

Public Document Pack

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday 27 January 2016 at 1630 in Committee Room 1, City Hall, Bradford

Members of the Committee - Councillors

Conservative	Labour	Liberal Democrat	Bradford Independents
Sykes (Ch)	Engel	J Sunderland	F Khan
M Pollard (DCh)	Peart		
	Shaheen		
	Tait		
	Thirkill		

Alternates:

<u>Conservative</u>	<u>Labour</u>	<u>Liberal Democrat</u>	<u>Bradford Independents</u>
Carmody	Bacon	N Pollard	Collector
Rickard	Abid Hussain		
	Lee		
	Akhtar		

VOTING CO-OPTED MEMBERS:

Church representatives: Claire Parr (RC), Joyce Simpson (CE)

Parent Governor Representatives: Mr Sidiq Ali, vacancy

NON VOTING CO-OPTED MEMBERS:

Health Representative: Tina Wildy

Teachers Secondary School Representative: Tom Bright

Teachers Primary School Representative: Stephen Pickles

Teachers Special School Representative: Irene Docherty

Voluntary Sector Representative: Kerr Kennedy

Notes:

- This agenda can be made available in Braille, large print or audio format on request by contacting the Agenda contact shown below.
- The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

D Pearson

Interim City Solicitor

Agenda Contact: Fatima Butt

Phone: 01274 432227

E-Mail: fatima.butt@bradford.gov.uk

To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The Interim City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST (Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (2) **Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.**
- (3) Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.
- (4) Officers must disclose interests in accordance with Council Standing Order 44.

3. MINUTES

Recommended –

That the minutes of the meeting held on 9 and 15 December 2015 be signed as a correct record (previously circulated).

4. INSPECTION OF REPORTS AND BACKGROUND PAPERS (Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.



If that request is refused, there is a right of appeal to this meeting. Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Fatima Butt - 01274 434580)

5. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

To receive referrals that have been made to this Committee after the publication of this agenda.

The Committee is asked to note the referrals and decide how it wishes to proceed, for example by incorporating the item into the work programme, requesting that it be subject to more detailed examination, or refer it to an appropriate Working Group/Committee.

(Fatima Butt - 01274 432227)

A. OVERVIEW AND SCRUTINY ACTIVITIES

6 BETTER START BRADFORD PROGRAMME UPDATE

Previous Reference: Minute 57 (2014/15)

The Strategic Director Children's Services will submit **Document "AT"** which provides an update on setting up of the Better Start Bradford programme, early implementation and sharing of the learning from the programme across the Bradford district.

Recommended-

Members are asked to consider and note the information provided in the report and the high commitment within the District to improving outcomes and reducing inequalities for all young children through evidence based early intervention and prevention to ensure all children reach their potential.

(Michaela Howell – 01274 513227)

(Shirley Brierly – 01274 431772)

(Judith Kirk – 01274 385716)

7 NATIONAL LITERACY TRUST HUB IN BRADFORD

Previous Reference: Minute 56 (2014/15)

The Assistant Director, Education and School Improvement will submit **Document "AU"** which reports on Literacy Hubs. Literacy Hubs aim to create long-term change in places where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. A Literacy Hub is envisaged as a ten year programme to have maximum impact and permanently embed change. They are a partnership between the National Literacy Trust, the local authority and a wide range of local partners including voluntary and community organisations, businesses, health, education and cultural organisations. Each Hub has a range of specific literacy priorities and activities based on the needs of the local community, as well as authority wide work including a local media campaign.



Recommended-

That the Committee support the Hub Senior Steering Group in identifying and Securing continuation funding for a range of initiatives and projects being delivered by the hub to operate beyond December 2016 (when the initial grant from the Esmée Fairbairn Foundation comes to an end).

(Imran Hafeez – 07736280232)

8 UPDATE ON THE DEVELOPMENT OF THE CHILDREN'S TRUST

Previous Reference: Minute 72 (2014/15)

The Assistant Director, Access and Inclusion will submit **Document "AV"** which provides an update following on from the survey of the Children's Trust Board arrangements held in Spring 2015 and subsequent development work of the Board in Autumn 2015 which culminated in a development day for Board Members on 14 December 2015. It also outlines the next steps for the Trust as it moves into its next three year cycle 2016 -2019.

Recommended-

Members are requested to consider and note the information provided and that a further update be provided to the Committee in six months.

(Linda Mason - 01274 432438)

9. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME 2015-16

The report of the Chair of Children's Services Overview and Scrutiny Committee (**Document "AW"**) presents the Committee's Work Programme 2015-16.

