

St Paul's Community Development Trust

Impact

Report **2016/17**



A Special Word ...

Message from the Chief Executive and Chair of Trustees



Welcome to St Paul's first ever impact report. We have moved away from the traditional annual report to bring you instead a document that demonstrates both the difference and value staff at St Paul's bring in their daily work. We have tried in this first report to represent the positive work front line staff deliver with the people they work with and equally important the services that support the front line to do its job.

Whether a staff member works with a family with a range of challenges, teaches children who traditionally feel let down by the education system, provides nursery services, cleans our buildings' or manages our information technology all are vital and equally important in making St Paul's what it is today, a high quality organisation that works with children and families.

This publication cannot adequately cover all of the work we do but we hope it gives you a flavour of the impact we have on the lives of the families we work with. Over the course of the new year we will collate more evidence that will help inform our stakeholders of the difference St Paul's makes and at a time when finances are limited we demonstrate what excellent value for money we are. I hope you find this report Paul's useful and informative. If you have any comments or suggestions' on how we improve going forward, please e mail me.

Dave Cusack – Chief Executive Officer

David.cusack@stpaulstrust.org.uk

This has been a year of change; August saw Anita Halliday leave after 43 years of dedicated service to St Paul's and the arrival of our new Chief Executive Dave Cusack arrive in September 2016. Consequently the organisation is going through a period of substantial change in the following key areas:-

- Investment in the farm and canal boat
- A new Head of School appointed from September 2016
- Two Ofsted inspection at nursey sites resulting in good judgements
- A strategic review of all business areas conducted by the senior team and Trustees
- A detailed financial review that resulted in the Trustees adopting a 12-month Strategic Plan
- Remodelling of Children Centre Services in preparation for the new tender from Birmingham City Council
- The departure of Ian Edwards Head of Central and Community Services after 28 years of service and a subsequent restructure of the Estates team

Trustees recognise the organisation is facing a challenging few years with reductions of income in most business areas. We are responding to the challenge, focussing on fundraising and new revenue work streams and we have established a committee to review in detail the twelve month priorities and progress against them. We will continue to work with the senior team to ensure the organisation has a sustainable future.

I hope you enjoy our first impact report (more change!) we recognise we need to develop this further over the next year but felt we wanted to give you a flavour of our thinking going forward. I'd like to than the following Trustees who resigned during the last 12 months and thank them for their contribution to the work of St Paul's; Jacqui Ure, Manny Jaspal, Simon Pashen, Rob Buckman.

Thank you to all our funders, our Patron's, my fellow Trustees and the staff and volunteers that drive the organisation forward.

Gill Coffin – Chair of Trustees



About St Paul's

St Paul's is a charity committed to working with and for the community. We do this through innovative services that support people who need our help in Balsall Heath

1973

St. Paul's Community Development Trust had its origins in the desire of people in Balsall Heath to make a better future for their children. It has developed from small beginnings in voluntary endeavour in 1968 and has grown to be a thriving organisation, with a Primary School, Nurseries, Children's Centre, City Farm, After School Clubs

What We Do

We work with children, young people, and adults, who are involved with the Trust in many different ways. Many of those who came at first to use one of its facilities have gone on to support it as volunteers, as committee members, or joined the staff as employees

Our Mission

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

Our Values

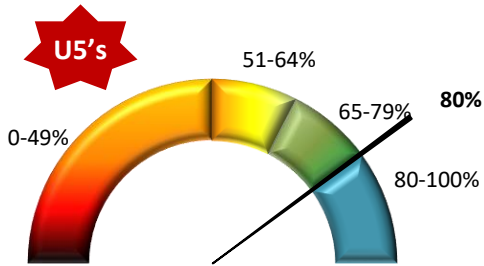
- **Accountability** – Open, honest and transparent in our work with others, and to be responsible in reporting, consulting and carrying out work according to agreements, contracts and the policies of Trustees
- **Equality** – To be inclusive and to enable everyone fair access to services, premises, jobs and other opportunities. To combat disadvantage, staff take steps to overcome barriers which people face
- **Partnership** – To collaborate and co-operate with other agencies so as to pursue its own objectives more effectively and enable others to do so, too
- **Quality** – To achieve high standards in service delivery and outcomes for clients, the Trust will seek to employ qualified, able and committed staff. It will support them in their professional development
- **Sustainability and the Environment** – To minimise waste and to make efficient use of energy and other resources
- **Innovation** – To identify the needs of the community and fill the gaps with the required services



