 3	5 3 6 6	21 - 60	Attendees = Course completed
Keeping up with the Children	Feb – Mar 14	No	Entry	6 weeks	7	7	0	21 - 60	
ESOL	Jan – Jun 14	No	Entry	Ongoing	12	12	0	21 - 60	Ongoing until participant ready to enter College
Cookwell	Nov – Dec 13 Jan – Feb 14 Mar – Apr14 Jun - Jul	No	N/A	4-6 weeks	6 6 5 4	4 6 5 4	2 0 0 0	21 - 60	Skills based course

Baby Massage	Feb – Mar 13 Jun – Jul 13	No	N/A	6 weeks 5 weeks	7 5	7 5	0 0	21 - 60	Skills based course
Creative Photography	May 13	No	N/A	1 session	6	6	0	21-60	Skills based course

Notes

1. Total number of attendees **146**
2. Female attendees 111 (**76%**)
3. Male attendees 35 (**24%**)

Appendix E

Contacts / Partners / Stakeholders

Organisation / Name	Signposting by SinglePoint to access this service	Referrals to PSA / SinglePoint by this agency	Joint delivery / direct work with SinglePoint venue / staff	Comments
Richard Lockley (Counselling)	Yes	Yes		Service on site funded by SinglePoint for registered users
Complete Kidz			Yes	After School Club delivered within SinglePoint & subsidised places for this club and holiday provision funded by SinglePoint
PCSOs	Yes		Yes	Workshops, raising awareness of Crime Prevention on site
Sandwell Adult & Family Learning	Yes	Yes	Yes	Delivery Agent – courses delivered on site at SinglePoint via this service
Bostin Arts			Yes	Delivery Agent – individual projects
Sandwell Leisure Trust	Yes	Yes	Yes	Delivery Agent – various fitness / health sessions & classes delivered on site and as outreach in partnership schools funded by SinglePoint.
Alternative Therapist	Yes		Yes	Delivery Agent – weekly service funded on-site by SinglePoint. Partnership events held at and funded by SinglePoint
Sandwell Advocacy	Yes	Yes	Yes	Delivery Agent
Sandwell College (Health & Beauty)	Yes		Yes	Partnership events delivered on site at SinglePoint
Oldbury Children's Centre	Yes	Yes	Yes	Close liaison with family support to cover all age ranges, crèche delivery on-site. Signposting via both services
Sandwell Family Information Service	Yes	Yes	Yes	Information service & on-site publicity of services

Sandwell Inspired Partnership	Yes			Delivery Agent
Pathfinder Healthcare	Yes	Yes		Delivery Agent – outreach at partnership schools and events held on site funded by SinglePoint
Music Bugs	Yes		Yes	Delivery Agent – 0-5years activities funded by SinglePoint
Early Help Team	Yes	Yes		CAF, TAF meetings held on site and attended as outreach at partner venues
Social Services	Yes	Yes	Yes	As above
Job Centre Plus	Yes	Yes		Courses delivered on site
CAB	Yes		Yes	Courses delivered on site
Womens Aid	Yes			PSA referrals
Food Bank	Yes			Transport provided by SinglePoint to access this service
SOADA	Yes			PSA referrals
Sandwell Volunteer Centre	Yes		Yes	Placements organised at partnership schools via SVC / SinglePoint
Oldbury Library	Yes			PSA referrals
Swanswell	Yes			PSA referrals
Sandwell Early Years	Yes	Yes		Provided funding towards SinglePoint post to promote use of local Childminders
Welfare Rights	Yes			PSA referrals
Sandwell Young Carers	Yes		Yes	Activities delivered on site
CAMHS	Yes			Meetings held at SinglePoint & attended by PSA at partner venues
Options for Life	Yes			PSA referrals

Sandwell Life Choices	Yes			PSA referrals
Sandwell Shields / Murray Hall	Yes			PSA referrals
Oldbury Family Services	Yes			PSA referrals
Albion Foundation	Yes			PSA referrals / signposting