Recommended -

That the Work Programme 2015-16 continues to be regularly reviewed during the year.

(Licia Woodhead - 01274 432119)

THIS AGENDA AND ACCOMPANYING DOCUMENTS HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 27th January 2016.

AT

Subject:

Better Start Bradford Programme Update

Summary statement:

An update on setting up the Better Start Bradford programme, early implementation and sharing of the learning from the programme across Bradford district.

Michael Jameson
Strategic Director Children's Services

**Portfolio:
Children's Services**

Report Contact:

**Overview & Scrutiny Area:
Children's Services**

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Judith Kirk

Interim Assistant Director Education and School Improvement

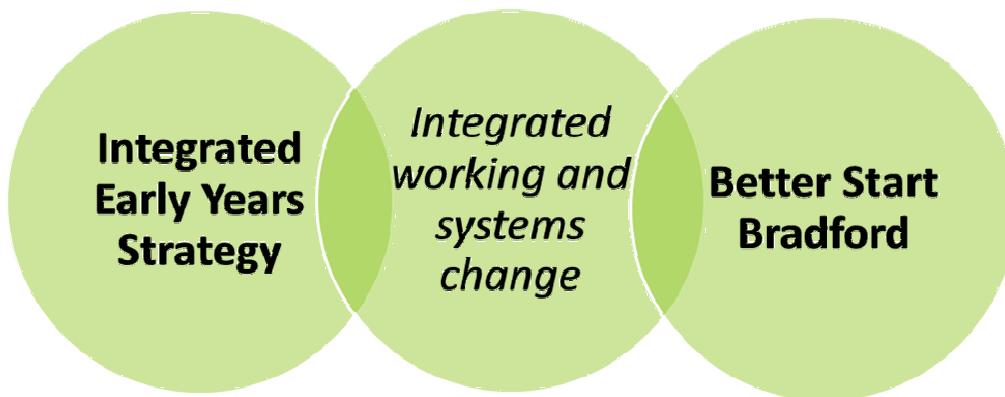
Phone: 01274 385716

E-mail: Judith.kirk@bradford.gov.uk



1. Summary

- 1.1 Better Start Bradford (BSB) is an opportunity for Bradford to test out and add to the evidence base of 'what works' in improving child health and development outcomes in the early years, improving maternal and child health and school readiness.
- 1.2 It also provides an opportunity to test innovative approaches to changing the way our systems work together as we are using the Better Start Bradford partnership programme as a vehicle for reform across the district in early years and child health. Learning from developing the BSB programme has been instrumental in supporting the development of the district's Integrated Early Years Strategy.



- 1.3 This report outlines the background to the programme, the key features of the Bradford approach and reports on the progress in implementation around setting up the infrastructure to support the programme, the 'early starter' projects and key aspects of evaluation and learning across the district .
- 1.4 The development of the Better Start Bradford bid and early implementation of the programme has profoundly influenced the district wide approach to early years service delivery and the development of the Integrated Early Years Strategy (IEYS) for children under 7 years 2015-2018. It's focus on evidence based and outcomes has ensured we have built on existing good practice but also developed new approaches where needed. The IEYS 5 workstreams are focused on:
- Children ready for school and schools ready for children
 - Improve health and wellbeing for all children and reduce inequalities
 - Support and increase parents' knowledge and skills
 - Support the development of high quality leadership together with highly skilled and responsive workforce
 - Integrated working and system change

The last workstream – integration working and system change - is key to delivery of all the other workstreams.

2. Background

- 2.1 The Better Start Bradford programme is the result of a successful £49 million Big Lottery Fund bid led by Bradford Trident, awarded in June 2014 for a 10 year early intervention and prevention programme.
- 2.2 Bradford was one of only five areas nationally to be awarded funding from the Big Lottery Fund's *A Better Start* programme, following intensive partnership work between Bradford Trident, Children's Services and Public Health in the Council, the Police, Clinical Commissioning Groups (CCGs), NHS providers, Voluntary and Community Sector organisations, elected members and families.
- 2.3 Better Start Bradford is a 'test and learn' programme which is being used as a vehicle for reform across the district in early years and has already informed the development of the Integrated Early Years Strategy 2015-18. It is being delivered in 3 disadvantaged wards (Bowling and Barkerend, Bradford Moor and Little Horton) but aims to embed what works across the district. For example, specific attachment training for our early years workforce (including volunteers) is being rolled out and the Baby Buddy phone app is now being promoted across the district.
- 2.4 The primary outcomes are to improve communication and language development, social and emotional development and nutrition in children aged 0-3 years and will affect a change to our systems so that families benefit from smarter, seamless services which recognise and address needs at an earlier stage, with a workforce providing responsive, consistent support. It is supporting the improvement to school readiness as part of its work towards New Deal priority outcome 'great start in life and good schools'.
- 2.5 It is entirely focused on pregnant women and young children aged 0-3 years. During pregnancy a woman's mental and physical health, behaviour, relationships and environment all influence the developing foetus. All these factors can have a significant impact on the baby's wellbeing and long term outcomes. After birth, babies' brains and bodies continue to develop rapidly; in the first two years 700 new neural connections form. Because of this any new experience, positive or negative, can have short and long term impacts.



