

Agreed Actions and Next Step	Responsibility	Date of Completion	Progress Update
<b>Recommendation 1:</b> Continue to fund the operation of Local Authority nurseries.			
The funding for the three day nurseries is ongoing at present.	<b>Pauline Hoare</b> Early Years Lead Officer	Ongoing	The services continues in its new form: highly qualified staff are in post, an overall manager is in post, two room based senior workers are also now in post, one SEN senior worker is in post. Recruitment continues.
The day nurseries do not provide value for money in terms of occupancy or staff qualifications. We are working with our HR partners to try and improve this. Quality improvement involves a re-structure and will then depend upon individuals successfully completing the required qualifications for the posts they currently hold. Because this will entail employees undertaking additional study, the time frame is a long one. Once this process is complete, day nurseries will be able to contribute to the EY hubs.	<b>Gill Bowmaker</b> Early Years Advisory Teacher	Sep-15	The LA Day Nursery restructure is now complete and has achieved these aims.

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<b>Recommendation 2:</b> Improve the quality of online information available on the council's website including making available information and videos on the impact of early years learning.			
We are in the process of integrating services to the under-5s which will result in a more joined-up approach in terms of parental accessibility	<p><b>Mohammed Jolil</b> Senior Locality Lead</p> <p><b>Pauline Hoare</b> Early Years Lead Officer</p>	Ongoing	Public consultation on integration of services concluded in August 2016. A decision is expected from MAB on the public consultation report paving the way for a further consultation with staff on proposed change. Implementation of changes are expected to be completed by March 31st 2017.
We have already migrated the two year old information online. We are now discussing how we can further improve the quality of online information with IT colleagues.	<p><b>Jo Green</b> Business Development Manager</p>		<b>Complete.</b> The information is available here: <a href="http://www.towerhamlets.gov.uk/ignl/education_and_learning/childcare_and_early_years_educ/Early_learning_and_childcare_funding.aspx">http://www.towerhamlets.gov.uk/ignl/education_and_learning/childcare_and_early_years_educ/Early_learning_and_childcare_funding.aspx</a>
We hope to find the funding to support video material for Every Tower Hamlets Child a Mover (ETHCaM) and if possible also for two year olds (see below, both these pieces of work link with the EY hubs).	<p><b>Gill Bowmaker</b> Early Years Advisory Teacher</p>	Sep-16	Additional funding to support video material for Every Tower Hamlets Child a Mover (ETHCaM) is not available. The Early Year Service will be using Youtube clips which will be approved and included in the main council website by Comms. This process has been delayed due to changes in staffing within the Comms team.

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<b>Recommendation 3:</b> Support the development of early years hubs to promote good practice through clusters of providers.			
<p>We know that hubs are an effective way forward for developing quality, improving outcomes and gap narrowing. We have been developing these since 2013-14. We develop hubs based on cross-cutting criteria. We use geographical, EY sector and special interest criteria. This ensures that the staff and settings gain maximum benefit as they can tailor their take-up of our offer to meet their needs. We are in the process of developing the following hubs: the four LA localities (all sectors); EY sector hubs (e.g. child minder networks, EYFS Coordinator meetings, PV manager meetings); special interest hubs (e.g. language development in the most disadvantaged wards through ETHCaT (Every Tower Hamlets Child A Talker) training; physical development via ETHCaM (Every Tower Hamlets Child a Mover); "Helicopter techniques" – this is EY guided writing.) We identify "special interest" hubs through analysing Early Years Foundation Stage Profile results. Our work on language and physical development has led to closer liaison with Health Visitors, the hospitals, Speech and Language Therapists and Ideas Stores colleagues.</p> <p>Hubs will be used to promote integrated working between health, children services and parents in order to ensure early identification and intervention for children at 2 years of age in line with the Government recommendations for the Integrated Review.</p>	<p><b>Gill Bowmaker</b> Early Years Advisory Teacher</p>	<p>Ongoing</p>	<p>This work is ongoing. The work with health now forms the central part of the Integrated Early Years Service restructure. As detailed in the restructure, ensuring that Children's Centres become hubs for work with families and settings will meet this target over time. The LA Day Nursery restructure required the full time attention of the Senior Advisory Teacher 2015-16 and she was therefore not able to complete the additional tasks originally planned for developing hubs with schools and settings. At the same time, there was a very long-standing unfilled vacancy for the other EY Advisory Teacher post. This has now been filled. Once the restructure is completed, the IEYS will be able to take forward this work.</p>
<p>We work with school hubs (e.g. Teaching Alliances, Nursery Schools) within this and neighbouring boroughs. We worked 2014-15 with the Bonner Alliance to improve practice in Mary Sambrook Day Nursery. We are planning work with Newham Nursery Schools Alliance (which includes Alice Model Nursery School, although this is of course a Tower Hamlets nursery school).</p>	<p><b>Mohammed Jolil</b> Senior Locality Lead</p> <p><b>Pauline Hoare</b> Early Years Lead Officer</p>		<p>We continue to work with school hubs on ETHCaT, ETHCaM, Helicopter and other key programmes. (We identify programmes on the basis of annual data analysis). At the request of the Teaching Schools Alliance, we drafted a maths plan for them to implement with schools. We understand that this has gone forward, although not targeting the schools we had suggested. We have requested an urgent update from them, but have had no response. Note that like other hubs and alliances, we can request but not require information and co-operation. Groups of this type are not under the direct control of the council.</p>