Appendix F

CHANGES Programme

Unit	Overview of the session:	Aims of the session:
<p>Being a Parent – It doesn't come with a handbook!</p> <p>CORE UNIT</p>	<p>This session is all about setting the scene for your Changes programme. As well as exploring the many roles adults need to play and the skills needed to be a parent, the activities will help the group decide which units they wish to cover and help you to get to know your group.</p>	<ul style="list-style-type: none"> ○ To outline the programme aims and objectives ○ To get to know one another and establish a group contact ○ To consider the roles we play as adults ○ To consider the functions of a parent ○ To explore the skills needed to be a parent ○ To provide opportunities for the group to reflect on being a parent ○ To choose the units the group wants to cover ○ To have time and space to talk to and share ideas with other parents
<p>You're important too!</p> <p>CORE UNIT</p>	<p>In this session you want parents to start to explore knowing "what makes them tick", discuss different value sets, personal strengths and attributes and realise that they are indeed very important too!</p>	<ul style="list-style-type: none"> ○ To learn how past experiences influence what we do ○ To think about family values ○ To get to know and understand ourselves ○ To consider ways we can influence our life ○ To learn how to challenge negative thoughts and self-beliefs ○ To get to like yourself ○ To signpost appropriately to other agencies ○ To have time and space to talk and share ideas with other parents
<p>More than words</p>	<p>This session is all about communication skills. Effective communication has key links to lots of the other sessions and underpins many themes.</p>	<ul style="list-style-type: none"> ○ To consider how we show love and affection to a child ○ To develop listening skills ○ To consider the range of communication styles and their influence on messages we convey ○ To learn how to enjoy time with your child ○ To develop skills in assertiveness ○ To have time and space to talk to and share ideas with other parents

Unit	Overview of the session:	Aims of the session:
Get stuck in! Helping your child learn	This session is about the best ways to support children with their learning and covers aspects of how to raise children's self-esteem, setting homework routines and other ways of supporting learning.	<ul style="list-style-type: none"> ○ To consider the range of ways parents can engage with their child's school ○ To help parents become more familiar with terms that are used by schools ○ To improve parental confidence in talking to school staff ○ To encourage parents to take responsibility for creating a learning environment at home ○ To explore the different ways people learn (learning styles) ○ To signpost to appropriate agencies ○ To have time and space to talk to and share ideas with other parents
Rules and routines	This session focuses on the positive impact of establishing routine and parents are given time to consider what changes they could make in their homes to establish more routine.	<ul style="list-style-type: none"> ○ To help parents consider the impact of routine in a busy household ○ To offer suggestions about setting and establishing routine ○ To consider which behaviours they wish to promote in the family and which they would like to see less of ○ To signpost to appropriate agencies ○ To have time and space to talk to and share ideas with other parents
Tissues and tantrums; praise and presents	This session is aimed at helping parents consider how effective choice and consequences are when offered to children. Behaviour represents having a choice. Having choice gives a sense of control and helps us change behaviour.	<ul style="list-style-type: none"> ○ To reinforce the importance of the adult role ○ To discuss positive and negative consequences ○ To look at how consequences can be used to maintain family rules ○ To demonstrate the impact of issuing consequences as a choice ○ To signpost to appropriate agencies ○ To have time and space to talk to and share ideas with other parents
Fit for life	In this session you want parents to explore family health and fitness, discuss the five cornerstones to being healthy and what they can do as adults to promote these within their families.	<ul style="list-style-type: none"> ○ To help parents develop a healthy lifestyle for themselves and their family ○ To offer practical suggestions for developing a healthier lifestyle ○ To discuss the benefits of a healthier lifestyle ○ To signpost appropriately to other agencies ○ To have time and space to talk to and share ideas with other parents