- 2.6 From a cost benefit approach the best time to invest in evidence based prevention and early intervention is in the first 3 years of life, as it is this time when the improvement in outcomes is highest. The increasingly robust national and international evidence base supports effective interventions at a very early stage; pre-conception, pregnancy and first three years of life.

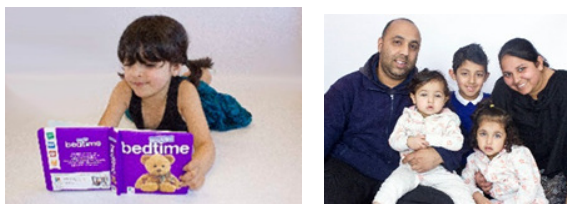


2.7 Key features of the BSB model include:

2.7.1 Early intervention and prevention interventions rooted in the best available evidence and science, alongside detailed monitoring of their implementation and effective evaluation, led by Born in Bradford.

2.7.2 A clear focus on outcomes for children, with a framework detailing the measures to be used, baselines and short, medium and long term outcomes. The key development outcomes are:

- improving children's social and emotional development
- improving their communication and language development
- improving their nutrition
- improving school readiness and maternal and child health.



2.7.3 A community-led Partnership Board ensuring that there is joint accountability for the programme between communities and local public services. The Partnership Board includes representation from the Director of Children's Services, the Director of Public Health and local parents who jointly manage the programme and the budget.

2.7.4 The London School of Economics is working with Better Start Bradford to develop a tool for cost benefit analysis to identify potential savings from successful interventions. This will inform future commissioning plans for the district.

2.7.5 An integrated workforce approach will strengthen consistent support for families by implementing common pathways, a joint training programme and a shared data system.

2.8 The set up phase June 2014 – March 2015 has enabled us to ensure that we have the right people and systems in place to ensure robust leadership, management, monitoring and evaluation of the programme. This means that our infrastructure will support implementation effectively and efficiently.

2.9 Early implementation projects from April 2015 include:

- Innovation Hub will provide a robust system for effective monitoring and evaluation, building on the strong academic, practitioner, and community networks already developed by the Born in Bradford research programme. (5 year contract worth £3,928,167)
- Perinatal Support Service which provides emotional support to families during pregnancy and the first year after birth, where a parent is struggling with their emotional health and wellbeing or where they have been diagnosed with a low to moderate level perinatal mental illness. (3 year contract worth £988,969)



- Talking Together, a service to support children in their communication and language development. All 2 year olds have an initial language assessment in the home which may be followed by a 6 week intervention delivered in the home for those identified as being at risk of language delay. (3 year contract worth £753,356)
- Baby Buddy mobile phone app for parents and parents-to-be with personalised content approved by doctors and midwives that spans from pregnancy right through to the first six months after birth. (agreement for £75,000 for monitoring and development of another community language)
- Personalised midwifery care pilot which ensures that women see the same midwife for all their community midwifery appointments throughout their pregnancy and the postnatal period. Appointments are longer and women are supported to make informed choices around the birth of their baby. (3 year contract worth £1,626,952)

2.10 BSB projects build additional early help for families around children's centre services in seven children's centre reach areas: Barkerend, Community Works, Burnett Fields, Canterbury Woodroyd, Mortimer House and Tyersal. These centres continue to offer a core offer of health, early learning and family support services. BSB appointed five Children's Centre Facilitators in June to work closely with the centres and ensure services for families are co-ordinated to complement rather than compete with each other.

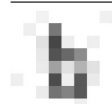
The seven children's centres will move into new cluster arrangements from late summer 2016. Canterbury Woodroyd, Burnett Fields will form the new BD5 cluster. Barkerend, Community Works, Mortimer House will form part of the new East Bradford cluster while Tyersal will join the new South Bradford cluster. BSB will have membership of the new Advisory Boards, which will help foster even closer links and joint planning between BSB, children's centres and other key partners.

