

OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 12 May 2015 at 7.15 p.m., Committee Room One - THall

**SUPPLEMENTAL AGENDA
BACK GROUND DOCUMENTS
Items 7.2 and 7.3**

This meeting is open to the public to attend.

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agenda:



For further information including the Membership of this body and public information, see the main agenda.

7 .2	Scrutiny Review Report: Effect of Literacy and Numeracy Levels on outcomes for children and their families	All Wards	1 - 76
7 .3	Scrutiny Review Report: Drugs Enforcement	All Wards	77 - 118

Idea Store

A unique concept providing a blend of

- Libraries
- Learning
- Information

in a single place

Idea Store – the place

- We reach people!
- A shared, free community space in central locations, open to all
- Very high design specification
- Open every day, all year round
- More than 2.2 million visits every year
- Demographics match the local population
- 5 Idea Stores now

Idea Store Canary Wharf 2006

212,092 visits



Local History Library & Archives (Bancroft Rd)



1,050 visits

Cubitt Town Library



71,796 visits

412,721 visits



Idea Store Chrisp Street 2004

Idea Store Whitechapel 2005



573,989 visits

Idea Store Watney Market 2013



375,000 visits



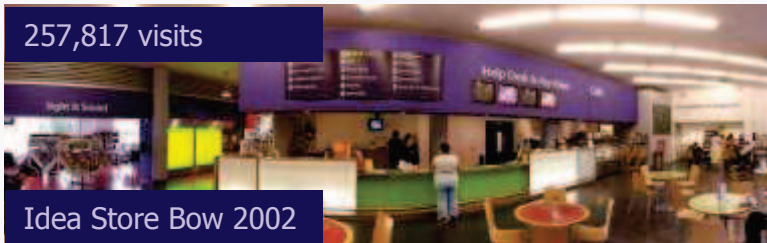
Shadwell Centre



Bethnal Green Library

119,430 visits

257,817 visits



Idea Store Bow 2002

Idea Store – areas of focus

- Digital inclusion
- Employability
- Health and Wellbeing
- Universal services

Idea Store Learning

- Idea Store Learning has been graded as **good** by Ofsted and is working towards being outstanding
- 80% of teaching observed is assessed as good or outstanding
- In 2014 learners from Idea Store Learning won the London Regional Award for Learning through ESOL and The National Award for Learning in Families and Communities. Enrolments have seen an 18% growth over three years
- 92.5% of our learners tell us that their experience of learning with us is good or excellent
- Idea Store Learning delivers a Skills Funding Agency contract worth £2.8 million annually



LBTH Literacy Profile

The 2011 Skills for Life Survey: A Survey of Literacy, Numeracy and ICT Levels in England December 2012

WARD	Below level 1 Literacy	L1 and above literacy	Percentage with ESOL
Bethnal Green North	22.4%	77.6%	25.3%
Bethnal Green South	22.9%	77.1%	28.2%
Blackwall and Cubitt Town	17.5%	82.5%	24.3%
Bow East	21.2%	78.8%	17.3%
Bow West	17.0%	83.0%	15.5%
Bromley-by-Bow	26.6%	73.4%	30.6%
East India and Lansbury	26.3%	73.7%	27.5%
Limehouse	21.4%	78.6%	26.4%
Mile End and Globe Town	21.9%	78.1%	23.8%
Mile End East	24.3%	75.7%	29.3%
Millwall	15.5%	84.5%	24.4%
St Dunstan's and Stepney Green	24.4%	75.6%	27.5%
St Katharine's and Wapping	15.2%	84.8%	20.9%
Shadwell	22.9%	77.1%	28.0%
Spitalfields and Banglatown	21.8%	78.2%	32.1%
Weavers	23.3%	76.7%	24.4%
Whitechapel	20.9%	79.1%	31.6%

Impact of Poor Literacy

- Restricted Access to Health and Education
- Impact on family and Children
- Access to Employment
- Progress in Employment.
- Social Integration and Confidence
- Vulnerability to Exploitation
- Reduced Independence



The Idea Store Learning Approach

- Framed by Skills Funding Agency and Local Needs.
- A focus on accessibility through a variety of approaches and locations.
- Working in partnerships.
- Integrating with Idea Stores and Skillsmatch
- To work towards self reliance and confidence through support and challenge.



The Idea Store Learning Approach to SFL

- Idea Store Learning provides Skills for Life provision for approximately 700 residents a year.
- ISL deliver a range of accredited and non accredited programmes in Idea Stores and Outreach venues.
- Many of these learners have very low levels of basic literacy skills in English (and sometimes in their first language).

Idea Store Learning Approach to SFL

- In 2014-15, ISL are offering over 350 places on Family Learning Literacy and English Writing/Grammar Skills courses.
- ISL offers a range of courses tailored at different types of learners and their particular needs.
- We teach in Idea Stores and at different outreach locations across the borough and over different time slots to accommodate learners needs.



The Idea Store Approach to Engagement

- ISL offer regular drop in assessment sessions throughout the year.
- New and existing learners can drop in to check their skills and get referred to a relevant course.
- We have formed close partnerships with local schools and children's centres who help us identify learners who would not access our mainstream provision.

Case Study: Tayyaba Patel

- When Tayyaba first came to the UK, she could not speak any English.
- She started her learning journey in 2012 at one of our outreach Children's Centres.
- She soon progressed to accredited ESOL classes in Idea Stores and passed Entry 2 and 3 and Level 1 ESOL.
- Last year she passed Level 1 Functional Skills English and is now preparing for Level 2 at Tower Hamlets College.



Case Study: Rania Elkhen

- Rania started her learning journey with Idea Store Learning in 2013 and was assessed at ESOL Entry 3.
- She completed a year of Family Learning Literacy at Cubitt Town Primary School.
- She showed high motivation and aspirations in the course and progressed on and completed her Level 1 Functional Skills Literacy in Reading and Writing and Level 2 Reading in Functional Skills Literacy.
- Last year she was unable to access any provision due to childcare issues.
- This year is back in a mainstream class completing her Level 2 ESOL ASB examination class at the Shadwell Centre.

Next Steps

- Provide access for employed people
- Increase level of family learning
- Explore what online provision is appropriate
- Develop sustainable resource including staff
- Develop routes to progression in Maths and English



Library Learning Information

www.ideastore.co.uk

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Effective Pre-School, Primary and Secondary Education Project EPPSE 1997 – 2014

The Power of Pre-school: Evidence from EPPSE

Tower Hamlets 2nd Edition
15th March 2015



Research funded by the UK Department for Education

Principal Investigators: Kathy Sylva (Oxford) Edward Melhuish (Birkbeck & Oxford), Pam Sammons (Oxford), Iram Siraj & Brenda Taggart (Institute of Education, University of London)

Researchers: Yvonne Anders, Sofka Barreau, Diana Draghici, Karen Elliot, Steve Hunt, Helena Jelcic, Rebecca Smees, Kati Toth and Wesley Welcomme, (IoE)

This presentation

- ❖ Background to the research
- ❖ The short, medium and long term benefits of pre-school
- ❖ Measuring 'quality' and effective pedagogy



Policy climates – What a difference 15 makes!