CHILDREN'S CENTRE



Provide wide range of support to all families and children 0 to 5 years



U5's Registered (%) as at end Mar 2017

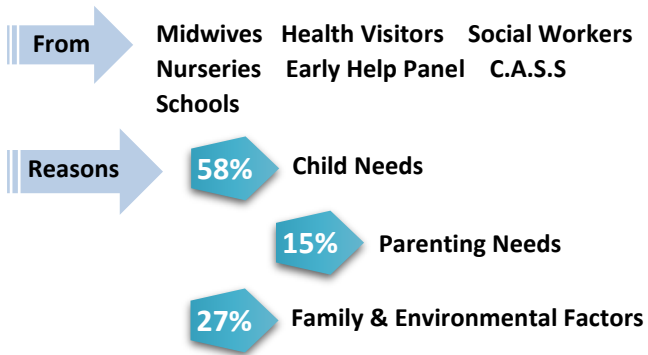
[Ofsted Grading] Inadequate Requires Improvement Good Outstanding

Total No of U5's in Balsall Heath
2601
 No U5's Registered
2068
 No U5's Supported
1140

"I have started attending 0-3 Approachable Parenting, I have enjoyed the Programme and learned new skills on Parenting."

121 External Referrals Received

Working with external partners and agencies to provide the best support and care for families with under 5's



156 Families Received Targeted Support

Working with families experiencing multiple high level needs and providing ongoing support

- 246 U5's in the family were supported
- 4 Child Protection Cases
- 5 Child in Need Cases
- 17 Referrals to Children and Social Services with 27 U5's

62 Children Registered with Special Education Needs & Disability (SEN&D)

SEN & Early Support Plans coordinate a multi-agency approach to help identify education, health and social care outcomes and also specific learning targets for a child with additional needs

- 28 Children with SEN&D accessed Early Support
- 25 Children have SEN and Early Support Plans in place

"Since our move to Birmingham, we have often felt confused by all of the new services involved in our son's care We have found the SEN & Early Support Plan that you put in place invaluable."

Rukhsana's Story

Rukhsana came to this country in 2012 and had no family or friends living in this country. She had a 3-years-old son Umar and her husband worked full time. Both parents were not British residents but have applied to the Home Office for permanent stay.

Key challenges

Rukhsana and her son were isolated and never went out much, and neither were they aware of the Children's Centre situated round the corner to her road. Rukhsana had very limited knowledge of healthy eating and used to buy takeaway most of the time. Umar had a poor diet and was a fussy eater and was very clingy to mum with no boundaries in place. Rukhsana had very low confidence and was reluctant to engage with the Children's Centre. She was expecting her second child but had never accessed antenatal classes during her previous pregnancy so she wanted to access antenatal services which would prepare her to cope with pain during labour and birth.

Support Received

Rukhsana received an antenatal home visit during second trimester with an initial needs assessment. Rukhsana accessed her first service Pregnancy Matters and Hospital Tour in July 2016, and continued to access other services such as Safety workshop, Parents Matter, Health and wellbeing group, HENRY programme, Parenting Programme and Family learning.

Umar accessed Stay and Play to enable him socialise with other children of the same age.

Impact of Services

Umar was more confident and was engaging more with other children of his age group, which increased his learning and development.