3. Report issues

3.1 The BSB programme is taking a **staged approach to implementation**; 4 interventions are currently being delivered across the Better Start Bradford area with 3 more to start in early 2016 with 3 year contracts worth approx. £324k.

Impact for the district: The Baby Buddy phone app, supporting women during pregnancy is already being rolled out across the district due to support from the CCGs and partners via the Maternity Network. The HENRY project, which focuses on improving nutrition and exercise in the really young, is being delivered in partnership with Public Health and Children's Centres to ensure that what is proven to work can be embedded into district wide provision and sustainable.

3.2 Each Better Start Bradford intervention is subject to a process of **service design** which supports co-production of the intervention with experts in the field and service users, and enables due consideration to the evidence that it works, how it can be implemented to ensure it reaches everyone eligible and how it will be monitored for



effectiveness.

Impact for the district: This new approach to considered design of a service before implementation is going to support new approaches to commissioning. The district's Perinatal Mental Health Group is involved in designing Better Start Bradford's new infant mental health service to ensure that sustainability is embedded into planning and commissioning lessons are learned. Also, the Family Links Antenatal Programme has struggled to gain momentum in parts of the district so is undergoing service design in the Better Start area to test out potential improvements.

- 3.3 Learning Together is the **joint training programme** which is delivering networking and sharing events for everyone working with pregnant women and young families in the area plus a range of expert sessions, bringing leading professionals to Bradford to lead discussions in the latest thinking.

Impact for the district: Free evidence based bonding and attachment training is now available across the district for all early years staff, and training to deliver the HENRY programme is regularly available to a wide range of practitioners.

- 3.4 SystmOne is the preferred **shared database** to capture the data on individual beneficiaries and work is progressing to address consent, information governance and technical issues. This will be piloted in April 2016. Shared data across health and early years is essential in ensuring efficient recording without duplication and effective family support.

Impact for the district: We will hopefully develop one data system, one child health record and overcome the data sharing obstacles that currently exist across early years – technical and procedural, ensuring that data is shared across midwifery, health visiting and children's centres.

- 3.5 The **Integrated Care Pathway** (ICP) outlines the key support available from Midwifery, Health Visiting and Children's Centre for parents of children aged 0-5 years in the district and forms the core of those service's delivery. The Better Start Bradford programme is carefully aligned with the ICP to ensure a consistent approach to support from across the services. Shared pathways are key to consistent messages and offering seamless support and sharing data also supports this.

Impact for the district: Many new key elements of the ICP and delivery of the healthy child programme are or will be being piloted in the Better Start Bradford area e.g. attachment and bonding screening tool at 3-4 months, joint two year reviews.

- 3.6 Born in Bradford will provide an Innovation Hub for the programme which will help develop an understanding of the underpinning science behind the interventions and develop the evidence base. They will follow a **cohort of Better Start babies** to allow **the impact of the programme to be measured and they will evaluate** each project. Full results for the projects will be available via cohort data from 2021, although some preliminary findings will be available depending on the outcomes



and measures, after 2-3 years of each project starting.

3.7 On a national level, Warwick University are leading an **impact and economic evaluation of the national programme** with the following research questions:

- How effective is A Better Start (ABS) in improving children's socio-emotional functioning, nutrition and language?
- How cost-effective is ABS?
- How quickly do we find improvements in outcomes, and how sustainable are these over time?
- How does this compare with families in other areas not supported by Big Lottery Fund's investment?
- Is the programme investment worthwhile?
- How much does it cost to run the programme, including the initial set-up, and over time?
- How cost-effective are different approaches in terms of the outcomes achieved?

3.8 Throughout our programme, as new evidence emerges through the programme or from colleagues locally, nationally and internationally, BSB will **disseminate the knowledge** to ensure our workforce and communities share in the latest evidence and thinking. An annual conference will facilitate this.

3.9 **Key areas at district wide level** which have been informed and influenced by the learning in the development and implementation of the BSB programme include:

- Implementation and further development of the Integrated Care Pathway (ICP) between midwives, health visitors and children centre staff.
- Joint multi-disciplinary training for early years staff including e learning on bonding and attachment, HENRY (healthy eating and nutrition in the really young) training and district wide approach to Antenatal classes Family Links Antenatal (FLAN) programme.
- Aligned commissioning approaches to Family Nurse Partnership, Perinatal mental health services, Health Visiting & Children's centres service delivery using the district wide and BSB expertise jointly and ensuring focus on clear early years outcomes and using best available evidence to inform planning.
- Informing plans and delivery of new approaches to integration and delivery in the context of the 7 Cluster Model for children's centres and the Health Visiting Services Review and the whole approach towards effective implementation of Integrated Early Years Strategy for children 0-7 years