Late 1990ies

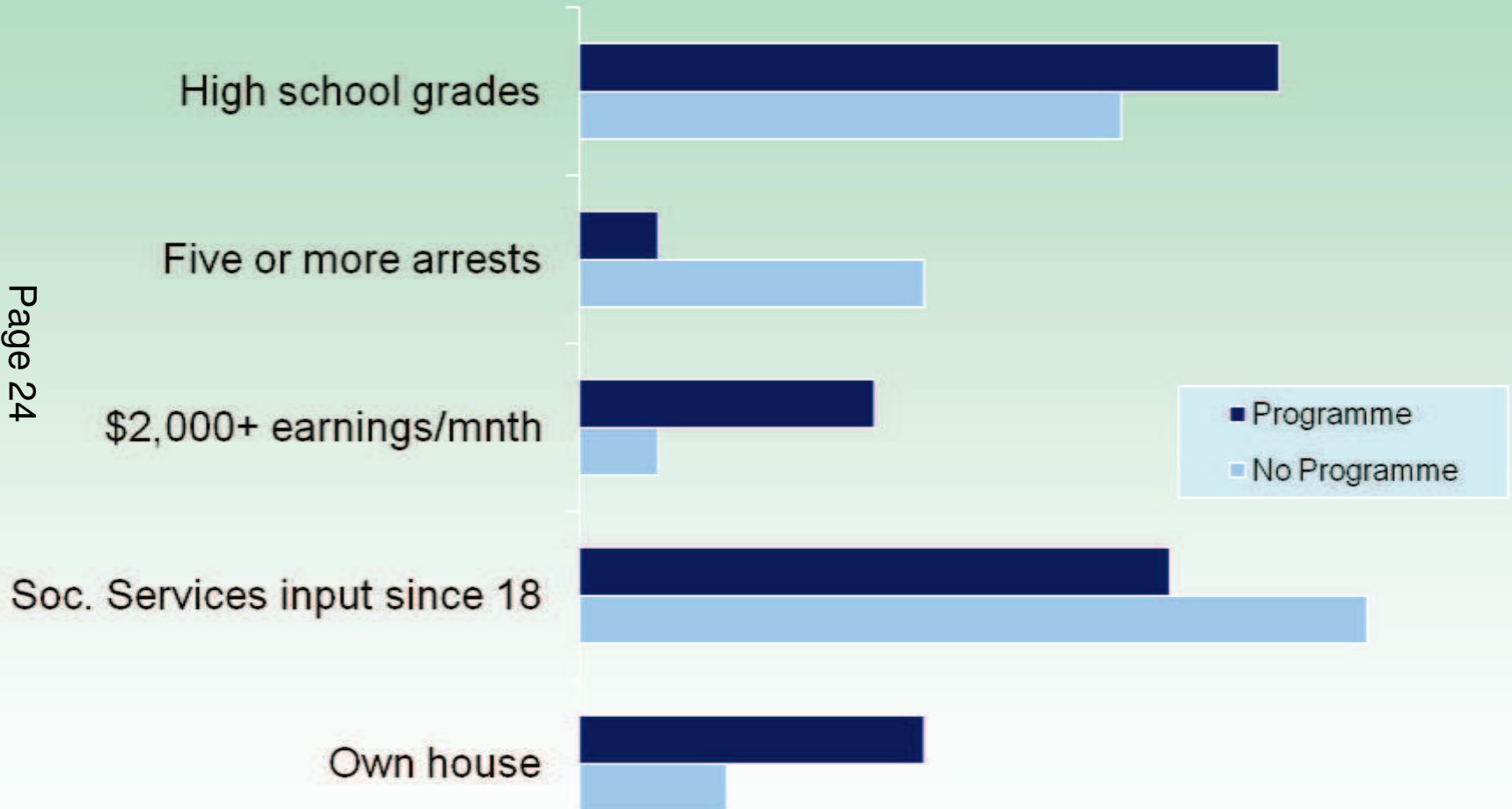
- ❖ **Standards** – increasing interest
- ❖ Interest in the developing an early years **curriculum**
- ❖ **Little regulation**
- ❖ **Access** by geography or income
- ❖ Poorly **qualified** workforce
- ❖ Variable **quality** of provision
- ❖ Concern about **disadvantaged** families

Early 2010ies

- ❖ **Standards** – children's development monitored, settings monitored
- ❖ Statutory **curriculum guidelines**
- ❖ **Highly regulated** through the Office for Standards in Education
- ❖ Wider local choices and universal free **access** for all 3 – 4 year olds
- ❖ **Qualifications** framework
- ❖ **Quality** audits
- ❖ Children's Centres and Sure Start programmes in areas of **disadvantage**

Then USA's Highscope/Perry Results at Aged 27

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(from Schweinhart & Weikart, 1993)

Aims

- ❖ To compare children from a different social and cultural backgrounds who have differing pre-school experiences
- ❖ To separate out the effects of pre-school from the effects of primary school
- ❖ To establish whether some pre-school centres are more effective than others
- ❖ To discover the characteristics of effective pre-schools
- ❖ To investigate what helps disadvantaged children

Design of EPPSE : 6 Local Authorities, 141 pre-schools, 3,000 children

Pre-school
(3 – 5 yrs)



25 nursery classes	590 children
34 playgroups	610 children
private day nurseries	520 children
20 nursery schools	520 children
24 local authority day care nurseries	430 children
7 integrated centres	190 children
home	310 children

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Age 5-7	Age 7-11	Age 11-14	Age 14-16+
Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
862 schools	1,128 schools	739 schools	700+ schools

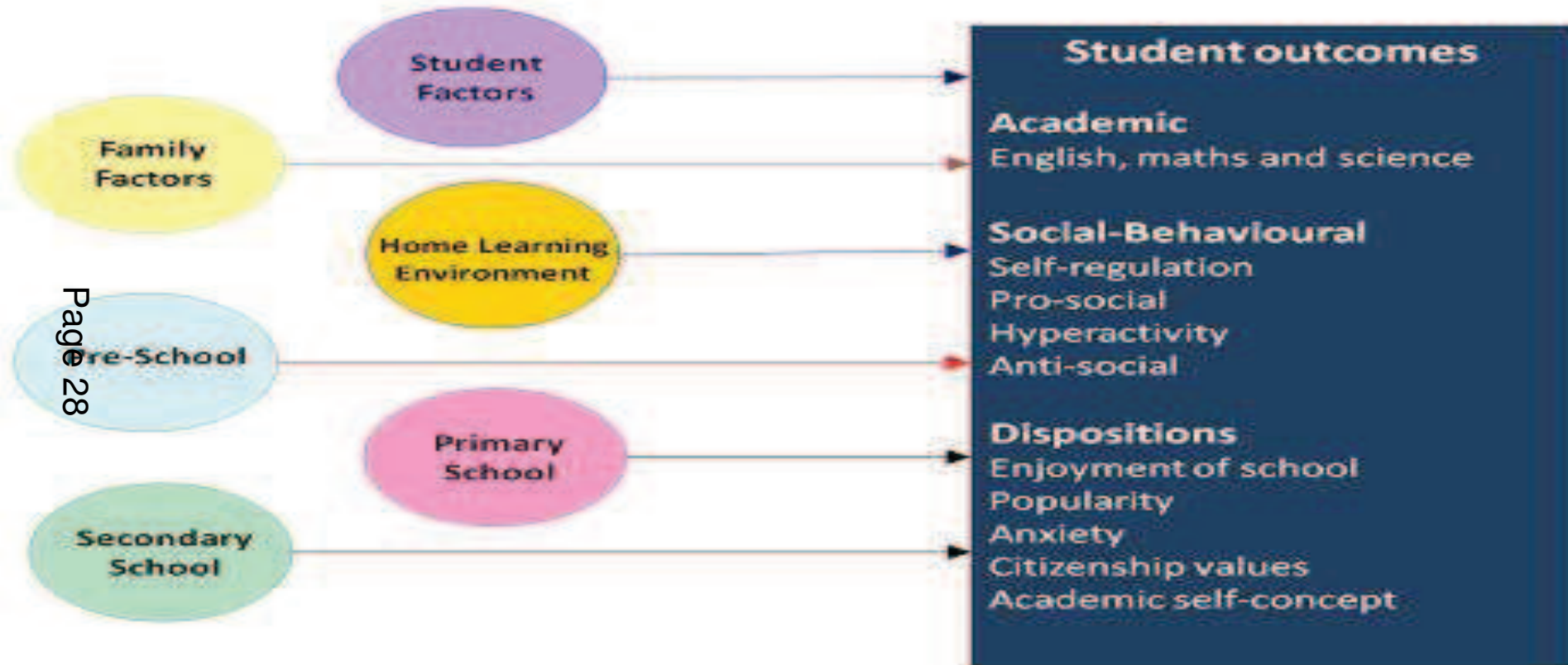
Sources of data

- ❖ Academic and social assessments over time
- ❖ Family background information over time
- ❖ Interviews with staff in pre-school and schools
- ❖ 'Quality' rating scales in pre-school and schools
- ❖ Case studies of effective pre-schools and schools

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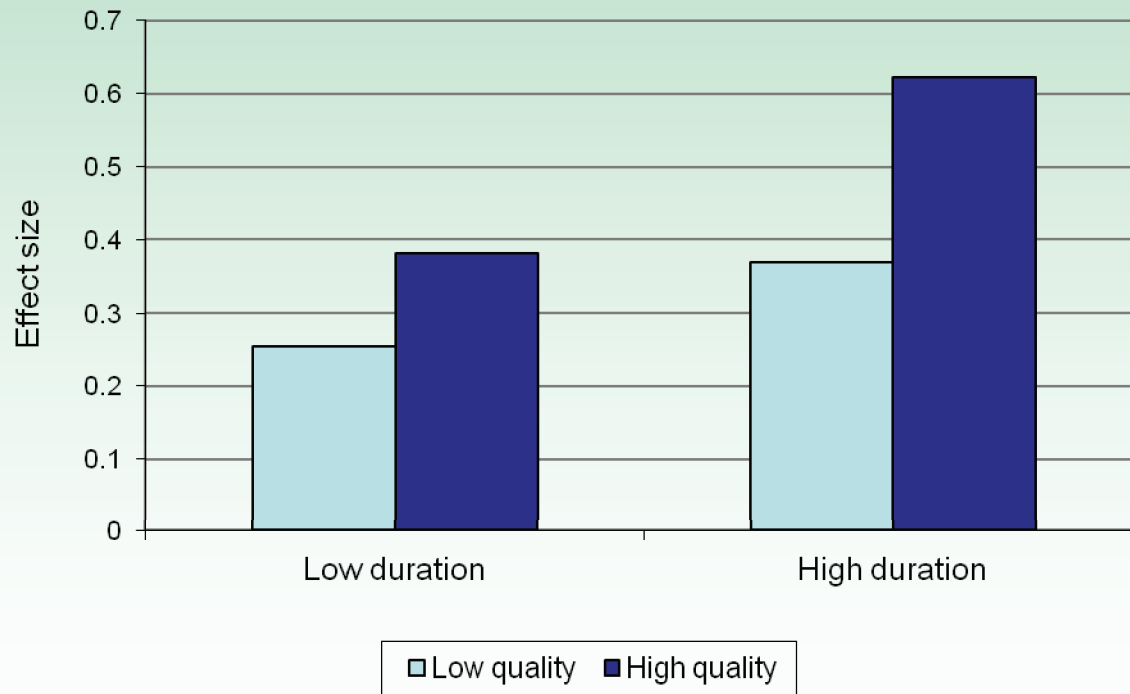
Influences on outcomes