Rukhsana increased her confidence and self-esteem, improved her parenting skills and was able to put strategies in place to improve Umar's behaviour. **"I have started attending 0-3 Approachable Parenting, I have enjoyed the Programme and learned new skills on Parenting."**

She attended the HENRY Programme and her feedback overwhelmingly demonstrated the sustained positive impact HENRY interventions have had on her family's lifestyle and enabled her to change her son's eating habits from unhealthy to healthy food. It wasn't easy but Rukhsana managed to change her entrenched habits particularly in today's fast food and sedentary culture. Rukhsana also learnt about pregnancy, pain relief options, coping strategies during labour and delivery which relieved stress and anxiety. She accessed the hospital tour which enabled her to see the rooms and select what facilities will be available during birth.



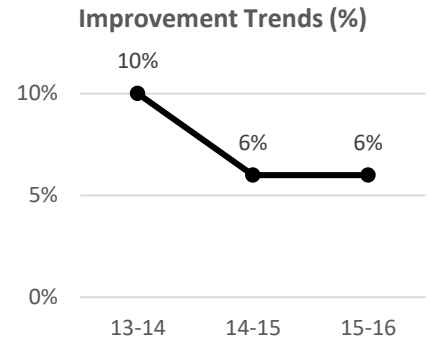
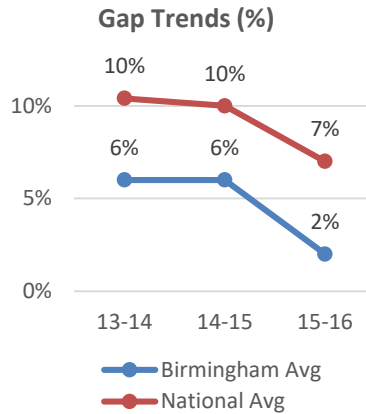
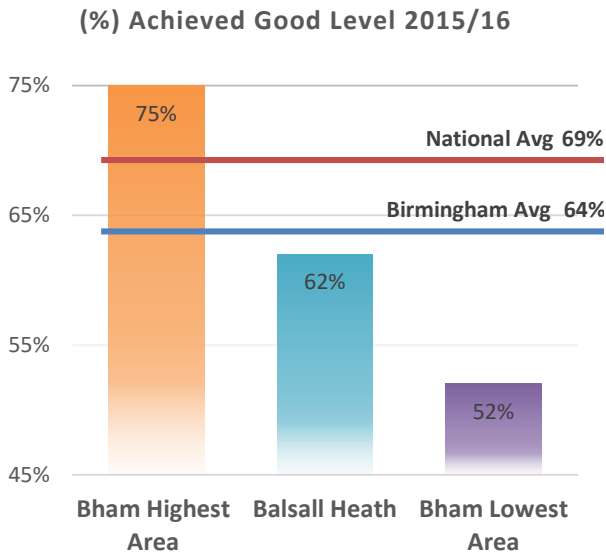
"I am very happy with the support from the Children's Centre I received in everything"

This case study does not relate to any specific family but has been put together using information from a range of parents who access the Children's Centre to demonstrate the complexity of needs and the support services provided to make a difference

NURSERY PROVISION



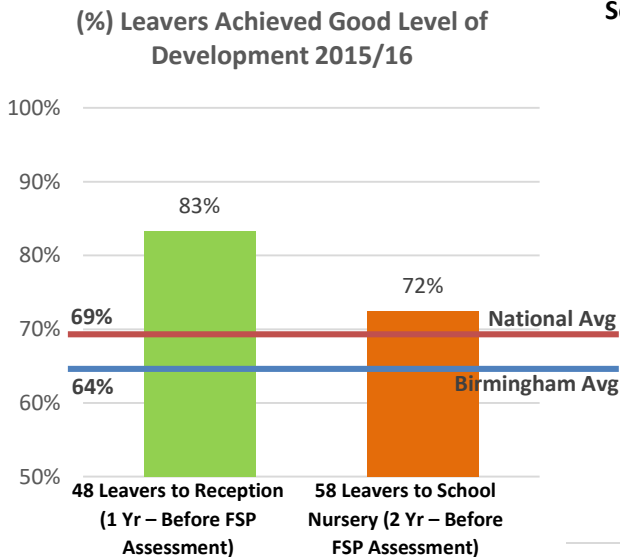
Progress against Early Years Foundation Scores (EYFS) for children living in Balsall Heath



