COLLECTIVE IMPACT NTU

MANSFIELD GETTING SCHOOL READY

REACH AND ENGAGEMENT

GEOGRAPHIC REACH

The original pilot was in one community of around 2500 people in Mansfield (anchored around Oak Tree Primary School). Promising outcomes from this pilot resulted in a successful bid to scale up the initiative across the district of Mansfield, Nottinghamshire.

CHILDREN AND FAMILILES DIRECTLY ENGAGED

50 families (Oak Tree) Target 250 (Mansfield)

Equity is built into the design.
Activity will focus on high priority children and families, the needs of whom will inform the focus of the initiative.

KEY AMBITIONS AND OUTCOMES

The ambition of Mansfield Getting School Ready is to ensure every child in Mansfield starts school ready to learn and thrive, by bringing families, services, and communities together through a collective impact approach — using systems thinking to align efforts, address root causes, and create lasting change.

Metrics were developed for the following indicators in Oak Tree and measured through surveys:

- Connections between services
- Trust between families and services
- Access and availability of support
- System leadership
- Community cohesion
- Funding

A shared measurement system is being co-produced to be used to monitor the development of school readiness in Mansfield. This is in line with the 'Better Start in Life' target, The summative success indicator will be Good Level of Development.

POWER AND AGENCY OF PARENTS AND COMMUNITIES

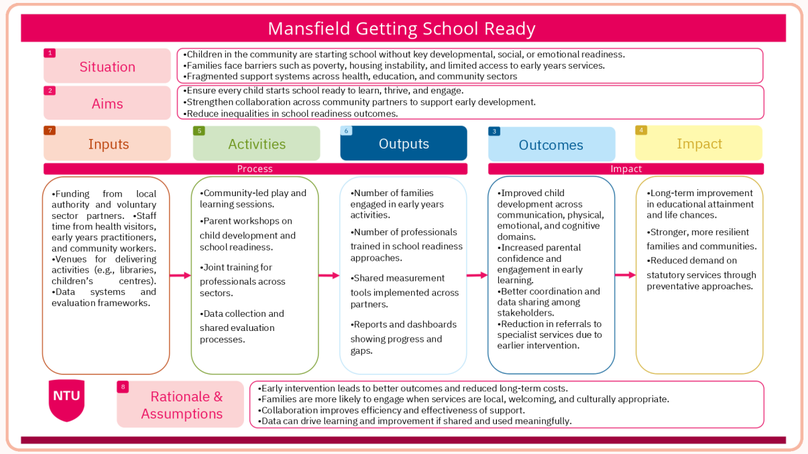
The project gives power and agency to the families they work with through a variety of ways:

Parents sit on the Steering Group and working groups, helping to shape the shared agenda, priorities, and measures of success. Their lived experience informs policy decisions and service design, ensuring the system reflects real family needs. Parents go through a leadership journey with the Steering group, alongside other members
.
Ongoing listening workshops, family forums, and participatory activities gather insights directly from children and families. Families help lead and deliver local activities, becoming active agents of change.

Unlocking agency of residents: A parent partner participated in the Universities for Nottingham Co(l)laboratory Citizen Scientist programme. With the support of an academic supervisory team, she undertook a 10 week placement which contributed to the 'building community cohesion' strand of the initiative.
The project enabled her to research the history of the Oak Tree Lane Estate and build a positive counter-narrative of pride and resilience. She is currently working with NTU students to develop classroom resources to share that history for use by Oak Tree Primary School teachers.

THEORY OF CHANGE

The initiative aims to create the five conditions of Collective Impact in order to deliver sustainable change at the population level. These include a common agenda, a shared measurement system, mutually reinforced activities, continuous communication, and backbone support.



GOVERNANCE AND COLLABORATIONS

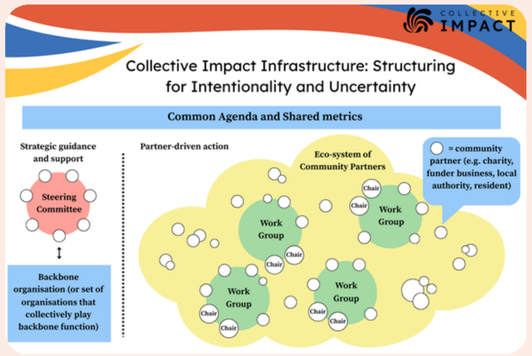
COLLABORATION PARTNERS WHICH SHARE OUTCOME ACCOUNTABILITY

The project brings together a wide range of partners, including early years, early education, primary schools, family hubs, the health family team, educational psychologists, midwives, local authorities, community and voluntary sector organisations, community groups, and individual parents and carers.

COLLABORATION GOVERNANCE STRUCTURE

The project is comprised of a Steering Group of local strategic leaders, with a representative resident voice, Working Groups focused on priority themes, and a network of supporters and partners.

The Collective Impact Infrastructure Diagram, referenced from Tamarack Institute, shows how the governance is structured, transitioning from Oak Tree Primary School to a Mansfield-wide Steering group.



Adapted from Collaborative Governance Framework by the Tamarack Institute 2017

STRUCTURE AND ROLE OF THE BACKBONE FUNCTION

Nottingham Trent University function as a backbone for the initiative. They amplify the impact of the initiative because strengthening the partnership, and developing and sharing a deep understanding of the school readiness system more broadly, are their sole focus.

They are not trying to do this complex work off the edge of their desk while delivering a programme or service to families like other partners are required to do.

- [x] Coordinate shared vision and strategy
- [x] Collaboration/Partnership management
- [x] Engage, empower & connect communities
- [x] Data gathering and analysis
- [ ] Deliver services for Children/Families
- [x] Support delivery of services
- [x] Facilitate learning
- [x] External Communications
- [x] Fundraising

AMBITIONS TO SCALE

Mansfield Getting School Ready has just expanded and are looking to embed the work at this new higher district level. The current ambition is to acquire more funding to continue beyond the current two year time period.



BACKBONE DELIVERY MODEL

NUMBER OF STAFF

The team has four members of staff, including: a Project Coordinator, a Community Engagement Coordinator, a Data and Evaluation Coordinator and an Initiative Lead.

ANNUAL BUDGET

Nottingham Trent University received £250,000 'Levelling Up' funding over 2 years for the core backbone project team of 2.8FTE from September 2025 to September 2027, Nottingham Trent University covers additional costs including overheads, management time and project support.

SOURCES OF INCOME

75% of the funding is provided from Mansfield District Council Levelling Up Fund. The additional 25% is provided by Nottingham Trent University.



WORK WITH FAMILY HUBS

The initiative has close connections with Family Hub service managers and activity coordinators, and The Director of Children's Services is a representative on the initiative Steering Group. During the initiative's pilot a community-led stay and play was developed with the Family Hub. They worked with the Family Hub to conduct community-based post-graduate research on the impact of school readiness policy on parents, carers and professionals. Family Hubs hosted the steering group meetings and the community-led parent support network that started up through the initiative. In addition systems leadership training was delivered with and for Family Hub staff.

place matters
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