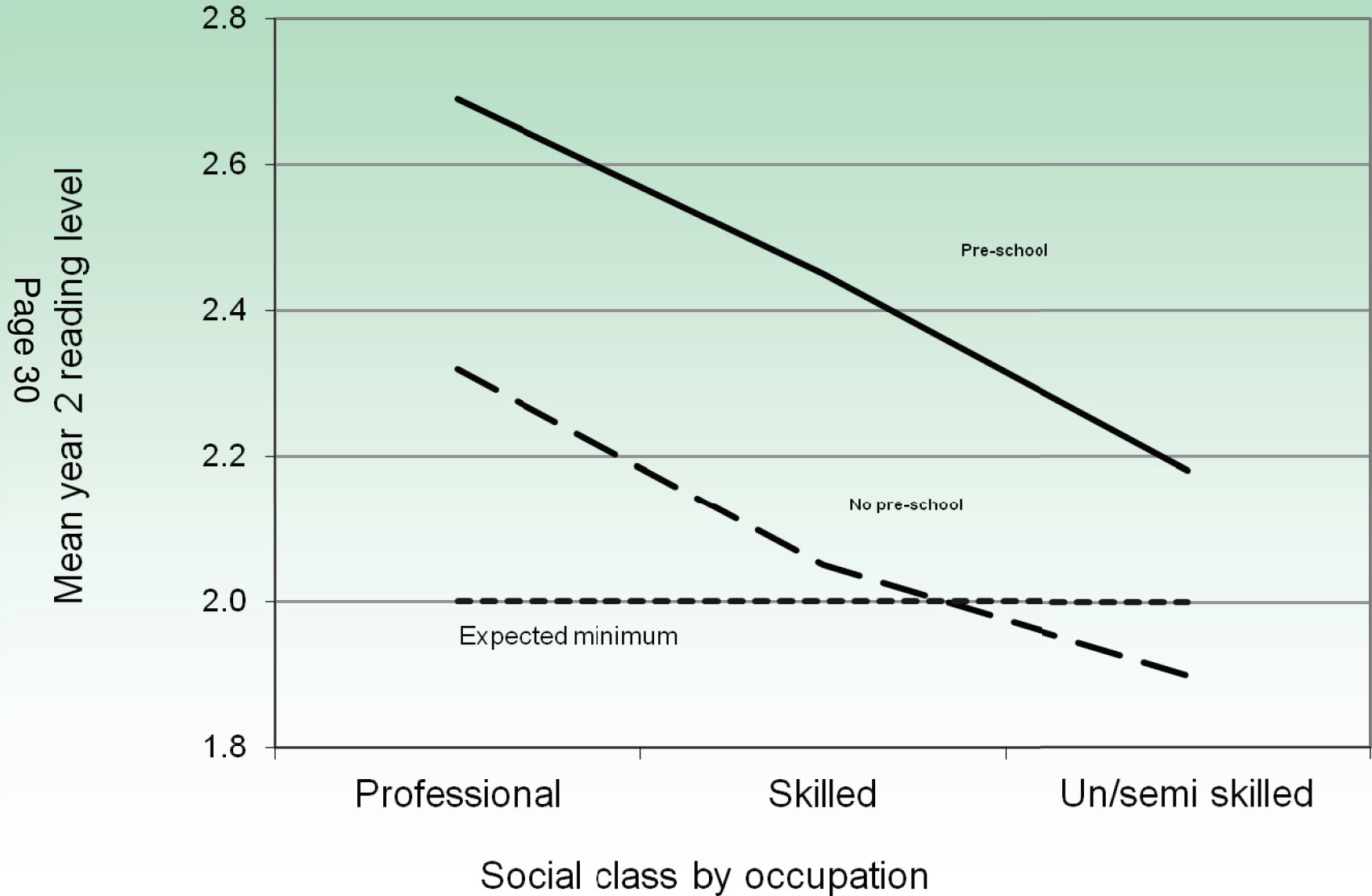
EPPSE ‘value added’ design takes account of a child’s background before analysing data

Quality and duration - age 5

Pre-reading at school entry



Pre-school, reading and social class age 7



Background & pre-school: English - age 7

Factors	Effect Size	Description
Age	0.38	Older children higher attainment.
Gender	0.24	Girls show higher attainment than boys.
Birth weight	0.72	Normal birth weight higher than very low.
Number of siblings	0.25	Children from larger families show significantly lower attainment.
Developmental problems	0.54	Early developmental problems = predictor of low attainment.
Parents' qualification	0.56	Higher qualified parent = higher attainment.
Socio-economic status	0.62	Higher SES = higher attainment.
Free School Meals	0.28	Eligible for FSM = negative predictor.
Early years HLE	0.79	Higher Early years HLE = higher attainment.
Pre-school	0.29	Attending vs. non-attending
ECERS- E by duration	0.52	High quality and long duration = better results

Background & primary school: English - age 11

Factors	Effect Size	Description
Gender	0.29	Girls show higher attainment than boys.
Birth weight	0.47	Normal birth weight higher than very low.
Ethnic groups	0.17	Only White European heritage lower than children of White UK heritage.
Need for EAL support	0.59	Need of EAL support = predictor of low attainment.
Developmental problems	0.23	Early developmental problems = predictor of low attainment.
Parents' qualification	0.76	Higher qualified parent = higher attainment.
Socio-economic status	0.34	Higher SES = higher attainment.
Free School Meals	0.23	Eligible for FSM = negative predictor.
Early years HLE	0.70	Higher Early years HLE = higher attainment.
KS1 HLE	0.18	Lower home computing better than high
Pre-school	0.22	Attending vs. non-attending
Pre-school quality (ECERS-E)	0.29	High quality pre-school = higher attainment
Pre-school effectiveness	0.25	Highly effective pre-school = higher attainment
Primary school effectiveness	0.24	Highly effective primary school = higher attainment

Background & pre-school: English - age 14

Factors	Effect Size	Description
Age	0.19	Older pupils perform better than younger.
Gender	0.46	Females obtain higher attainment than males.
Birth weight	0.37	Normal birth weight higher than very low.
Developmental problems	0.21	Early developmental problems = predictor of low attainment.
Behavioural problems	0.18	Early behavioural problems = predictor of low attainment.
Number of siblings	0.31	Three siblings or more predict lower cognitive achievement.
Mother's Age	0.16	Pupils with older mothers have better cognitive attainment.
Parents' qualifications	0.61	Higher qualified parent = higher attainment.
Free School Meals	0.30	Eligible for FSM = negative predictor.
Socio-Economic Status	0.29	Higher SES = higher attainment.
Family income	0.40	Pupils from families with high income perform better.
Early years HLE	0.29	Higher Early years HLE = higher attainment.
KS1 HLE	0.24	Frequent outdoors activities are associated with higher achievement.
KS2 HLE	0.19	Moderate computing usage is better than frequent computer usage.
Pre-school effectiveness (Pre-reading)	0.20	Highly effective pre-school=higher attainment.

Influences on total GCSE score - age 16

Factors	Effect Size	Description
Age	0.14	Older pupils perform better than younger.
Gender	0.19	Females obtain higher attainment than males.
Ethnicity	0.76	Bangladeshi heritage students higher total GCSE score.
Health problems	-0.12	Early health problems = predictor of low attainment.
Behavioural problems	-0.29	Early behavioural problems = predictor of low attainment.
Number of siblings	-0.17	Three siblings or more predict lower cognitive achievement.
Parents' qualifications	0.59	Higher qualified parent = higher attainment.
Free School Meals	-0.32	Eligible for FSM = lower attainment.
Socio-Economic Status	-0.31	Higher SES = higher attainment.
Family income	0.29	Pupils from families with high income perform better.
Early years HLE	0.36	Higher Early years HLE = higher attainment.
KS1 HLE	0.11	Moderate computing = higher attainment.
KS3 HLE	0.47	High academic enrichment = higher attainment.
Pre-school attendance	0.31	Attending a pre-school = higher attainment.
Pre-school quality (ECERS-E)	0.37	High quality pre-school = higher attainment.

Policy Question

Policy Question: What kinds of pre-school provide the best outcomes for children?

EPPE finding: *The quality of pre-school experience is directly related to the intellectual, social and behavioural development of children. “EPPE conclude that good quality provision can be found across all types of pre-school settings but is higher overall in integrated learning and childcare centres, nursery school and nursery classes.*

(HMT, 2004 p66)

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Policy Development: , “525,000 additional childcare places have been created, benefiting 1.1 million children” (HMT, 2004, p22), 1,279 Neighbourhood Nurseries have been opened (HMT, 2004, p26), and 2,599 Children’s Centres will be in place by 2008 (p1) with the promise of a “Children’s Centre in every community by 2010” (HMT, 2004, p33).

Policy Question

Policy Question: What kind of workforce?