The comparison gap with Birmingham & National average has decreased. The lower the gap the better

Improvement rate decreased from years 13-14 but has been maintained at 6% in the last year 15-16. The larger the improvement the faster the gap is narrowed

Progress against EYFS for all children who accessed Nursery Provision at St Paul's Development Trust



Some of the challenges that had to be overcome to narrow the gap were:

- Children that enrol in the nursery and playgroup are well below their expected level of development in the 3 prime Areas of Learning, with majority attending only 15 hours per week
- Majority come from Black Minority Ethnic background with English as Additional Language
- Some have a diagnosis of SEN&D and have Individual Education Plan and Play Plan Targets
- There were significant new starters who commenced Nursery Provision middle of term/year that contributed to significantly lowering the overall assessment scores

GLOSSARY

FSP - Foundation Stage Profile

Good Level of Development (%) - 'This refers to the percentage of children achieving at least the expected level within all areas of learning

Gap Trends - Compares EYFS Scores to National and Birmingham Averages

Improvement Trends - 3 yr comparison of Children's performance in EYFS

Siobhan's Story'

Siobhan is a single mom with one daughter. She described herself as **“alone in a way”**. And although she had family and friends around her Siobhan didn't feel she had anyone to talk to and ask questions. Siobhan felt she got herself into a number of different relationships but felt that none of them were good for her which resulted in Siobhan withdrawing even further away from family and friends. The relationships changed her as a person and made her even more isolated.

Key Challenges - From the moment Siobhan found out she was pregnant she had Social Services involved due to her partner at the time. Siobhan's daughter, Keira, was born 28 weeks pre mature, Siobhan felt pressured with different agencies telling her different things and resulted in her breaking down in the hospital. Siobhan's main concern at the time was her new-born baby on the neonatal unit who was critical and Siobhan was concerned for her safety. Prior to being pregnant Siobhan had trouble settling in one place, she would live between her mum and dad, she had a flat in Bristol but subsequently lost it and her relationship broke down. Whilst living in a hostel Siobhan met someone but the relationship was violent and Siobhan then spent time with her mum and friends.

Support Received

Siobhan started accessing the Children's Centre services since Keira was 1 year's old. Being new to the area Siobhan was apprehensive about attending services **“I just want me and my baby at home, I don't want to talk to anyone”**. Initially a Family Support Worker accompanied her and gradually Siobhan started to open up to others [service users] and speak with them. Siobhan was advised about the nursery provision for her daughter Kelly and how it could support her social skills. Initially she was nervous about sending her, but soon realised how supportive and beneficial it was for Keira.

Impact of Services

Siobhan thinks all of the services at the Children's Centre have helped her so well, including the counselling that she received at the Centre. Siobhan describes the services she attended as doing something – they changed her bit by bit as a person from this *‘isolated, don't want to know’* kind of person, to this *‘really outgoing want to be on the ball, want to know different things, what to know what's going on’* person. Siobhan described walking through the gate and smiling.

“This place has had an effect on me from the day I come right up until now”

Aspirations

Now Keira is going to school Siobhan has enrolled on a college course.

“I didn't think I would be walking out as a parent and having some form of place to go to study, I thought I walk out unemployed, just going to be a mum, go to school to be bored.”

Siobhan has been volunteering with the Centre and plans to go to the gym in her spare time when Keira is at school. Siobhan now wants to go out and meet new people. Her overall dream is to live in Australia, close to her brother.