4. Options

4.1 Not applicable; this is an update for information.

5. Contribution to Corporate Priorities

5.1 The BSB Programme contributes to the priorities within the Bradford District Health and Wellbeing Strategy and the associated Health Inequalities Action Plan (HIAP). HIAP Priorities 1-6 of the 18 priorities are focused on child poverty, infant mortality, parenting and early years, ensuring children are well prepared for adulthood It is also included as part of the New Deal Priority 1 'Good schools and a great start in



life'. This priority is led by the Director of Children's Services. It also contributes to the Children and Young People's Plan. BSB is a key member of the Integrated Early Years Strategy group overseeing the delivery of the IEYS workstreams and many other key children's groups and networks across the district.

6. Recommendations

- 6.1 Committee members are asked to consider and to note the information provided in this report and the high commitment within the District to improving outcomes and reducing inequalities for all young children through evidence based early intervention and prevention to ensure all children reach their potential.

7. Background Documents

- 7.1 See Better Start Bradford Families Speak Out
<https://www.youtube.com/watch?v=YrMImH9Tj-4>
- 7.2 Fair Society Healthy Lives The Marmot Review UCL Institute of Health Equity (2010)
<http://www.instituteoftheequity.org/projects/fair-society-healthy-lives-the-marmot-review>
- 7.3 Conception to age 2 - the age of opportunity The Wave Trust (2013)
<http://www.wavetrust.org/our-work/publications/reports/conception-age-2-age-opportunity>
- 7.4 Five numbers to remember about early childhood development, Center on the Developing Child Harvard University (2014)
http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/
- 7.5 Integrated Early Years Strategy 0-7 year
[http://www.bradford.gov.uk/bmdc/health_well-being_and_care/child_care/earlyyears.](http://www.bradford.gov.uk/bmdc/health_well-being_and_care/child_care/earlyyears)

8. Not for Publication documents

- 8.1 None.

9. Appendices

- 9.1 Better Start Bradford Story January 2016.
- 9.2 Integrated Care Pathway 2014.





Our ambition is to transform the Better Start Bradford area through a powerful, generational change in outcomes for our children.

Pregnancy, birth and the first 48 months of life is an opportunity to affect great change, as pregnancy and the birth of a baby is a critical opportunity when parents are especially receptive to offers of advice and support and evidence shows that the earliest experiences shape a baby's brain development and have a lifelong impact on that baby's mental and emotional health.

We will provide the best start in life for children by offering exciting and imaginative interventions which are based on the best available evidence and science and are driven by the community. To deliver lasting change we will offer advice and support to families very much earlier than is currently the case and will deliver high quality support services; parents will develop more trusting relationships with everyone involved in their support from early in pregnancy until their children go to school.

This will be complemented by a comprehensive programme of community engagement and development, which will include participation in the programme's governance, wide-ranging volunteering opportunities and extensive consultation with parents and residents.

It will also include a programme of workforce development. Behaviour change in families is very closely linked to the skills and competency of the people working with them and so it is critical that we deliver a training and development programme based on the best available and emerging evidence and effective practice. Having a confident, capable and skilled workforce centred on meeting the needs of our children is essential to achieve our vision.

Initially, thanks to investment from Big Lottery Fund and partners, we are focussing our work in the Bowling, Barkerend, Bradford Moor and Little Horton areas of Bradford where the community faces the greatest challenges. The aspiration is to achieve scale (reaching every eligible child or family) and maintain quality across Bradford District by the end of the 10 year programme.

Central to this transformational programme is a strong partnership between the community, public agencies and the Born in Bradford programme as we build a 'community of influence' of those living and working in the area, ensuring that everyone recognises that they have a key role to play in championing early childhood development. Our commitment to working together is manifested in a governance arrangement that shares power and responsibility with the community. We know that it is the quality of our relationships at all levels, information and power sharing that will be critical in making our ambition a reality.

The changes we will deliver for children are:

- More children starting school with the language and communication skills they need to engage in this stage of early learning and to develop effective relationships.

We will use a combination of universal and targeted interventions designed to increase parental confidence with books and language and improve their children's school readiness.

- More families able to provide healthy and nutritious food for their children and encouraging them to be active from an early age.

Healthy family feeding practices and physical activity will be encouraged through a co-ordinated series of interventions. We will work to improve breastfeeding rates, address poor dietary habits and lack of physical exercise.

- More children benefiting from quality play and early learning in settings and in the home and a safe and secure base with strong attachments to key family members.