EPPE finding: *Better quality pre-school centres are associated with better outcomes, with key explanatory factors being: staff with higher qualifications, staff with leadership skills and long-serving staff; trained teachers working alongside and supporting less qualified staff; staff with a good understanding of child development and learning and strong parental involvement” (HMT, 2004, p66)*

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Policy Development: “£125 million workforce Transformation Fund that seeks out to “ensure that all full daycare settings are led by a graduate qualified early years professional... and there will be single qualification framework and greater opportunities for existing workers to increase their skills.” (HMT, 2004, p45)

How we measured quality

Two Early Childhood Environment Rating Scales and the Care-giver Interaction Scale

ECERS-R

- ❖ Based on observation – 7 sub-scales
 - ❖ Space and furnishings
 - ❖ Personal care routines
 - ❖ Language reasoning
 - ❖ Activities
 - ❖ Interaction
 - ❖ Programme structure
 - ❖ Parents and staff
- Harms, Clifford & Cryer (1998)

ECERS-E

- ❖ Based on observation – 4 sub-scales
 - ❖ Literacy
 - ❖ Mathematics
 - ❖ Science and environment
 - ❖ Diversity
- Sylva, Siraj-Blatchford & Taggart (2003)

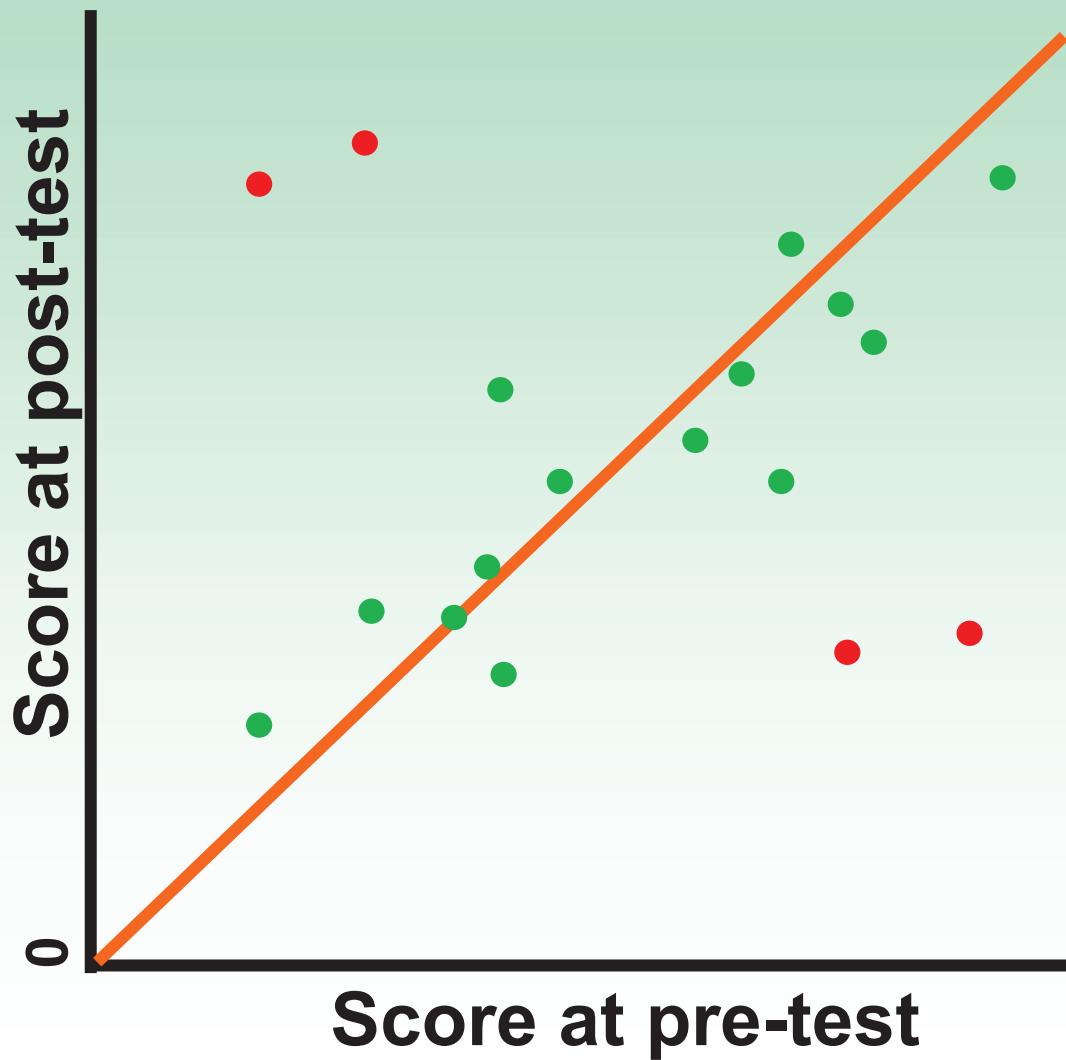
Care-giver Interaction Scale – 26 item scale that measures: Positive Relations, Punitiveness, Detachment and Permissiveness

Relationships exist between the qualifications of staff and measured/observed quality and between quality and child outcomes.

Main findings: ECERS-R and E

- ❖ **Scores on ECERS-R were positively related to ‘Cooperation/Conformity’**
- ❖ **Scores on ‘social interaction’ were positively related to ‘Independence and concentration’ and ‘Peer sociability’**
- ❖ **ECERS-E were positively related to pre-reading, non-verbal reasoning and number skills**
- ❖ **Sub-scales scores were related to ‘Independence and concentration’**

How we observed pedagogy : Identifying outliers.



Studying pre-schools

Areas of study

Centre profile Staffing Management and leadership
Organisation Parental involvement Ethos
Curriculum Pedagogy Work with the community

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Studied through

Documentary analysis Staff interviews
Teacher observations Pupil observations
Interviews with staff, centre manager and parents

What do effective pre-school do

- ❖ **Challenging interactions with ‘sustained shared thinking’**
- ❖ **Knowledge and understanding of the curriculum**
- ❖ **Knowledge of how young children learn**
- ❖ **Adults skill in supporting children in resolving conflicts**
- ❖ **Helping parents to support children’s learning at home**

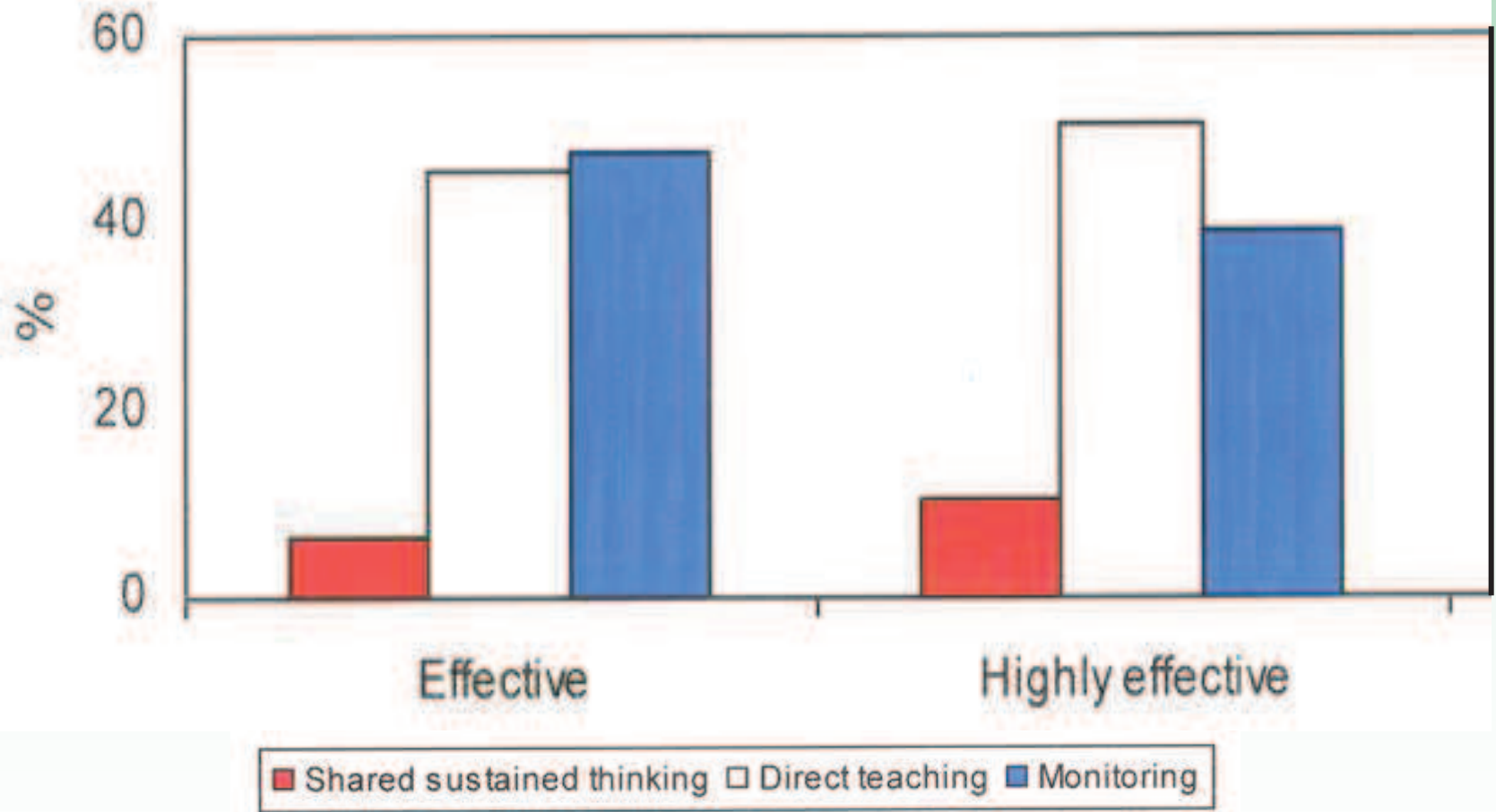
Sustained shared thinking

More than just a conversation

Working together in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.