This case study has been reproduced with consent obtained from the Parent

AFTER SCHOOL PROVISION

Ofsted
Outstanding
Provider

Received
Outstanding Status
by Ofsted
May 2017

THE NEST PLAYCARE

38 Children Average
per day term

15 Children Average per
day in the holidays



We collect from 6 schools

Clifton, Park Hill, St. Martin de Porres,
St John & Monica, Nelson Mandela

PLAYSCHEMES

EASTER 2016 (2 WEEKS)

Supported by
midland mencap
The voice of
learning disability

45 Children Average per day

32 Children referred and had subsidised places

- 13 Additional needs including disability
- 10 had early help assessments
- 3 had identified needs that required support
- 4 in Foster Care
- 2 Individual Education Plans
- 1 Individual Behaviour Plan

"The children enjoyed a wide range of activities and a range of trips that were available. Each day was a thoroughly enjoyable experience"

"A safe environment for children, especially for children with additional needs"

SUMMER 2016 (4 WEEKS)

124 Children who attended and benefitted,
with an average of 50 per day



65 Children with higher level of needs and referred
from local schools or by health visitors, family
support or by parents themselves, received the
'Children in Need' funding



OCTOBER 2016 (1 WEEK)

43 children averaging
28 per day

FEBRUARY 2016 (1 WEEK)

49 children averaging
26 per day



ST PAUL'S SCHOOL

St Paul's is a small independent school in the heart of Balsall Heath that supports young people who have experienced difficulties in main stream education. We provide a welcoming environment for pupils and students aged 9 – post 16 who have emotional, social and/or health difficulties and special educational needs.

We believe that all young people have the right to enjoy their education in a safe and nurturing setting. The school encourages individuals to grow in confidence, gain valuable qualifications and develop essential life skills.

We offer a range of core and vocational subjects through our wide ranging curriculum



Progress in driving School Improvements in 2015 – 2016

22
Pupils

22 Pupils with SEN

36% BME Community

86% of pupils achieved a level
One in Sport and Active Leisure

86% of pupils achieved an Entry
Level 3 in Functional Skills Maths

- A comprehensive and transparent school improvement plan was produced to ensure there was a robust framework to drive school improvements
- Implementing robust teaching and learning observation process to ensure effective and positive process to inform and improve teaching practice across the school
- Monitoring and tracking of progress to ensure pupils progress is effectively scrutinised to ensure pupils are making the expected levels of progress
- Individual education plans introduced for each pupil to ensure personal, behavioural and academic targets and progress are captured throughout the year
- Focus on building positive relationships with key stakeholders such as pupils, parents / carers, SENAR, Ofsted and key professionals



Ben's story

Ben is in many ways a typical St Paul's pupil. His story shows how St Paul's changes lives...

Ben is in many ways a typical St Paul's pupil. His story shows how St Paul's changes lives...

Ben (not his real name) was enrolled at St Paul's in 2012. He was living with his grandparents as his mother had been diagnosed with a long term illness meaning she was unable to care for Ben. This had a traumatic effect on Ben and resulted in Ben starting to miss out on his education, he became depressed and angry and lost hope in the future.

Ben had rarely attended school prior to coming to St Paul's. He would go for two hours a day over three days but his attendance was sparse. He was excluded 14 times for verbal abuse towards adults and pupils, presenting with violent tendencies. When he started attending St Paul's he was two years below in Literacy and Numeracy. His expressive and repetitive levels of communication were three and a half years below his age.

External factors in Ben's life had a huge impact on his engagement in learning. Difficulties concentration and motivation, periods of absence and slow learning development on top of being unable to control his violent outbursts, meant he needed additional support in all aspects of his education.

To start, Ben was making slow progress but staff supported him to engage with school. His attendance increased to 90%, which had a positive impact on his learning. His writing was illegible to start with but slowly improved. As his time at St Paul's went on and with support for his emotional and behavioural issues, Ben showed good progress; he was engaging in lessons, had fewer outbursts and externally was living with a supportive foster placement.

Ben was settled in school. He had made good friends and become part of the School Council and Football team.



All this was possible only because of the support and tailored programmes St Paul's puts in place. These programmes go far beyond merely delivering the curriculum.