The social and emotional development of our young children is vital for their future well-being, it is a key area of work. A combination of universal and targeted projects designed to promote effective parenting skills, reduce maternal and child toxic stress, establish effective communication and develop support networks will be made available.

We will change the way we work together so that we get it right for families first time, ensuring that families benefit from smarter, seamless services that recognise and address needs at an early stage. We will have skilled workers and communities to remove barriers to good outcomes and to provide responsive and consistent support. This includes:

- An integrated care pathway developed in partnership, that enables pregnant women and their children to receive a seamless service from midwifery, health visiting and early years services, facilitated by the creation of a new, shared data system.
- Common training for all staff (paid and voluntary) which ensures that everyone understands the importance of early brain development in infants and that keeps staff up-to-date with the rapidly improving understanding of neuroscience.
- Relationships will be put at the heart of practice. Where possible, families will see the same professionals, supporters or volunteers so that they can build a trusting relationship and develop a better engagement with services.
- Services will focus on increasing reach (ensuring every eligible parent receives the help they are entitled to), improving access (changing the location, times and ways that services are offered to better meet families'

needs) and intervening early (getting smart about engaging with women early in pregnancy).

Our timeline

We are taking a staged approach to implementation. With such a complex and ambitious programme, it is vital that we get the implementation of our overarching programme and each individual project right to give it the best chance of having the desired impact.

Our first step has been to ensure that we have the right systems in place to ensure robust leadership, management, monitoring and evaluation of the programme. This means that our infrastructure will support implementation effectively and efficiently.

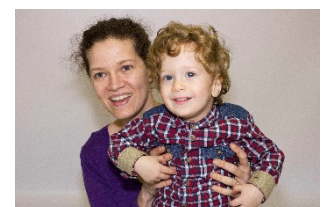
In addition, we have developed a process of service design to be applied to each project before implementation. This enables us to give due consideration to the evidence that it works, how we will make sure that it reaches everyone eligible or how we will monitor the effectiveness.

Through working with Born in Bradford, we have established the Better Start Bradford Innovation Hub which is monitoring the implementation and facilitating effective evaluation of each project.

Our early projects are:

- Perinatal Support Service which provides emotional support to families during pregnancy and the first year after birth, where a parent is struggling with their emotional health and wellbeing or where they have been diagnosed with a low to moderate level perinatal mental illness.
- Talking Together, a service to support children in their communication and language development. All 2 year olds have an initial language assessment in the home which may be followed by a 6 week intervention delivered in the home for those identified as being at risk of language delay.
- Baby Buddy mobile phone app for parents and parents-to-be with personalised content approved by doctors and midwives that spans from pregnancy right through to the first six months after birth.
- Personalised midwifery care pilot which ensures that women see the same midwife for all their community midwifery appointments throughout their pregnancy and the postnatal period. Appointments are longer and women are supported to make informed choices around the birth of their baby.

Throughout our programme, as new evidence emerges through our work and from that undertaken by colleagues locally, nationally and internationally, we will respond by disseminating the knowledge to ensure our workforce and communities share in the latest evidence and thinking. We will hold an annual conference to facilitate this.