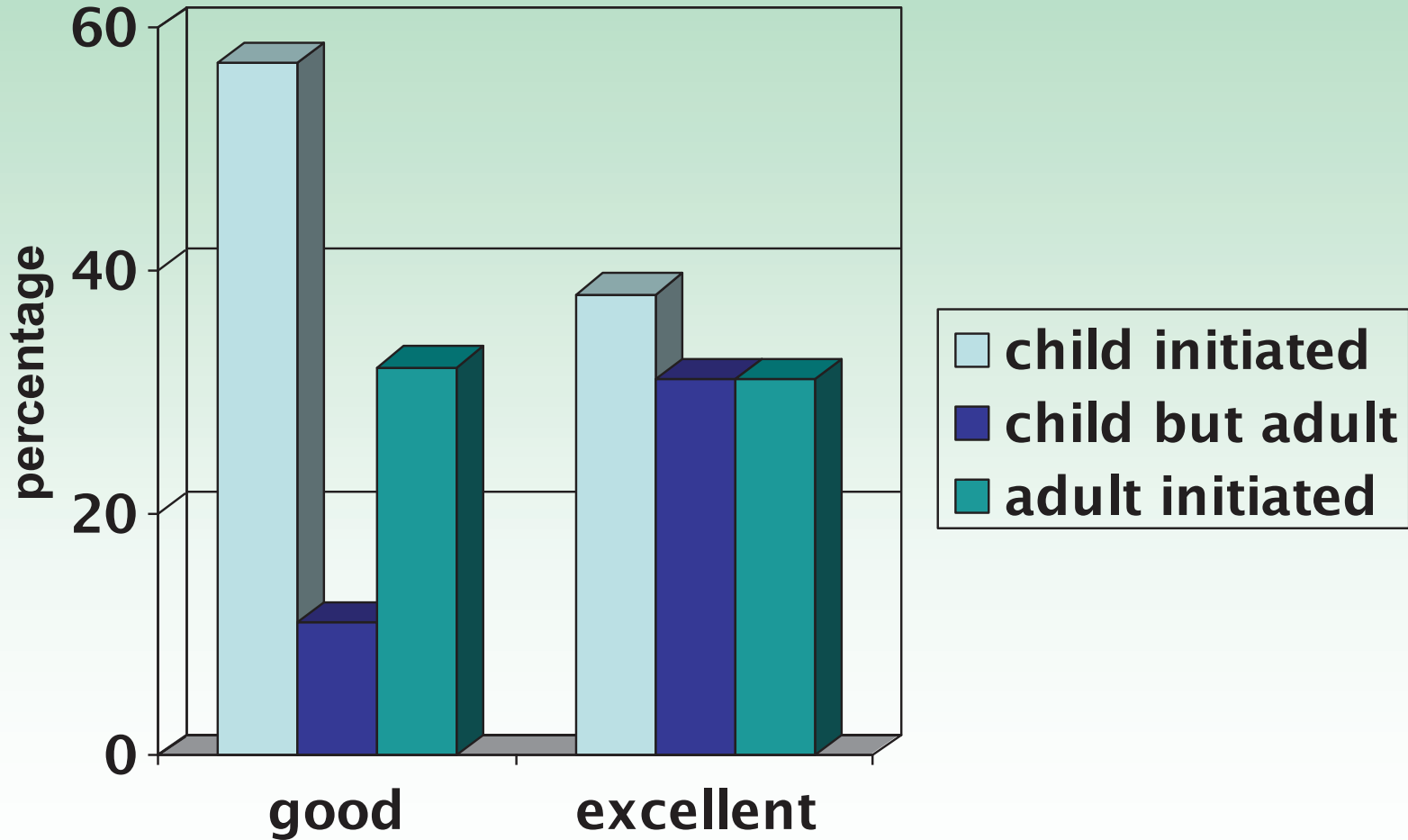
Both parties must contribute to the thinking and it must develop and extend.

Adult interactions



Adult and child initiated activities

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The impact of EPPSE

- ❖ **At National level: Treasury and Spending Review. Evidence at Select Committees. Briefing at No 10. etc.**
- ❖ **At practitioner level: Focus on effective pedagogy, quality audits and issues of equity and social justice.**

**For further information about
EPPSE visit our website at:**

<http://eppe.ioe.ac.uk>

Or contact

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Health and Literacy

Scrutiny Review
Dr Somen Banerjee
Interim DPH
13th February 2015

Health Literacy

- Skills needed to access, understand and use information to maintain health and wellbeing
- Estimated
 - Current health information written at too complex a level for around 40% adults (60% if numeracy included)
- Low health literacy associated with
 - Higher mortality
 - Increased risk of long term condition
 - Low self reported health
- Linked to
 - Poverty
 - Unemployment
 - Ethnicity
- Response
 - Health literacy in population a factor in design of services
 - Build patient, public awareness and skills (e.g. expert patient, ESOL)

Responding health literacy

- Design of services
 - Patient leadership programme – involving community in commissioning of services
 - Care packages
 - Interpreting and advocacy
- Increasing awareness and skills
 - Community based work e.g.
 - Maternity mates
 - Parent and infant wellbeing coordinators
 - Diabetes Education tailored to BME groups
 - Cancer screening coordinators (locality)
 - ESOL and Health..

ESOL and Health Literacy

- Concept – Using health material as part of teaching English for Speakers of Other Languages
- Content
 - 5 modules including conditions (diabetes, mental health, cancer), healthy living, body parts, risk factors/diagnosis, health services
 - Commissioned from BBB and disseminated widely across colleges, ideas stores, housing, voluntary sector (400 packs a year)
- Planning to evaluate
 - Reach?
 - Impact?
 - Gaps?

Final thoughts

- Is there potential for a more strategic approach?
 - Number of initiatives happening
 - HWBS and CCG strategies talk about patient empowerment and self management
 - Health literacy as prerequisite of this has been more implicit than explicit

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SWANLEA SCHOOL

Every student is highly literate

Ms Brenda Landers

Headteacher

SWANLEA SCHOOL

VISION

- ❖ All students have highly effective literacy skills
- ❖ All teachers (and relevant support staff) are highly effective teachers of literacy
- ❖ All parents/carers are able to support their child's literacy development

BACKGROUND

- ❖ Reading ages for current Year 7 on entry - 44% of students entered Swanlea School with a reading age of below 10 years.
- ❖ Research suggest that that a student needs a reading age of about 13 years to fully access the KS3 curriculum.
- ❖ The more able at Swanlea were not making the progress they were capable of (Advanced Bilingual Learners)

KEY ISSUES 2010-11

Barriers

- ❖ Lacked a reading culture – staff and students at Swanlea School
- ❖ Teachers and relevant support staff were not all capable of teaching literacy explicitly
- ❖ Little work done with parents/carers on how to support their children with reading/literacy

FOCUS

Keep it simple

2010-11

- ❖ Appoint a Literacy Coordinator (not add it to a Head of English post)
- ❖ Look at good practice in other similar schools
- ❖ Develop literacy strategy
- ❖ Aim to become a school where reading is highly valued and is developed across all subjects
- ❖ Prioritise – not short term. Part of the SOP (1 year) but crucially part of the school's (and the Head's) vision and long term planning
- ❖ Allocate sufficient resources - time
- ❖ Talk to staff – **why** literacy is the key school improvement priority
- ❖ Keep talking – include parents/carer & governors

LITERACY POLICY 2011

- ❖ Develop reading skills in every subject
- ❖ A book on every table
- ❖ Speak and write in full sentences

2011-12

Priorities

- ❖ Training teaching staff
 - Culture change – reading should be delivered by all teachers – not just English & Humanities
 - Every teacher in every subject trained to explicitly teach reading
 - Promote reading and model good reading habits
- ❖ Support staff
 - Highly train a group of capable TAs to be literacy intervention tutors.
 - Pilot the literacy intervention programme with Year 7
- ❖ Parents/Carers
 - ESOL classes
 - Practical strategies to support their child's literacy particularly reading
 - Talking to parents/carers about the importance of reading
 - Celebrate reading success at every opportunity
- ❖ Ensure that the library becomes the “centre” of learning at Swanlea School

2012-13

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Remains a key whole-school priority
- ❖ Review and evaluate the literacy strategy – Literacy intervention programme Y7 & 8
- ❖ Continue to prioritise teacher CPL focussed on literacy
- ❖ Monitor and evaluate the impact of the literacy strategy
 - Tutor periods
 - Lessons
 - Library Usage
 - Students' reading ages
- ❖ OFSTED July 2013
 - “The school’s provision for the teaching of literacy is outstanding.”