Unit	Overview of the session:	Aims of the session:
Money matters	This session is designed to help parents think about how they manage their family money. The concepts of prioritising, budgeting and future financial planning are explored.	<ul style="list-style-type: none"> ○ To help consider the family priorities for spending money ○ To explore practical budgeting techniques ○ To signpost to agencies that support managing finances ○ To have time and space to talk and share ideas with other parents
The 21st century family	This session explores the pressures on everyday family life and discussing strategies for dealing with change and how to survive as a family in the 21 st century. This session will need to be modified to suit the range of parents in your individual setting as you may need to explore transitions, family break-up, cyberspace, bullying, drugs, peer pressure and relationships to name just a few!	<ul style="list-style-type: none"> ○ To explore the uniqueness of family life ○ To discuss the differences between families ○ To explore the everyday pressures on family life ○ To provide strategies for dealing with change ○ To signpost to appropriate agencies ○ To have time and space to talk to and share ideas with other parents
Wheel of Life CORE UNIT	In this session you want parents to explore setting goals for the future, and discuss strategies for dealing with change and overcoming barriers.	<ul style="list-style-type: none"> ○ To consider areas of life you would like to develop ○ To raise aspirations and consider ambitions ○ To look at the importance of setting goals and teach the process of goal setting ○ To help raise motivation to make positive life changes ○ To help to identify potential barriers and ways to overcome them ○ To signpost appropriately to other agencies ○ To have time and space to talk to and share ideas with other parents

Appendix G

Workshops

Stakeholders Breakfast Workshop

Q1 What are the key achievements of the SinglePoint Project

- Partners involved (x3)
- Community engagement (x3)
- Providing support for families and vulnerable / hard to reach people in local community (x2)
- The offer of a number of activities (x2)
- Community relations
- Supporting parents / carers in the community
- Supporting families, children and older people
- Offering opportunities to the community
- Breaking down barriers
- Reassurance for Head Teachers during holidays
- Engaging all ages
- Affordable childcare during holidays
- Breakfast / After School Club
- Don't know

Q2 What are the key ingredients in the delivery of those achievements?

- Staff / Quality / Professional / Non-Judgemental staff (x5)
- Funding (x3)
- Venue – free accessible (x2)
- Partners involved (x2)
- Engaging with local partners and community
- At heart of Oldbury
- Hub of activities
- A wide range of services
- Responding to NEEDS
- Help / support. Life changing to local people

Q3 Could anything be improved on?

- More funding to help more parents / the Project (x2)
- Further staff to meet demand

- Outreach working with local ASB offenders
- Partners meeting more often to could link more together
- Being aware of SinglePoint objectives from the start
- Ensuring partners know everyone needs to register
- Telling partners from the start what's being evaluated
- Don't know / Unsure

Q4 What are the key challenges all agencies will be facing?

- Funding / cutbacks (x6)
- Increased targets / demand (x3)
- Isolated people / communities
- Unemployment / poverty

Q5 What should the future priorities be for the SinglePoint Project?

- To continue good work / services (x3)
- Don't know (x2)
- Community engagement
- Outreach work
- Reaching those who may not be able to access services
- Linking services together
- Finding funding to keep services running
- Expanding provision to meet identifies needs
- Health – key to well-being. Can run through all services
- Mental health & social isolation

'Wish List'

- More funding (x2)
- Continue good work! (x2)
- That the project becomes embedded in the school / community over subsequent years
- Network of regular / ongoing sports and physical activity sessions
- Extend Project to other areas of Sandwell
- To promote training and support
- Plenty of tea, coffee and biscuits

Service Users Workshop

Q1 What is really good about the SinglePoint Project?

- Trips (x3) – Trips are affordable and give opportunities for families who don't drive
- Friendly
- Always there when you need them
- Support for the PTFA
- Local (Accessible)
- Getting the community together
- Very good for us

Q2 Why does it work for YOU and YOUR family?

- Always there to give support / advice / home life / personal matters (x5)
- Events are fun
- Helping with PTFA events and resources
- Great value on trips to get kids to socialise more
- Easy to get to

Q3 Could anything be improved on?