Current Status and Next Steps	Responsibility	Date	Progress Update - August 2016
<b>Recommendation 4:</b> Support the identification of grant streams and corporate sponsors to ensure the continued availability of the Reading Recovery programme in Tower Hamlets.			
<p>Broker relationships with other services within the council who have working relationships with organisations such as the Tower Hamlets Education Business Partnership (EBP)</p>	<p>Primary Learning &amp; Achievement</p>	<p>Ongoing</p>	<p>2015-16 - x1 group of Reading Recovery teachers went through initial training (provided by Osmani Primary School). 2016-17 x12 teachers will continue having professional development provided by the school to support the training. Conversations with local businesses have taken place to support the funding of delivery, however the cost of a Reading Recovery teacher is significant. Schools are indicating that they are now considering placing RR teachers back in class due to financial constraints (or indeed have already). EBP is funded by Secondary L and A for 2 projects 'Work Experience Placement' and 'Aim2Attain' - 2393 young people were placed in to a work experience placement.</p> <p>- 1535 of these were pre-16 students from ten of the borough's Secondary Schools, and the remaining 858 were post-16 students from eight Sixth forms and Tower Hamlets College.</p> <p>- 94% of students successfully completed their placements and had a positive experience.</p> <p>43 of these were Canary Wharf &amp; City companies that signed up to our 750 Club, and to date have pledged 677 placements. Aim2Attain project in Year 8/9 and Year 12 cohorts in the majority of Secondary Schools in Tower Hamlets- 92% of students found it enjoyable and interesting</p> <p>84% of students felt they knew more about the factors affecting choices, with 70% of students felt more prepared for making choices</p> <p>91% of students understood the importance of experience as skills as well as good qualifications.</p>

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<b>Recommendation 5:</b> Explore opportunities in conjunction with the Idea Store Learning Service to support the development of higher literacy skills amongst Support Staff in Early Years, Primary and Secondary settings in the borough.			
<p>Schools Library Service meets with Ideas Store to advise on work with schools when required</p> <p>Next steps – set up working group comprising two deputy heads, one primary and one secondary school improvement officers, Head of Schools Library Service and Head of Ideas Store to develop a proposal for local training of support staff. Charge for training would have to be paid by schools. Idea Stores provide venue and trainers.</p>	<p>Primary and Secondary Learning &amp; Achievement, Schools Library Service</p>	<p>Report October 2015 to Director Report to heads at Directors' meeting December 2015</p>	<p>It has not been feasible to form a working party that includes teachers. The Ideas Stores and the Schools Library Service continue to work together on various initiatives, most recently on initiating "Chatterbooks" reading clubs in eighteen schools in Tower Hamlets. Working on a project funded through the Reading Agency by the DfE, the Schools Library Service has provided training for support staff in school in running these reading clubs and supported these staff over the 10-week programme. As a result, support staff's own literacy skills have been raised. The Reading Agency are currently bidding for funds for this to continue, and if successful, Tower Hamlets will again be part of the project. The "Chatterbooks" model also includes taking year 3 children to the Idea stores so that they can become members.</p>
<p>Focussed awareness -raising to encourage schools' support staff to enrol on English and Maths provision. September 2015 ensure programme details sent out to all Headteachers (via the bulletin)</p>	<p><b>Simon Leveaux</b> Deputy Head, Idea Store Learning</p>	<p>2015/16 Academic Year</p>	<p>A range of programmes targeting schools' support staff and other staff with lower literacy skills have been arranged and delivered in conjunction with LBTH Workforce development. These will need to be recommissioned for the 2016/17 academic year and sent out via the Headteachers' Bulletin.</p>
<p>Early Years – We began to develop a programme in this area with the Schools Library Service in 2013-14 as part of Every Tower Hamlets Child a Talker (ETHCaT). It is now being embedded with the support of the Childcare Development Team in all our private and voluntary settings. The Early Years' Service pays for the entire programme as part of our quality improvement responsibilities. We also work closely with the Ideas Stores in the context of our ETHCaT hubs (see above).</p>	<p><b>Gill Bowmaker</b> Early Years Advisory Teacher</p>	<p>Ongoing</p>	<p>The programmes that have resulted in a 15% increase in EYFSP GLD results over the last three years all continue. ETHCaT continues to be implemented across the borough in all EY settings, Idea Stores, Family Support, etc.</p>

