

the reading agency

Possible route map: Children and young people

Step 1. Choose your areas of focus, for example

- children's wellbeing
- children's achievement and school achievements
- young people's achievement and skills
- Young people's participation
- looked after children and/or young people
- community wellbeing

Step 2. Identify indicators where library services can show a contribution

Some examples of national indicators where libraries can contribute:

Children:

- NI 50 - emotional health of children
- NI 58 - emotional and behavioural health of looked after children
- NI 72 - achievement in early Years foundation stage
- NI 73 - achievement at Level 4 or above in both Maths and English at KS 2
- NI 76 - reduction in number of schools where fewer than 65 per cent of pupils achieve level 4 or above in English and Maths at KS2
- NI 88 - percentage of schools providing access to extended services
- NI92 - narrowing the gap between the lowest achieving 20 per cent in the Early Years Foundation Stage profile and the rest
- NI 93 - progression by 2 levels in English between KS 1 and KS 2
- NI 99 - looked after children reaching level 4 in English at KS2
- NI 107 - Key Stage 2 attainment for Black and Minority Ethnic groups

Young people:

- NI 6 - participation in regular volunteering
- NI 46 - young offenders' engagement in suitable education, training and employment
- NI 74 - achievement at Level 5 or above in both Maths and English at KS 3
- NI 75 - achievement of 5 or more A* - C grades at GCSE including English and Maths
- NI 77 - reduction in schools where fewer than 50% of pupils achieve level 5 or above in both English and Maths at KS3
- NI 78 - reduction in number of schools where fewer than 30% of pupils achieve 5 or more A* - C grades at GCSE and equivalent including GCSEs in English and Maths
- NI 79 - achievement of a Level 2 qualification by age of 19
- NI 80 - achievement of a Level 3 qualification by age of 19
- NI 81 - inequality gap in the achievement of a level 3 qualification by the age of 19
- NI 82 - inequality gap in the achievement of a level 2 qualification by the age of 19
- NI 88 - percentage of schools providing access to extended services
- NI 91 - participation of 17 year olds in Education or training
- NI 95 - progression by two levels in English between KS2 and KS3
- NI 97 - progression by 2 levels in English between KS3 and KS4
- NI 101 - looked after children achieving 5 A* - C GCSEs or equivalent at KS 4 including English and Maths
- NI 110 - participation in positive activities

Step 3. Identify areas of strength supporting these indicators

What are you best at?

Where can you provide best evidence of your support for local priorities?

Step 4. Identify allies and/or partners in other services

Who do you know already? And who already understands the contribution of your service?

Who do you need to get to know better?

Who 'owns' your target indicators?

Step 5. Work with allies and partners to agree useful indicators

Less is more: don't try to start with too many – start with one area and move on to others later, e.g.

- No and percentage of children taking part in the SRC
- Positive activities for young people, and numbers attending
- Numbers of volunteers

Step 6. Maintain the partnership

Use networking and effective and regular communication to ensure the contribution is noted and recorded, sustained and developed.

More information

This material is based on a suite of resources from our workshop, called Reading and Local Authority Performance delivered at The Public Library Authorities Conference 2008. You can find more at www.readingagency.org.uk

We are currently developing plans for training based on this workshop and would like to talk to interested authorities as we shape this up.

To find out more talk to Liz Dubber on 0871 750 8071 / 07850 255554 or email liz.dubber@readingagency.org.uk