- Support during six weeks school holiday
- More adverts on what is on offer
- Wider range of activities for my son's school
- No

Q4 What are the BIG challenges YOU and YOUR family will be facing in the future?

- Finances / Money (x2)
- Going back to work / getting back to full employment (x2)
- Being able to build a better life for my family
- Social services
- Being safe

Q5 What will be the BIG future challenges in your community?

- Family support (x2)
- Getting back to work
- They will miss 'community'
- Getting rid of problem families / horrible people (x2)

Q 6 What should SinglePoint concentrate on in the future?

- Family support (x2)
- Financial support
- Being there
- Family events
- Helping mums and dads get back to work
- Family day out
- Do not know

'Wish List'

- Financial security (x2)
- Security
- Help
- Help and support if needed
- Hugh Jackman
- Brad Pitt

Staff Workshop

Q1 What is really good about the SinglePoint Project?

- Open door / open to all! / we never turn anyone away [who needs help] (x4)
- Partnership / Team / team work / overlapping cases (x3)
- Unique
- Different
- We work to need – adaptable
- A lot of service aren't restricted i.e. Postcode
- We care!

- Friendly
- People feel comfortable and safe here
- We are a flexible and supportive team
- We follow cases through – don't just tick boxes

Q2 Why does it work for Service Users and their families?

- SinglePoint listens to what families tell us – evaluations etc.
- Support
- We listen!
- The whole project is based on consultation with families
- Understanding non-judgemental
- Lifeline
- Trust
- Reliable
- Don't pass the buck – always support
- Experienced staff work to individual needs
- Adaptable
- Versatile
- Non-threatening i.e. Social Workers Teaching Staff
- We work for school but we are not school
- On door step / good distance
- Breakfast & After School Club
- Activities for all: Working parents / JSA / Families

Q3 Could anything be improved on?

- More space / facilities (x6)
- IT systems (x30)
- Social media use
- Offer activities extended hours weekends / evenings

Q4 What are BIG challenges local people and their families will be facing in the future?

- Finances / money / debt (x6)
- [Affordable] Childcare issues (x5)
- No SinglePoint / no Hub / Family support (x2)
- Changes to benefits system – lack of support

- Changing services
- Employability
- Affording further education

Q5 What will be the *BIG* future challenges in the local community?

- Fragmented communities / lack of community spirit (x3)
- Lack of activities for the community
- Council provisions
- Cuts from local authority
- Funding
- Poverty
- Pressure from Jobcentre Plus and Department for Works & Pensions

Q6 What should the *SinglePoint Project* concentrate on in the future?

- Consolidation
- What is working!
- Expanding
- Systems (Info) More available
- Providing support for ALL!
- Investing in our staff i.e. training for retention
- Use of volunteers – more staff now makes it possible
- Funding new opportunities for families
- Childrens' Counsellor
- Families being empowered to change their own lives
- What is needed by users!

'Wish List'

- Busy, happy Centre
- Secure funding in enough time to retain current staff (x4)
- Space / Expand / Therapy Room / SinglePoint Satellite Centre at each community venture
- Generic model for schools / Become a talking point!

Appendix H

SinglePoint Child Evaluations

Questions	Location / Outcomes
	Dudley Zoo
<i>Have you enjoyed spending time with your family?</i>	34 - Yes
<i>What have you enjoyed most about the day?</i>	Everything x 2 Spending time with my family x 6 Spending time with my friends x 3 Seeing the animals x 13 Amusements x 2 Rides x 8 Face painting x 1 Food x 1
<i>Have you enjoyed spending time with your family?</i>	Circus Day
	56 - Yes
<i>What have you enjoyed most about the day?</i>	Everything x 18 Spending time with my family x 4 Spending time with my friends x 9 Face painting x 12 Magic Tricks x 2 Popcorn and candy floss x 4 Acrobatics x 6 Juggling x 4 Joining in with the activities x 14
<i>Have you enjoyed spending time with your family?</i>	Drayton Manor
	68 - Yes
<i>What have you enjoyed most about the day?</i>	Everything x 11 Spending time with my family x 16 The rides x 46 Thomas Land x 7 Ben 10 ride x 44 Arcades x 2 Ice-cream x 6 Weather x 2 Zoo x 2
<i>Have you enjoyed spending time with your family?</i>	Music Bugs
	4 - Yes
<i>What have you enjoyed most about the day?</i>	Playing with the children Playing with instruments and puppets at music bugs I liked the spider on my toe I liked playing with the instruments