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<b>Recommendation 6:</b> Develop and implement a pilot Academic English programme at Key Stage 3 and assess the impact on learning outcomes.			
<p>Mulberry School KS 3 'Fetch me a Pen' LSEF project to be extended from three secondary schools to all - Cost approx. £165,000</p> <p>Secondary Learning &amp; Achievement to support Y 6-7 English transition projects in 3 schools</p>	<p>Secondary Learning &amp; Achievement and Mulberry School</p>	<p>Launch September 2015 evaluation July 2016</p>	<p>LSEF project completed in 10 secondary schools. Coaching model embedded in all schools. Fetch-me-a Pen conference - Interactive workshops facilitated by secondary school professionals from four schools in Tower Hamlets - Bow School, Mulberry School for Girls, Swanlea School and St. Paul's Way Trust School. Teaching academic writing shared, participants provided strategies that can be implemented immediately in the classroom. 'Writing it right' resource published and distributed to all secondary schools, providing activities and strategies to support the development of academic writing. Academic writing schemes of work developing in 3 secondary schools at KS3 across a range of curriculum subjects.</p>
<p>Ethnic Minority Achievement Officer has worked with Swanlea, Stepney Green and George Greens 2014-15 to support Year 6/Year 7 moderation of writing with a focus on Level 6.</p> <p>EMA Officer to continue to support Y 6-7 English transition projects in 3 secondary schools 2015-2016, with schools selected in September after analysis of 2015 results.</p> <p>London Schools Excellence Fund (LSEF) Academic English coaching project 2013-15 run in 8 secondary schools for 70 teachers at a cost of £168,000 from Mayor of London/DfE alongside Mulberry School LSEF project KS 3 'Fetch me a Pen' 2013-15. Knowledge mobilisation from these two projects could be rolled out to all secondary schools if £168,000 could be found.</p>	<p>Secondary Learning &amp; Achievement and Mulberry School</p>	<p>By July 2016</p> <p>Once funding is secured, this would be a two year project 2015-2017</p>	<p>The term Level 6 writing no longer used as a result of assessment changes brought in by Gov in Sept. 2016 - 'working at greater depth' is the new terminology. Secondary, Primary transition meetings on going , these include the moderation of writing across the curriculum between Yr 6 and 7 teachers, observing lessons in the different settings, schemes of work developed to ensure the relevant skills required to be a successfully pupil in a secondary setting are embedded in the provision. Professional development sessions delivered. Year 6 conference took place, approx. 65 primary schools attended. Presentations on writing expectations, pedagogy from Yr7 secondary teachers delivered at the conference. No further LSEF funding - Secondary schools self funding tutors to deliver Academic English coaching.</p>