When Ben joined the school after being permanently excluded from another school, we explained to him and his foster parents that this was a fresh start. He was given an induction into the school and information was used to create personalised plans for him.

As he experienced changes in his home situation, which created issues of anxiety, staff supported him with family group tutors and one to one care. This involved strategies to control his emotions and his anger. Ben had one to one pastoral time, Individual Behaviour and Education plans to support his Literacy and Numeracy. Extra handwriting sessions were scheduled to develop his writing further. Presentation and handwriting were a focus across all his subjects.

Staff developed a positive relationship with Ben's Grandparents to ensure support was provided both at home and at school. Staff made sure he had access to opportunities which supported his social and personal development. He became a key member of the school football team. He took part in day and residential trips and we were all moved with his public speaking.

Ben left us after Year 11 in 2017, with an impressive list of achievements and qualifications, almost unimaginable when he started. He has gained a place in a post 16 college, studying catering as his passion is to be a chef. He enjoyed school; he made friendships which he couldn't manage before and coped in social environments drawing on the skills he has developed whilst at school.

Ben left St Paul's School feeling proud of both his personal and academic achievements. His previously bleak prospects have been turned around. He now has a bright future!

This case study has been put together using information from a range of pupils who come to St Paul's and is intended to show the complexity of challenges pupils experience and the approach we take as a school to work with children who have a range of difficult issues in their lives.

The case does not relate to any specific pupil.

St Paul's changes lives ...

VOLUNTEERING

Provides a wide range of volunteering opportunities and training to parents, to promote work readiness

62

Volunteers registered and receive regular support and relevant experience and training



8 Male
54 Female

41 from Balsall Heath Area



23 Pakistani
11 others
10 White
8 Bangladeshi
6 Yemeni
4 Somali

58% (11,616) of those aged between 16-74 are **economically inactive**, and are not in education or self-employed

Source: BCC/ONS
April 2017

Birmingham has the highest Unemployed Rate at **6.2%**, significantly higher than the core cities average of **4.2%**

The difference we have made

"The volunteering has enhanced my skills, enabled me to get back into work mode and I have made new friends in the process. I also attended the Employability skills training that Adult education ran, the training was invaluable."

"I went for an interview last week, I was able to answer all the questions, especially the Safeguarding and Child Protection thanks to the training I received here."

"This opportunity is giving me the practical experience that I need. I have also learned a lot from the training, especially safeguarding. My confidence has improved by volunteering..."



11 Entered
Employment

3 Enrolled in
Further Education

IT INFRASTRUCTURE



575

IT Service Related **Helpdesk requests** of which **565 were closed and a 98.3% positive outcome** achieved. The figure excludes minor tasks not recorded

129

Active **Email accounts** with **20.3 GB of storage space**

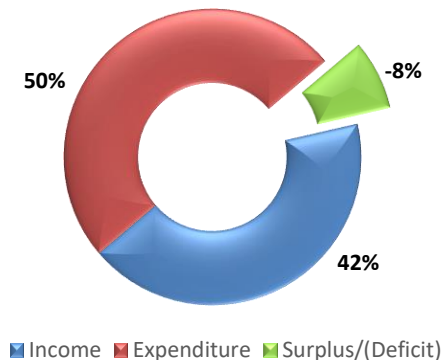
Highlight of major works undertaken in 2016/17:

- Audio visual equipment upgraded in Children’s Centre training room and BHIC
- Intranet migrated from internal SharePoint to Office 365
- Wireless link upgraded between School and Children’s Centre
- Workstations upgraded to Windows 10 and mechanical hard drives replaced with solid state drives to improve computer performance and increase lifespan of workstations
- Migrated to Office 2016 and rolled out across all business units
- Enrichment programme delivered for school pupils refurbishing and rebuilding desktop PCs
- 15 physical servers using virtualisation technology were consolidated to 7 servers
- Main network switches were consolidated in the Children’s Centre
- Wireless networking installed in Children’s Centre training room, Farm Classroom, School hall and at St Pauls Road site
- Display equipment and support provided for events, conferences and meetings throughout the year
- Commissioned new admin offices at St Pauls Road site, (9 PCs and 2 Servers and 4 wireless access point)
- Work conducted throughout the year on changing Internet service provider along with new web filtering service