Appendix I



FREE PRIZE DRAW – WIN £25.00

Thank you for taking the time to complete this short questionnaire, which will be used to independently evaluate the Oldbury based **SinglePoint Project**.

Personal Information

Name Contact No.

Gender Male Female

Ethnic Origin

Age..... Postcode

Employment Status (e.g. 'Employed', 'Unemployed', 'Student' etc.)

Registered disabled Yes No

Does a member of your family attend any of the following schools? (If 'Yes', please tick **all** that apply)

Christ Church St Francis Xavier Langley Rood End

Section 1 – Use of SinglePoint

How often to you visit / meet with the SinglePoint team?

Regularly / more than once a week Occasionally / once a week

Rarely / once in a while

Why do you visit / meet with the SinglePoint team? (please tick **all** that apply)

Access to childrens' activities / play schemes

Personal education / training / employment support	<input type="checkbox"/>
Family support / building family relationships	<input type="checkbox"/>
Health & Well-being advice, support and activities	<input type="checkbox"/>
Recreation / a place to meet others / become involved in my community	<input type="checkbox"/>
Access to CHANGES / Confidence building	<input type="checkbox"/>
Other (<i>please specify</i>).....	

Section 2 – What do you think about the following regarding the SinglePoint Project?
(please tick all that apply)

The SinglePoint Hub is in an ideal location and easily accessible	<input type="checkbox"/>
It is a pleasant place to visit, and I enjoy being there	<input type="checkbox"/>
Staff are approachable and helpful	<input type="checkbox"/>
Childcare and holiday provision is good and value for money	<input type="checkbox"/>
I would recommend the Project to others	<input type="checkbox"/>
Because of SinglePoint. <i>(please tick all that apply)</i>	
I am able to access the support and learning materials I / my family requires	<input type="checkbox"/>
My overall skills and abilities have improved	<input type="checkbox"/>
I feel more confident, independent and empowered to make my own decisions	<input type="checkbox"/>
My family is happier and we are talking and communicating more	<input type="checkbox"/>
I am more positive about the education and employment prospects of my family	<input type="checkbox"/>
I feel more secure about money and paying the bills	<input type="checkbox"/>
I am more positive about the health and well-being of my family	<input type="checkbox"/>

Section 3 - Please list up to 3 things that are really GOOD about the Project

- 1.
- 2.
- 3.

Section 4 (If appropriate) **Please state how you feel the Project could be improved?**

Anything else you wish to add? (Please continue on a separate piece of paper if necessary)

Appendix J



Thank you for taking the time to complete this short questionnaire, which will be used to support our independent evaluation of the Lottery funded Oldbury based **SinglePoint Project**.

Name Job Title

Organisation

Phone Number Email

Do you provide support / work with the following schools? (If 'Yes', please tick **all** that apply)

Christ Church St Francis Xavier Langley Rood End

Brief description of support / work provided to schools / and / or the wider community

.....

Section 1 – Local Parents Needs

How do you rate the importance of the following in relation to meeting the needs of local parents? (1 low, 5 high, 0 – no views)

Access to affordable childrens' activities / play schemes	0 1 2 3 4 5
Personal education / training / employment support	0 1 2 3 4 5
Confidence building	0 1 2 3 4 5
Family support / building family relationships	0 1 2 3 4 5
Health & Well-being advice and support	0 1 2 3 4 5
Recreation / a place to meet others / become involved in the community	0 1 2 3 4 5

Multi-agency partnership / collaborative working	0 1 2 3 4 5
Other (please specify)	
.....	