2013-14

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Remains a key whole-school priority but is further developed to include speaking and writing in full sentences – training on Socratic Talk (student discussion to explore deeper understanding of a particular topic/idea)
- ❖ Literacy intervention programme Y7, 8 & 9

2014-15

- ❖ Keep talking to parents/carers, staff, governors and students about the importance of reading/literacy
- ❖ Further development on literacy priorities
- ❖ Literacy intervention programme Y7, 8 , 9 & 10

2015-16 and beyond

❖ Literacy Curriculum

– Focus on extended writing in:

- Science
- Humanities
- English

❖ Whole school literacy development

– Focus on 5 (every term)

- E.g. paragraphs or verb/subject agreement

❖ Parents/Carers

– How can we ensure that all parents/carers are actively involved in developing their own and their child's literacy?

KEY LEARNING

- ❖ Prioritise - ensure that it remains the key whole school priority. Plan over a 3-5 year time period. Literacy is a long term development priority not a one-off.
- ❖ Ensure that all key stakeholders are on board – keep talking about the importance of literacy and the role of each group of stakeholders.
- ❖ Resources – ensure that sufficient resources underpin the literacy strategy, particularly time for teachers to develop and embed literacy skills in their classroom practice

READING RECOVERY IN TOWER HAMLETS

Background

- ▣ In 2005, approximately 35,000 children in England – six per cent of all 11-year-olds - were leaving primary school with the reading age of a seven-year-old.

Why Reading Recovery?

- ▣ As a result of that data, the government, through collaboration with KPMG and Institute of Education, rolled out a programme of literacy support across the country.
- ▣ Reading Recovery is one of the most successful programmes to support the educational attainment of disadvantaged children.

- ▣ Reading Recovery focuses on improving the literacy skills of the poorest performing five and six year-olds.
- ▣ It provides skilled, specialist one-to-one teaching for the lowest achieving children, who receive a **daily, 30-minute lesson from a specialist 'Reading Recovery' teacher for a period of up to 20 weeks.**

- ▣ The Reading Recovery teacher also contributes to the whole school by sharing good practice with teaching and support staff, their specialist expertise in literacy development, common barriers to literacy learning and effective pedagogy.
- ▣ The three-year pilot demonstrated teaching to 23,126 children and showed remarkable results for the children.

Impact of Reading Recovery in Tower Hamlets

A **21-month** average gain in reading age after 40 hours of individual teaching. (Children start the programme with a reading age of 4years and 10month and leave with a reading age of 6years and 7months on average).

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In 2013-14, 88 per cent of children returned to age-related expectations.

- ▣ In 2013-14 academic year, 2,724 children achieved L4+ in reading(89%).
- ▣ 36 of these pupils received Reading Recovery (1.3%)
- ▣ In writing, 2,601 children achieved L4+(85%), of which 31 received Reading Recovery (1.2%)

Implications of not having Early Interventions

- ▣ The KPMG foundation also commissioned further research to evaluate the long-term costs of literacy. The research showed that literacy difficulties are linked to costly **special educational needs provision, truancy, exclusion from school, reduced employment opportunities, increased health risk and involvement with the criminal justice system.**
- ▣ Long term benefits of Reading Recovery per child would amount to **£18,400.**

Challenges of delivering effective interventions

▣ Funding

- Teachers salaries: (0.6) working with 8 children. A teacher with six years experience will cost around £35,000.
- Estimated cost per pupil is £2,500
- Initial and ongoing CPD for staff
- Resources e.g assessment materials, reading books
- Costs of Multi-agency working e.g EP, SLT

▣ Early Identification esp from Early Years

Assessments-standardised agreed assessment e.g can a school use an external EP service which is acceptable by the SEND panel?

- ▣ Parental engagement
 - Difficulties for parents and carers who struggle with their literacy
- ▣ Capacity to deliver lesson after children have been identified as needing additional support
- ▣ Space for delivery of lessons
- ▣ Consistency of delivery (Ring fenced)
- ▣ Transference of skills into other areas of learning
- ▣ Primary to secondary transition (Communication)

Final Thoughts

- ▣ Schools want to ensure that all children succeed but schools need adequate resources to do this.

References

- ▣ **Reviewing the Impact of Reading Recovery/Every Child a Reader in Tower Hamlets: Tracking Cohort 1 from Year 1 to Year 6 (2006-2012)**

Questions????

Tower Hamlets Council ASB Scrutiny Review:

Engaging with residents to increase reports of antisocial behaviour (ASB)

Creating an identity

Launched a new centralised antisocial behaviour (ASB) team and identity in January 2015 to support our fresh and tailored approach to delivering the service.

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The new identity replicates the broken glass theory and sends a clear message to residents to report ASB.

Reports from residents help us know what's happening; we aspire to keep our neighbourhoods safe.



Innovative campaigning

'Digiwalkers'



Engaging with residents

- Engaging with our residents and developing trusted relationships is vital when encouraging ASB reporting.
- Our standard office hours are not convenient for everyone so we delivered our campaign during weekends.
- ‘Digiwalkers’ highly visible across One Housing neighbourhoods promoting our new identity and ways to report ASB.

Resident feedback

"I saw you guys were going to be around on One Housing website!"

"One Housing are great bringing awareness around these areas"

"I like the video playing, that's very clever and effective"

"There's a man next door who bangs around lots, weights I think, can I report him?"

"Can I email these people about anything I am worried about in here?"

Results

A huge increase in reports compared to last year

- ASB reports in January 2015 were 120% higher than January 2014
- ASB reports in February 2015 were 56% higher than February 2014
- The campaign will be launched in Tower Hamlets later this year to support our already excellent and collaborative strategies

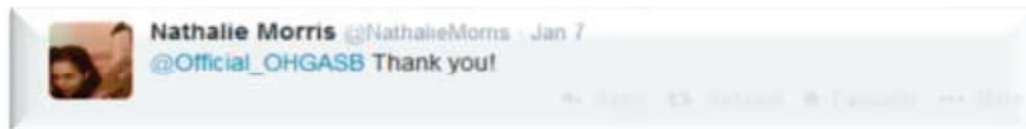
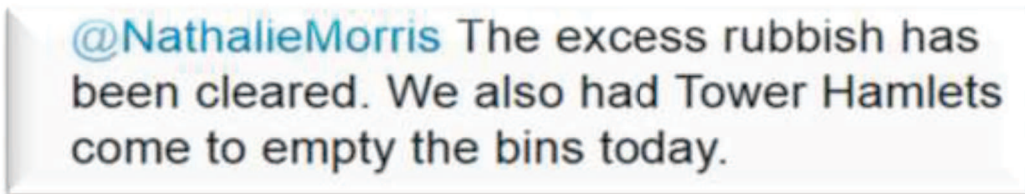
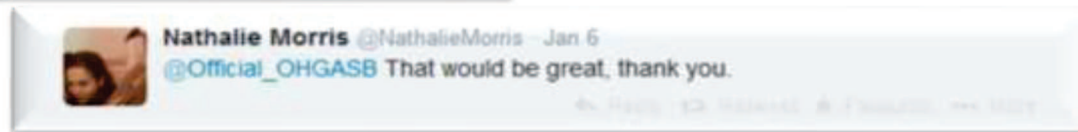
Twitter

Using social media to engage and raise community safety confidence

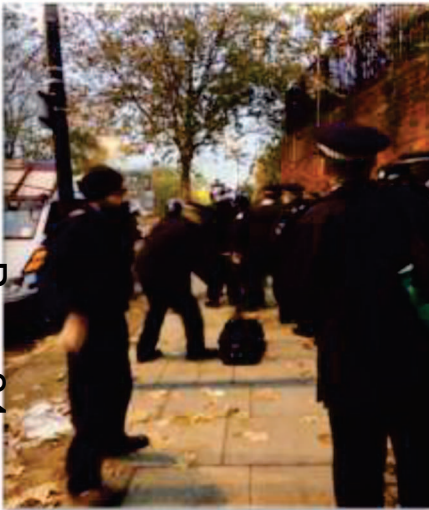


@Official_OHGASB


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Partnership working



 **Official OHG ASB** @Official_OHGASB · Nov 28
Our ASB team out this morning with our partners at Blackwall SNT on the Samuda estate #partnershipworking #ASB

 **Official OHG ASB** @Official_OHGASB · Nov 28
Found by Blackwall SNT team. Good result. Fewer drugs on Samuda estate #partnershipworking #ASB #Drugs #Proactive



 **Official OHG ASB** @Official_OHGASB · Nov 29
Two new members to help the police with a search #snifferdogs #dogpatrol

Holistic approach

Targeting specific neighbourhoods



Green Dragon Yard

Community Safety Ward Walkabout (October 2014) raised serious concerns about ASB, begging, drug and alcohol-related crime.

The council, Neighbourhood Policing Team (NPT), One Housing and Providence Row have worked together to tackle these issues. Since October we have developed an issues plan.

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Results so far include:

- NPT extended area patrols in response to drug dealing and use
- NPT working with One Housing to identify addresses known to be causing ASB
- The council consulted residents about gating the alleyway. Report for approval in early 2015
- significant reduction in repeat ASB calls to the police since the walkabout.