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<b>Recommendation 7:</b> Make available to the Overview and Scrutiny Committee findings of the commissioned research and relevant action plans to address underachievement amongst White British students.			
<p>Initial findings July 2015</p> <p>Steering group submit proposals for action</p> <p>Report to OSC</p> <p>Findings shared with schools 15.09.2015</p>	<p><b>Juanita Haynes</b> Senior Research Officer (LPG)</p>	<p>Sep-15</p>	<p>Drawing on the recommendations from the research carried out by the Institute of Education the Action Plan schools agreed at a conference held in September 2015 to focus on the following priority areas:</p> <ul style="list-style-type: none"> <li>• Parental engagement/families and home – PET to support schools</li> <li>• Attitudes and aspirations – Careers Service to support schools</li> <li>• Social capital – school provision.</li> </ul> <p>A follow-up conference with schools that took part in the Study has been scheduled for September 2016 at George Green School. Children's Services are continuing to monitor the attainment of White British pupils and will be presenting an update to the internal</p>
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<b>Recommendation 8:</b> Undertake a small research project to understand the range and effectiveness of academic interventions for learners of all backgrounds currently attending Pupil Referral Units.			
<p>We have been advising the deputy headteacher at the PRU on an intervention called Catch Up Reading with training in the LA in September for which she has signed up staff. This may form the basis of a research project. She wants to ensure they have suitable tools for measuring progress in both the long and short term and we been advising in this regard.</p> <p>The Support for Learning Service is scheduled to carry out two twilight inputs in the Autumn – one on ensuring access to readable texts in class and one on teaching key vocabulary.</p>	<p><b>Roland Ramanan</b> Joint Head of Support for Learning</p>	<p>Ongoing</p>	<p>The Support for Learning Service has carried out the two twilight sessions on readability as planned and we have liaised with the EPS regarding the research project. We have advised the PRU regarding intervention programmes and now feel they have a good grasp of the options available. We have also carried out detailed assessments on a small number of individual pupils and provide advice on strategies. The Educational Psychology service has carried out a research project which involved the following:</p> <p><b>Task 1.</b> A brief literature search to find out about effective interventions that might apply to this cohort of young people, including exploring the views of students and staff within Pupil Referral Units</p>
<p>The Education Psychology Service will be carrying out a research project to understand the range and effectiveness of academic interventions for learners of all backgrounds currently attending Pupil Referral Units.</p>	<p><b>David Carroll</b> Principal Educational Psychologist</p>		<p><b>Task 2.</b> Gathered the views of young people within the Pupil Referral Unit, on what effectively engages and supports them in their literacy learning</p> <p><b>Task 3.</b> Gathered the views of teaching and support staff within the Pupil Referral Unit on what effectively engages and supports young people in their literacy learning.</p>
<p>We will extend the work on white British underachievement to investigate why white boys of British heritage are overrepresented in the PRU, and ensure that any future action plan for school level intervention takes note of this.</p>	<p><b>Juanita Haynes</b> Senior Research Officer (LPG)</p>		<p><b>Task 4.</b> Identified and shared successful strategies and discuss with the PRU how the findings of the project might be able to be implemented</p>

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<b>Recommendation 9:</b> Undertake a review of the successes of the Triage tool at the end of Year 1 and report findings to the Overview and Scrutiny Committee.			
The implementation of the triage tool has been discontinued. Idea Store Learning will work in partnership with Children's Centres targeting parents and carers with low level English and Maths Skills	<p align="center"><b>Simon Leveau</b> Deputy Head, Idea Store Learning</p>	Dec-15	The implementation of the triage tool has been discontinued. Idea Stores are being consulted as part of the Early Years Service Review and this has been identified as a key area to be addressed in the Early Years model.
On-going evaluation and assessment of programmes and continuation of existing outreach activity			The Idea Store Service is currently undergoing a reorganisation which includes its community engagement function. The reorganisation is due to be completed in September 2016 when it will provide a central community engagement function across the service. The new courses being offered from September 2016 onwards have been focussed on providing basic skills. The Maths and English Tutors have been recruited and appointed to deliver the courses in the new academic year.
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<b>Recommendation 10:</b> Undertake a review of health literature developed to support those with poor literacy and assess the impact on the patient experience and the success in affecting the management of health conditions. The findings of this review are to be reported to the Council's Overview and Scrutiny Committee.			
<p>This is incorporated into an evaluation on the impact of health literacy in ESOL programme. Public Health commission a health literacy programme to: 1) develop teaching packs for use in ESOL classes delivered by external organisations 2) deliver ESOL classes focusing on health literacy through the programme provider (Bromley by Bow centre). The evaluation will determine how well the programme is performing and what impact it is having on health literacy and on the health and wellbeing of learners, their families and communities.</p> <p>The evaluation will be complete in September and will draw on interviews, a focus group, questionnaires and other evidence to assess the programme's impact.</p>	<p align="center"><b>Abigail Knight</b> Acting Associate Director in Public Health</p>	Sep-16	The evaluation has been completed (Sept 15). This highlighted that the programme benefitted those who received it in terms of short term goals such as health awareness, knowledge of how to access the health service and language goals. At the same time, the evaluation highlighted a need to improve the dissemination of material as the number of beneficiaries was limited. In the context of reduced funding, it has been decided to commission ESOL modules on an as required basis and review how they are disseminated including making better use of Ideas stores. The materials produced continues to be used in ESOL classes