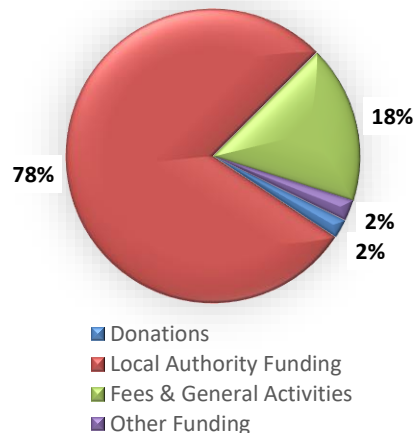
FINANCE



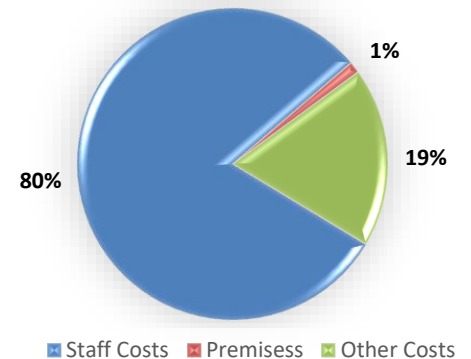
**INCOME / EXPENDITURE
2016/17**



BREAKDOWN OF INCOME



BREAKDOWN OF EXPENDITURE



MAINTENANCE & ESTATES



968

Number of **repairs carried** out such as minor emergencies (leaks), repairing broken items, replacing lost keys and light bulbs etc

£24,548

Total cost of Repairs

10

Long-term contracts in place for various services provides such as alarm maintenance, pest control, garage services, CCTV, phone repairs, fire extinguishers, gas maintenance

4,718

Total number of **hours of cleaning**

£3,140

Total cost of **Refuse Collection**

£9,093

Expenditure on **cleaning products**

Summary of key developments in 2016/17:

- Departmental heads were surveyed about their cleaning needs and views on current arrangements and standards. Gaps were identified and several solutions implemented such as appointment of new cleaner, increased hours resulting in more efficient and cleaner premises
- New Cleaning standards (The British Institute of Cleaning Science Cleaning Standards) implemented to ensure efficiency, resulting in vast improvement in hygiene and cleanliness across the Trust
- There has been 128 hours worked out of hours by staff costing £1,324 mainly due to dual use opening and closing of the premises or not having enough staff to carry out tasks e.g. staff having annual leave or off sick and needing cover

Raising Funds for Refurbishing Ellen Gee



Ellen Gee is a canal boat St Paul's obtained from Birmingham Youth Services. We are currently raising funds to refurbish it, to enable the Trust to give families, young people, the community and volunteers the chance to be part of a unique experience in the middle of Birmingham.

It is envisioned to use the Ellen Gee as another element to our Health and Wellbeing package to families and children, providing an alternative 'therapy' to mainstream health services by making it a safe haven, reducing stress and depression over time.

We have already successfully raised approx. £12,500 and aim to reach our overall target of £20,000!

