

## Possible route map

### Step 1. Choose your key 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
- older people or more vulnerable people
- learning, skills and employment

### Step 2. Identify suitable 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
- NI 92 - narrowing the gap between the lowest achieving 20per 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 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 per cent 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 per cent 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 - young people's participation in positive activities
- NI 117 - 16 to 18 year olds who are not in education, employment or training (NEET)

### **Communities:**

- NI 1 - percentage of people believing those from different backgrounds get on well together
- NI 2 - percentage who feel they belong to their community
- NI 3 - civic participation in the local area
- NI 4 - percentage of people who feel they can influence decisions
- NI 5 - overall, general satisfaction with the local area
- NI 6 - participation in regular volunteering
- NI 9 - use of public libraries
- NI 11 - engagement in the arts
- NI 13 - migrants' English language skills and knowledge
- NI 17 - perceptions of antisocial behaviour
- NI 23 - perceptions that people treat each other with respect
- NI 119 - self reported measure of overall health and well being

### **Older and vulnerable people:**

- NI 136 - people supported to live independently through social services (all adults)
- NI 138 - satisfaction of people over 65 in both home and neighbourhood
- NI 139 - extent to which older people receive the support they need to live independently at home
- NI 140 - fair treatment by local services
- NI 141 - percentage of vulnerable people achieving independent living
- NI 142 - percentage of vulnerable people who are supported to maintain independent living

### **Learning and employment:**

- NI 151 - overall employment rate
- NI 161 - learners achieving a Level 1 qualification in literacy
- NI 153 - proportion of population aged 19 to 64 for males and 19 to 59 for females qualified to at least level 2 or higher
- NI 154 - proportion of population aged 19 to 64 for males and 19 to 59 for females qualified to at least level 3 or higher

- NI 155 - proportion of population aged 19 to 64 for males and 19 to 59 for females qualified to at least level 4 or higher
- NI 174 - skills gaps in the current workforce reported by employers

**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/pr partners in other services**

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

Who 'owns' your target indicators? Who do you need to get to know better?

**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
- Migrants taking English language courses and/or Six Book Challenge
- Learners completing the six book challenge
- No and percentage of housebound people reached by the home library service

**Step 6. Maintain the partnership**

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

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