Section 2 – Awareness of the SinglePoint Project

Are you aware of the Project? Yes No

If Yes, to what level? (1 low, 5 high, 0 – no views) 0 1 2 3 4 5

If 'Yes', how do you rate the following in relation to the role of the Project?

The SinglePoint Hub is in an ideal and accessible location	0 1 2 3 4 5
It is a pleasant place to visit	0 1 2 3 4 5
Staff are approachable and helpful	0 1 2 3 4 5
The SinglePoint Project has a key [multi-agency] role to play in supporting local parents and their families	0 1 2 3 4 5
SinglePoint is enabling parents to:	
Access the support and learning materials they and their families require	0 1 2 3 4 5
Improve overall skills and abilities	0 1 2 3 4 5
Feel more confident, independent and empowered to make their own decisions	0 1 2 3 4 5
Families to feel happier, talk and communicate more	0 1 2 3 4 5
Feel more positive about the education and employment prospects of family members	0 1 2 3 4 5
Feel more secure about money and paying the bills	0 1 2 3 4 5
Feel more positive about the health and well-being of family members	0 1 2 3 4 5
Other	

Section 3 (If appropriate) Please state how you feel the Project could be improved?

Section 4 *What are the key future challenges all agencies face in relation to supporting parents and their families?*

Please post / email responses to **Edwin Lewis**, Director, Wider Impact Consultancy, Unit 103, Staffordshire University Business Village, Stoke, ST4 2AR; edwin@widerimpact.com



SinglePoint Pupil Progress Survey

Section 1

Pupil's Name

Age

School

Year / Group

Section 2

Over the last year, on a scale of 1 to 10, what progress has the pupil made in the following areas: (0 – None / Not Applicable; 1 Low; 10 High)

- | | |
|--|------------------------|
| 1. Literacy (Writing) | 0 1 2 3 4 5 6 7 8 9 10 |
| 2. Reading | 0 1 2 3 4 5 6 7 8 9 10 |
| 3. Numeracy | 0 1 2 3 4 5 6 7 8 9 10 |
| 4. Attendance | 0 1 2 3 4 5 6 7 8 9 10 |
| 5. General Behaviour | 0 1 2 3 4 5 6 7 8 9 10 |
| 6. Social Skills: | |
| a. Sharing & Caring | 0 1 2 3 4 5 6 7 8 9 10 |
| b. Empathy (e.g. Understanding the feelings of others) | 0 1 2 3 4 5 6 7 8 9 10 |
| c. Friendships | 0 1 2 3 4 5 6 7 8 9 10 |

Please turn over

Section 2 (Continued)

7. Self Esteem

- | | |
|---------------------------|------------------------|
| a. Self-Worth | 0 1 2 3 4 5 6 7 8 9 10 |
| b. Self-Image | 0 1 2 3 4 5 6 7 8 9 10 |
| c. How others are treated | 0 1 2 3 4 5 6 7 8 9 10 |
| d. Enjoyment of school | 0 1 2 3 4 5 6 7 8 9 10 |

8. Health

- | | |
|---|------------------------|
| a. General Fitness | 0 1 2 3 4 5 6 7 8 9 10 |
| b. Healthy Eating | 0 1 2 3 4 5 6 7 8 9 10 |
| c. Weight | 0 1 2 3 4 5 6 7 8 9 10 |
| d. General Appearance (e.g. clothes, hair, smartness) | 0 1 2 3 4 5 6 7 8 9 10 |

- | | |
|---|------------------------|
| 9. Relationships with parent / carer / other family members | 0 1 2 3 4 5 6 7 8 9 10 |
|---|------------------------|

Section 3

Any other Comments / Observations

Please Note: This survey is **confidential**, and must not be shared with third parties, without the written consent of Wider Impact Director, **Edwin Lewis**, and the **SinglePoint Project**.

For further information please contact **Edwin Lewis** at edwin@widerimpact.com.

widerimpact

Independent Analysis. Strategic Reviews

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