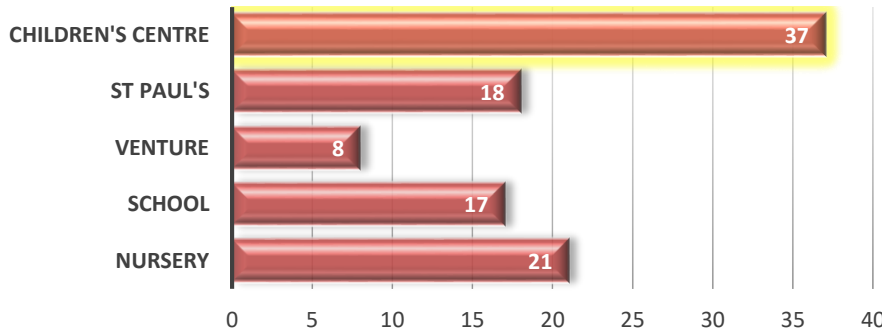
HUMAN RESOURCE & DEVELOPMENT



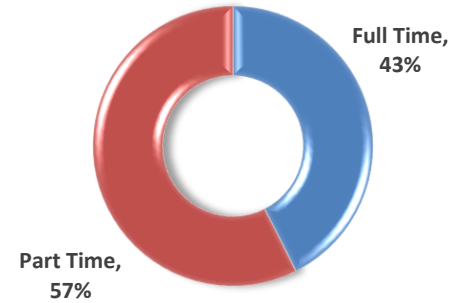
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Staff Employed by the Trust as at Sep 2017

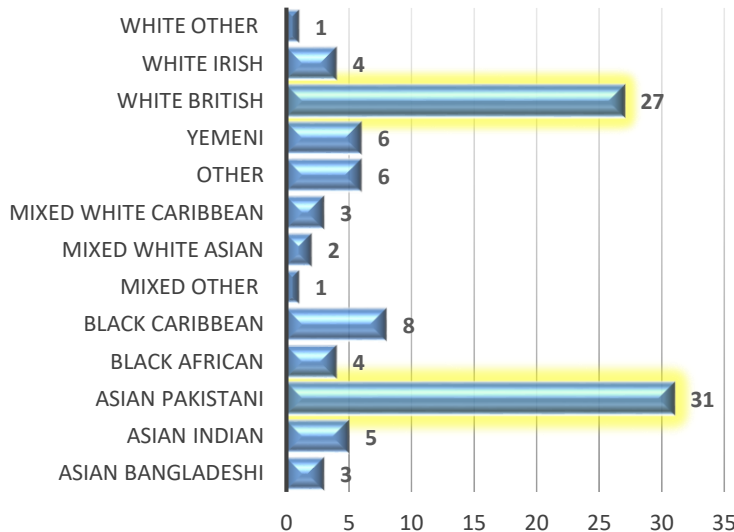
Staff Employed by Departments



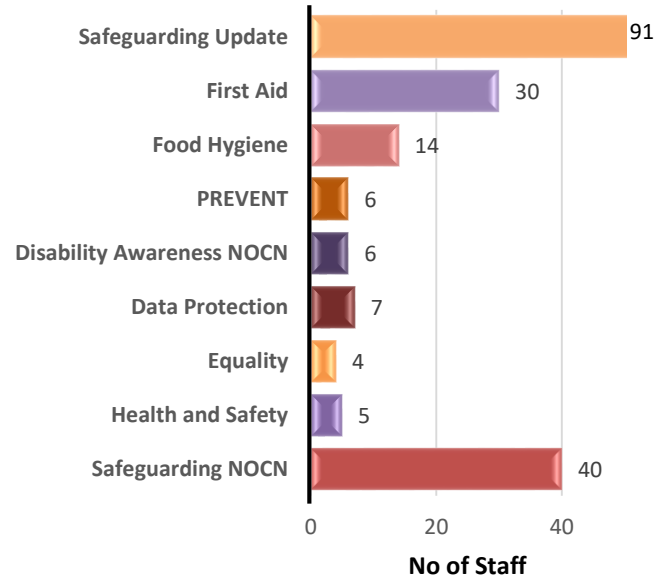
Staff Employed By Status



Staff Employed By Ethnicity



Staff Training (Essential Courses)





**Working for
the Community**

**The Trust would like to thank the following partner for their support and
donations during the year 2016-2017**

KSIMC
Jarman Trust
Balsall Heath Forum
Mrs S J Aubrey
SITA Trust
Roger and Douglas Turner Trust
Hall Green Quakers
Kik it Pathways
Microsoft Ireland Operations
Birmingham City Council
Staffordshire & West Midlands Community Rehabilitation Company
Skills Funding Agency
Children in Need

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