Integrated Care Pathway

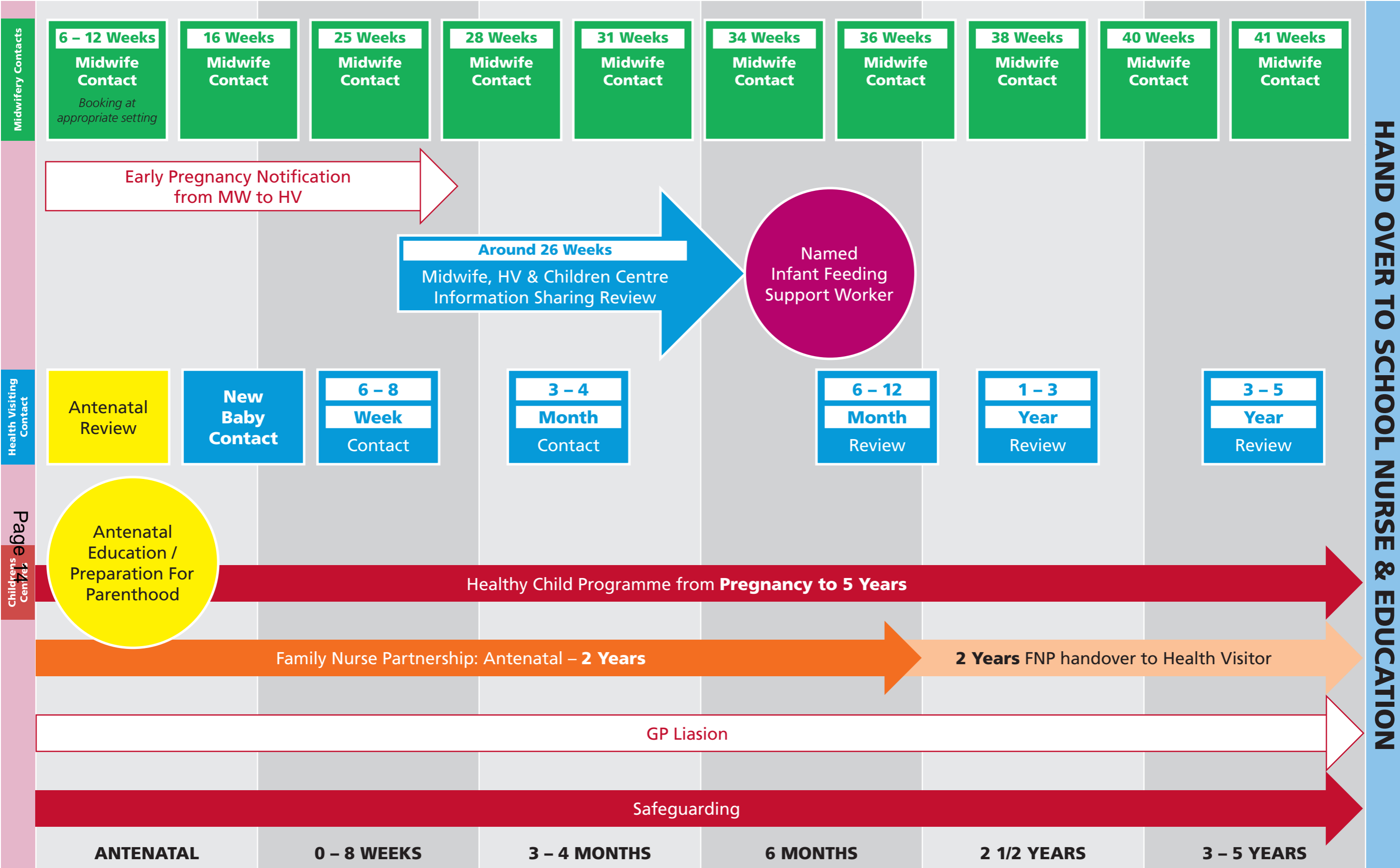
Delivering Health and wellbeing services
for children, young people and their
families within the Bradford District

June 2014



Becoming a Parent: Our Commitment to You

Midwifery, Health Visiting and Early Childhood Services



Midwifery Booking 6 – 12 Weeks

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Universal offer to all women. <p>Who delivers and where:</p> <ul style="list-style-type: none"> At a Children Centre (CC), but can also be at a GP surgery, community site or at the family home. Midwifery team to notify Health Visitors of booking. This enables seeking consent to share information and also registration with the Children Centre. 	<p>Midwife</p> <ul style="list-style-type: none"> Risk assessment. Promotion of health and well being. Preparation for parenthood. Breastfeeding information given. <p>Children Centre worker, (CCW) if applicable</p> <ul style="list-style-type: none"> Promote CC activities. Register with Children Centres. 	<ul style="list-style-type: none"> Health Visitor to make contact following pregnancy notification before the women are 26 weeks pregnant. Registration with CC enables establishment of relationship and awareness of local support services early. Early intervention to support family to meet identified needs. Parents' increased understanding of bonding and attachment and impact of environment to baby's welfare. 	<ul style="list-style-type: none"> CC leaflet. DOH (2011), Healthy Child Programme. Pregnancy Birth and beyond. Every Baby Matters. Midwifery 2020. Maternity and Early years – Making a good start to family life.

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Midwifery, Health Visitor & Children Centre Review Around 26 Weeks

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Information sharing between Health visitor and Midwife. Does not have to be a face to face meeting. Health visitor to pass on relevant information to the Children centre. Children centre to coordinate invitation to the antenatal class. 	<ul style="list-style-type: none"> Information sharing between Midwife and Health Visitor. Health visitor undertakes an assessment based on available information to decide on the level of the HV Programme to be offered, i.e. universal or targeted. Health Visitor together with Children Centre to identify an infant feeding support worker for every pregnant woman. This can be anyone with appropriate training including volunteers. Children Centres to coordinate a list of Infant feeding support workers in the area. 	<ul style="list-style-type: none"> Robust information sharing contact by all three services. All pregnant women to have access to an infant feeding support worker during the ante natal period. 	<ul style="list-style-type: none"> Breastfeeding leaflet. Pregnancy, Birth and Beyond.

