

Overview and Scrutiny – Literacy Review Action Plan

	Recommendation	Current Status and Next Steps	Assigned to	Timeframe
1	Continue to fund the operation of Local Authority nurseries.	<ul style="list-style-type: none"> The funding for the four day nurseries is ongoing at present. 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. 	<p><u>Jo Green,</u> Childcare Sufficiency Manager</p> <p><u>Pauline Hoare,</u> Early Years Lead Officer</p> <p><u>Gill Bowmaker,</u> Early Years Advisory Teacher</p>	<p>On-going</p> <p>September 2017</p>
2	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.	<ul style="list-style-type: none"> 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 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. 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><u>Jo Green,</u> Childcare Sufficiency Manager</p> <p><u>Gill Bowmaker,</u> Early Years Advisory Teacher</p> <p><u>Sharon Gentry,</u> Childcare Development Team Manager</p>	<p>On-going</p> <p>September 2016</p>

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3	Support the development of early years hubs to promote good practice through clusters of providers.	<ul style="list-style-type: none"> 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. 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. 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><u>Pauline Hoare,</u> Early Years Lead Officer</p> <p><u>Gill Bowmaker,</u> Early Years Advisory Teacher</p> <p><u>Sharon Gentry,</u> Childcare Development Team Manager</p>	On-going

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4	Support the identification of grant streams and corporate sponsors to ensure the continued availability of the Reading Recovery programme in Tower Hamlets.	<ul style="list-style-type: none"> Broker relationships with other services within the council who have working relationships with organisations such as the Tower Hamlets Education Business Partnership (EBP) 	Primary Learning & Achievement	On-going
5	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.	<ul style="list-style-type: none"> Schools Library Service meets with Ideas Store to advise on work with schools when required 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. 	Primary Learning & Achievement, Secondary Learning & Achievement and Schools Library Service	Report October 2015 to Director Report to heads at Directors' meeting December 2015
		<ul style="list-style-type: none"> Focussed awareness -aising 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) 	<u>Simon Leveaux</u> Deputy Head, Idea Store Learning	2015/16 academic year
		<ul style="list-style-type: none"> 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). 	<u>Gill Bowmaker</u> Early Years Advisory Teacher	On-going

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6	Develop and implement a pilot Academic	<ul style="list-style-type: none"> Mulberry School KS 3 'Fetch me a Pen' LSEF project to be 	Secondary	Launch

	English programme at Key Stage 3 and assess the impact on learning outcomes.	<ul style="list-style-type: none"> extended from three secondary schools to all • Cost approx. £165,000 • Secondary Learning & Achievement to support Y 6-7 English transition projects in 3 schools 	Learning & Achievement and Mulberry School	September 2015 evaluation July 2016
		<ul style="list-style-type: none"> • 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. • 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. • 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. 	Secondary Learning & Achievement	<p>By July 2016</p> <p>Once funding is secured, this would be a two year project 2015-2017</p>
7	Make available to the Overview and Scrutiny Committee findings of the commissioned research and relevant action plans to address underachievement amongst White British students.	<ul style="list-style-type: none"> • Initial findings July 2015 • Steering group submit proposals for action • Report to OSC • Findings shared with schools 15.09.2015 	Juanita Haynes Senior Research Officer (LPG)	September 2015

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8	Undertake a small research project to understand the range and effectiveness of academic interventions for learners of all backgrounds currently attending Pupil Referral Units.	<ul style="list-style-type: none"> 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. 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. 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. 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><u>David Carroll</u>, Principal Educational Psychologist</p> <p><u>Roland Ramanan</u> Joint Head of Support for Learning</p> <p><u>Juanita Haynes</u> Senior Research Officer (LPG)</p>	On-going
9	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.	<ul style="list-style-type: none"> 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 On-going evaluation and assessment of programmes Continue existing outreach activity 	<p><u>Simon Leveaux</u>, Deputy Head, Idea Store Learning</p>	December 2015

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10	<p>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>	<ul style="list-style-type: none"> • 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. • 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><u>Abigail Knight</u>, Acting Associate Director in Public Health</p>	<p>September 2016</p>
11	<p>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>	<ul style="list-style-type: none"> • Healthwatch are working with Public Health, TH CCG, Barts, 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. • 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 • 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><u>Louise Russell</u>, Service Head, Corporate Strategy & Equality</p>	<p>December 2015</p>

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12	Include improving Health Literacy as a strategic issue in the development of the new of the Health and Wellbeing Strategy in 2016/17.	<ul style="list-style-type: none"> 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 	<p><u>Somen Banerjee,</u> Director of Public Health</p> <p><u>Louise Russell,</u> Service Head, Corporate Strategy & Equality</p>	March 2016
13	Explore the use of the triage tool developed by the Idea Store service within health settings across the borough.	<ul style="list-style-type: none"> The implementation of the triage tool has been discontinued. 	<p><u>Judith St-John,</u> Head of Idea Stores</p> <p><u>Tim Madelin,</u> Senior Public Health Strategist</p>	June 2016