One Housing ASB service

- Encourage reporting
- Transparency and feedback
- Safer neighbourhoods

Drug related ASB

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Andy Bamber

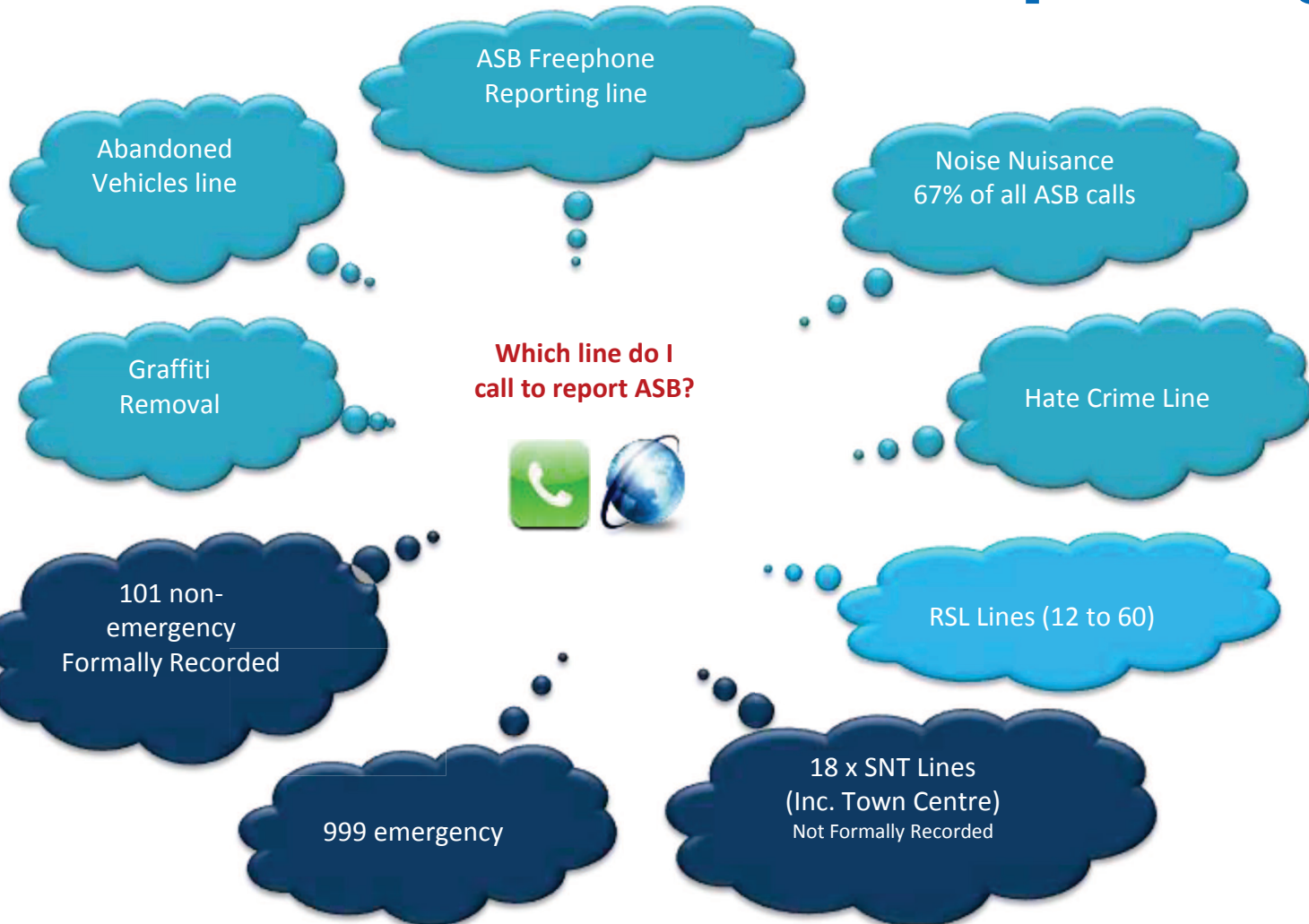
Service Head of Safer Communities

National Research & Guidance

Calls for changes to the way ASB was handled in 2012:

- ACPO: Focus on the Victim – Summary Report on the ASB Call Handling Pilot 2012
- HMIC: A Step in the right direction – The policing of ASB
- HMIC: ASB – Stop the rot
 - Pilkington
 - Newlove
 - Askew

Previous Methods of Reporting



Confused?

- Was it a crime or ASB?
- Too many reporting methods
- Residents don't know who to report to
- Duplication of reports
- Lack of confidence in agencies
- Lack of confidence in data
- No clear picture / map of incidents
- Unable to task resources effectively

Responsibility to Tackle ASB

Reporting ASB to the Police can be done in a number of ways, either via 101 or by contacting your local Neighbourhood Policing Teams. You can also report incidents at your local Police station or Contact Point. Where there is a potential danger to life or property you should dial 999.

Source: Metropolitan Police Website

Police ASB Qualifiers

13 qualifiers used by the Metropolitan Police for reporting to them:

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- Vehicle nuisance
- Rowdy or inconsiderate behaviour
- Rowdy or inconsiderate neighbours
- Animal problems*
- Dangerous Animals
- Trespass

- Prostitution related activity
- Nuisance Calls
- Street Drinking
- Noise*
- Begging/Vagrancy
- Fireworks
- Abandoned Vehicles

* Directed to report to Council initially instead of Police 101

Some ASB is actually Crime!

- Drug Dealing and Possession
- Criminal Damage
- Threats and intimidation
- Prostitution
- Hate Crime

101 Promotion Campaign 2013

Aim: launch of 101 ASB reporting campaign from the Aberfeldy Estate.

Item	Method	Message	Audience	Action	Resources	Completion date
1	Launch Press	Inform wide range of press on reporting all ASB to police 101 line Front Counter reporting	Residents reading EEL BME papers BME Channels	1. Press launch/photo call of the Mayor, Deputy Mayor and Borough Commander on the Aberfeldy Estate. 2. Invite local and BME press media and BME TV channels to promote this event.	Within current TH staff resources	Beginning of Nov 2013
2	101 successes Press	Inform wide range of press on recent ASB reduction and operations success using 101 reporting	Residents reading EEL BME papers	1. Prepare case study from Police tasking. 2. Press release to EEL and BME press media	Within current TH staff resources	End of every quarter
3	EEL & BME Press Adverts	Publicise 101 reporting including what constitutes ASB Front Counter reporting	Residents reading EEL	1. Design adverts using MPS art work, Tony Gowan to sign off. 2. Book out adverts in EEL & BME papers.	Budget to be confirmed Amend adverts x 2 £250. £303.87 x 4 quarter page adverts, total £1,465.48. 1. Jonomot £400 2. Surma £500 3. Potrika £500 6. Bangla Times £250	Quarter Page Advert every 2 month this FY. End of Sept 13 End of Nov 13 End of Jan 14 End of Mar 14
4	101 Calling Cards	Info about Police station front counter opening times, 101 reporting	Residents concerned about ASB on THEO/police patrols	1. Produce borough wide calling cards (business card size) 2. Hand-out on THEO and local Police Patrols and Operations	Calling cards Print 5,000 copies Single sided = £144 Double sided = £205 Design = £50	Ready for circulation by start of Oct 13
5	101 Success case study Leaflets	Info about actions, stories and encourage reporting	Local businesses Community centres Door knocking/post to Safer Communities tasked residential areas	1. Produce borough wide leaflets using existing MPS artwork. 2. Distribution by EEL	1,000 copies double sided x 3 kinds = £292 Design = £75-£125 (depends if they are 3 completely different or minor changes for each version)	Early April 2014 before Purdah

What are we doing about it?

- Responsible Drinking Borough
- Saturation Policy
- Test Purchases (fireworks, alcohol)
- Street drinking
- Dedicated Council ASB analyst
- Community Trigger
- Rough sleepers

What are we doing about it?

Council Funded Police Team to tackle key community concerns of:

- Anti-Social Behaviour
- Drug dealing/use related ASB
 - ‘Dealer a Day’ drug warrants
 - Covert Drug Dealer Operations
- Gangs and Youth Violence
- Prostitution

All of the above are inter-related with Drugs

What are we doing about it? cont'd

Introduced the THEOs to tackle low level ASB and address community concerns inc. fear of crime.