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<b>Recommendation 11:</b> That Healthwatch Tower Hamlets undertake a research project to scope existing work on health literacy in the borough and its impact on the health of local residents and identify areas for improvements. The findings of this research are to be reported to the Council's Health Scrutiny Panel and the Overview and Scrutiny Committee.			
<p>Healthwatch are working with Public Health, TH CCG, Bart's, Bromley by Bow Centre, and Social Action for Health to scope existing as well as past literacy programmes in the borough to evaluate their impact on the health of local residents. Health Literacy means more than being able to read pamphlets and successfully make appointments. We are looking at improving people's access to health information and their capacity to use it effectively to manage and maximise their health.</p> <p>The work will link into the work around development of a health and social care directory of services for Tower Hamlets being overseen by the Health and Wellbeing Board Communication and Engagement Sub Group and the Councils Digital Inclusion Strategy</p> <p>Healthwatch will make recommendations on improving health literacy as an outcome of the joint work with Bromley by Bow Centre and Social Action for Health.</p>	<p>Service Head, Corporate Strategy &amp; Equality</p> <p>Healthwatch TH</p>	<p>Dec-15</p>	<p>The Healthwatch Community Intelligence Report made a number of recommendations regarding access to information:</p> <ul style="list-style-type: none"> <li>• Patients and families knowing what is available, who does what across the system and how to access.</li> <li>• Understanding what was likely/might happen in the future and feeling prepared and confident that they could deal with it when it happens.</li> <li>• Information for the right people, at the right time in the right medium, including patients, carers, children, wider family, and informal support networks (friends/neighbours).</li> <li>• Better understanding of where communities currently access information.</li> <li>• an up to-date common directory of services and information available to both professionals and service users would be useful.</li> <li>• Strong support for models of social prescribing being adopted across the borough's GP practices, and for GP practices to have a stronger role in education, signposting, and referrals to non-medical related services.</li> </ul> <p>A joint Directory of Services and a single point of access is now being developed by Tower Hamlets Together and the local authority. It aims to be easy to access and responsive with a choice of methods including telephone and internet; provide supporting information; support self-management &amp; assessment; and support different languages. Healthwatch will involve local people in the design, assess whether it is community friendly, provide ongoing monitoring feedback and actively engage people in its access. The work has not progressed as quickly as intended as we waited for the benefits of the Tower Hamlets Together partnership to bring about real opportunities to align information and engagement programmes.</p>

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<b>Recommendation 12:</b> Include improving Health Literacy as a strategic issue in the development of the new of the Health and Wellbeing Strategy in 2016/17.			
The process of the Health and Wellbeing Strategy development has started and health literacy will be one of the issues considered in the process of strategy development, consultation and engagement	Service Head, Corporate Strategy & Equality  <b>Somen Banerjee</b> Director, Public Health	Mar-16	The Health and Wellbeing Strategy is still being developed. Health literacy may feature in one of the proposed priorities for the strategy 'community empowerment'. The Health Well & Being Board is looking to finalise the strategy in February 2017.

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<b>Recommendation 13:</b> Explore the use of the triage tool developed by the Idea Store service within health settings across the borough.			
<p>The implementation of the triage tool has been discontinued.</p>	<p><b>Judith St-John</b> Head of Idea Stores</p> <p><b>Tim Madelin</b> Senior Public Health Strategist</p>	<p>Jun-16</p>	<p>The CCG is currently looking implementing at the national 'Patient Activation Measure' (PAM) into services. This is a central element of the NHS Five Year forward view on promoting self care. <a href="https://www.england.nhs.uk/wp-content/uploads/2016/04/patient-activation-narrative.pdf">https://www.england.nhs.uk/wp-content/uploads/2016/04/patient-activation-narrative.pdf</a>. This links closely with identification of health literacy as a barrier to making the best use of health services. Patient activation' describes the knowledge, skills and confidence a person has in managing their own health and care. Evidence shows that when people are supported to become more activated, they benefit from better health outcomes, improved experiences of care and fewer unplanned care admissions. Measurement of Patient Activation can enable equality and health inequalities to be tackled more effectively by targeting interventions at disadvantaged groups to increase their health literacy and patient activation.</p>