To free up Police Officer time so that they can tackle the crimes that concern the community most. THEOs can tackle the following:

- Alcohol related ASB
- Youth related ASB (with Rapid Response Team)
- Littering, graffiti, flyposting, fly-tipping, dog fouling
- Noise
- Gather Evidence

What are we doing about it? cont'd

Partnership Working:

- Partnership Operations inc. Drug Warrants, Drugs Sweeps and Drug Sniffer Dog Patrols
- Summer Light Nights events – Police and Council events building sense of community and increasing community confidence to work with partners to address concerns
- Days of Action with Police, Council, RSLs and Fire Service
- Joint patrols of hotspots for drug use/dealing, street drinking, loitering, rough sleeping
- Community Clean-ups and deep cleans
- CCTV to gather evidence

ASB Investigation Team

- Council ASB Investigation Officers
- Evidence gathering inc. interviews and cctv (where appropriate)
- Send Warning Letters
- Work with Partner Agencies and other council teams inc. THEOs, Licensing, Drug Outreach
- Action Planning
- Request RSL Action against tenants
- Use appropriate Tools, Powers, Legislation inc. Civil Injunctions, Community Protection Notices, Closure Powers, Public Spaces Protection Orders, Anti-social Behaviour Contracts

Ward Walkabouts

- Cabinet Member, Police Borough Commander, Local Police Team, RSLs and Council Community Safety Officers (inc. THEOs & ASB Investigator) and Drugs Outreach Team, elected members and local residents in attendance
- Gather valuable community intelligence at the scene of the issues
- Allow partners to problem solve and action plan onsite
- Update community and agencies on action taken
- Build relationships/links between community and agencies

Ward Walkabouts Programme

- Currently conducting 3rd rounds of walkabouts
- Drug Dealing and Drug Use related ASB have been issues across all 20 wards during the 3 rounds of walkabouts
- Significant action taken in response to these community concerns inc. covert operations, warrants, security improvements, increased patrols, replacement lighting, arrests, ASBOs, Dispersal Zones, drugs seizures etc.
- Action taken communicated back to community

Communicating Action Taken

- LBTH Corporate Communications lead on all Community Safety Communication
- Informing victims and witnesses verbally / in writing
- Signage, Public Notices and Posters in communal areas
- Ward Walkabouts – verbal updates and Action Taken Leaflets and Council Website updates
- You Said, We Did Leaflets
- Press Releases
- Informing local groups (Residents Associations/Groups, Neighbourhood Watch, Ward Panels) at meetings
- Informing local elected members
- During Partnership Operations to tackle local issues
- Community Events inc. Summer Night Lights, Action Days]
- Responsible Drinking Borough & Community Trigger

Reporting Anti-Social Behaviour

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Poplar
HARCA's
Approach



Poplar HARCA'S Structure

- Split victim support and dealing with perpetrators
- 6 ASB Officers 1 Manager
- Safeguarding Team 6 Officers 1 Manager
- Police Team 1Sgt 4 PC's
- 1 ½ Family Intervention Officers
- LFB Officer Attached to the team
- Excellent Local/National/International Partnerships

How Residents Report Issues

- In Person
- Telephone
- Email
- Online
- Twitter
- Facebook
- ASB Team Mobile
- Police 101 - 999

How we Promote Ways of Reporting

- HARCA Life
- Website
- Twitter
- Leaflets
- Posters
- Days of Action
- Block Notice Boards
- Resident Meetings
- Press releases
- Promotion of the teams

Victims Witnesses Improved Confidence

- Specialist Teams DV Police FIP ASB
- Once case reported a single point of conduct is assigned from the Safeguarding Team
- Inform Residents how and who you will share the information with
- Regular agreed contact deadlines
- Victim Agreed Action Plan's
- Don't force victims to do anything or say anything they don't want to
- Don't make promises

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VICTIM COMES FIRST



Days Of Action

- All Twelve estates visited and doors knocked
- All Services Present – ASB Housing Caretakers Police LFB Contractors
- Residents of the estate involved in arranging and participating in the day
- How to report Leaflets Posters posted through every door



Social Media - Twitter

- Twitter is a great way to get real time information out to residents
- Don't just focus on the big issues
- Pictures both good and bad
- Not everyone will like what you write



Resident Involvement

- Residents involved in shaping the ASB service
- Show residents how difficult and costly some actions can be
- Restorative Justice/mediation
- Support and Encourage Residents to take ownership of issues (Brownfield)



How it was 2005

- 2 ASB Officers
- ASB Officers dealt with Victim and Perpetrators
- No real Partnerships
- Enforcement over Support

Resident Satisfaction and feeling safe at 62%

Now

- Split victim support and dealing with perpetrators
- 6 ASB Officers 1 Manager
- Safeguarding Team 6 Officers 1 Manager
- Own Police Team 1Sgt 4 PC's
- 1 ½ Family Intervention Officers
- Excellent Local/National/International Partnerships

Resident satisfaction and feeling safe at 93%

LBTH ASB Scrutiny review

1

ASB Scrutiny review

1. What are the current arrangements for residents to report drug dealing, drug taking and related ASB taking place in communal spaces?
2. How do the various agencies communicate the outcome of reporting drugs incidents and related ASB?
3. How can we improve residents' confidence in the reporting of drug dealing, drug taking and related ASB?

2

Current arrangements for reporting drug related issues in communal spaces



- 24/7 reporting channels
- Non urgent crime channelled through police 101 number
- Reports to THH ASB team added to FLARE and passed to 101
- Local arrangements for residents for direct reporting to SNTs and THEOs
- THH liaises direct with SNT for known hot spots
- Neighbourhood planning process

3

Communicating the outcome of reporting drugs incidents and related ASB

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- Feedback to reporting residents and TRAs
- Ward walkabouts - multi agency action plans created and updates circulated
- Neighbourhood planning feedback

4

Collingwood Case Study Multi agency initiative



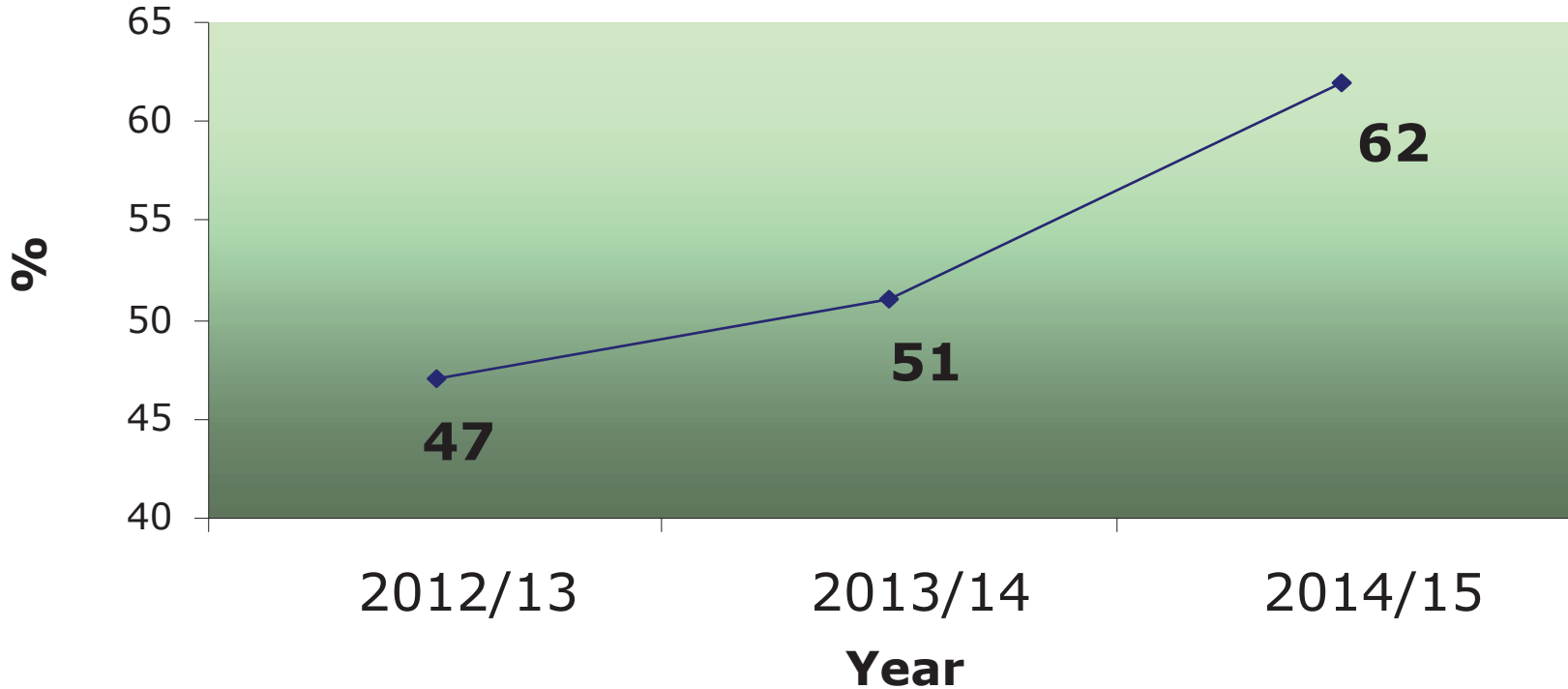
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- THH, K9 Team, Licensing, youth workers, Trading standard, THEOs
- Action days Sept & Dec 2014
- Police and THH visit offenders with parents present
- Police weapon and drug sweeps – garages, sheds etc
- Drug raids on individual properties
- Drugs found, arrests made
- Ongoing patrols
- Youth workers offering positive alternatives
- Public meeting March 2015

6

Satisfaction with outcome of ASB complaint

% of Residents Satisfied



7

Improving residents' confidence in the reporting of drug related issues



- Lead agency to manage activities and communications
- Multi agency joint action days
- Segmented feedback to all residents – newsletters, website, SMS and social media
- Standard reporting, consistent data collection and sharing
- Positive alternatives for perpetrators