Antenatal Education Class

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Universal offer to all women, partners or significant others. <p>Who delivers and where:</p> <ul style="list-style-type: none"> At an appropriate venue. Ideally at a CC but can be at any community site; Evidenced based programme based on the principles of Pregnancy Birth and beyond programme delivered by appropriate staff. 	<ul style="list-style-type: none"> Promotion of health and well being i.e. smoking cessation, nutrition, immunisations and breastfeeding, keeping baby safe. Preparation for parenthood and emphasising role of parents as 1st educators. Reinforcing bonding and attachment. Promoting role of partners or significant others. 	<ul style="list-style-type: none"> Parental awareness of importance of secure attachment and bonding. Parents understanding of importance of healthy nutrition. Ability to recognise support structures and also draw on family resilience among other coping strategies. Formation of peer support and strengthening of community capacity. Improvement of breastfeeding rates. 	<ul style="list-style-type: none"> Pregnancy Birth and Beyond. Breastfeeding leaflet Department of Health. Every Baby Matters.

New Birth 10 – 14 days

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Universal contact by Health Visitor in the family home. 	<ul style="list-style-type: none"> Family needs assessment including, maternal mental health and support mechanisms. Health promotion information including, immunisations, sudden infant death syndrome, safe infant feeding and nutrition, smoking cessation, safety and promotion of healthy start. Infant cues and attachment Promotion of sensitive parenting and child development. 	<ul style="list-style-type: none"> Parents successfully responding to baby's needs and forming secure bonding and attachment. Parents providing a safe and healthy environment for their baby. Baby successfully meeting developmental milestones. 	<ul style="list-style-type: none"> DOH (2011) Healthy Child programme. Infant feeding leaflets. Parent Child Health Record. BDCT Well Child Pathway Core Standards.

Children Centre 0 – 8 weeks

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Access to Children Centre provision and activities. 	<ul style="list-style-type: none"> Promotion of local Children Centre activities by Health Visitor at the Birth Visit. Parenting and child development. 	<ul style="list-style-type: none"> Welcome to Children Centre activities. Information from Health Visitor's Birth visit counts as a contact for Children Centres as they get information from Child Health. 	<ul style="list-style-type: none"> Children Centre leaflets. Weaning Literature.

6 – 8 weeks

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Maternal mood assessment by a health Visitor, ideally in the family home. Universal contact. 	<ul style="list-style-type: none"> Assessment of parents physical and emotional well being. Review of child's growth and development. Discussion of infant cues and responding to baby. Bonding, attachment and encouraging play. Discussion of baby's developmental review by GP and immunisations. Safety. Discussion of neonatal blood spot results. 	<ul style="list-style-type: none"> Parents able to keep their baby safe. Baby achieving developmental milestones. Parents understand importance of secure attachment. 	<ul style="list-style-type: none"> NICE Guidelines. DOH (2011) Healthy Child programme. BDCT Well Child Pathway Core Standards.

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3 – 4 months

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Maternal Mood assessment by Health Visitor, ideally in the family home. Universal contact. 	<ul style="list-style-type: none"> Expectations of infant development Play and interaction, Maternal mood assessment, Keeping baby safe, Check baby has had 6-8 week review and 1st immunisations. Keeping baby safe. 	<ul style="list-style-type: none"> Parents providing safe and healthy environment for their baby, Parents accessing local or CC services. If needed, parents referred for infant feeding support. 	<ul style="list-style-type: none"> DOH (2011) Healthy Child programme. BDCT Well Child Pathway Core Standards, NICE guidelines.

Children Centre 3 – 4 months

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Delivered by trained practitioner at an appropriate venue. 	<ul style="list-style-type: none"> Promotion of accessing CC services. Reinforcement of infant feeding guidance. Invitation to a weaning group. Advice given re: teething and dental health. Promotion of healthy lifestyles. Universal Home safety check by FSW. 	<ul style="list-style-type: none"> Reinforcement of weaning guidance. Encouragement of play and stimulation. 	

Review 6 – 12 months

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> Universal contact. At a children Centre but can also be at a community setting or in the family home if needed. For Complex families. This will need to be undertaken by a HV To be undertaken by CNN with appropriate training, following assessment of records/partnership information by HV prior to delegation. 	<ul style="list-style-type: none"> Assessment of child's growth and development. Health promotion, i.e. dental care, safety, healthy start, nutrition and socialisation. Family health needs assessment including maternal emotional well being. Playing tips, promoting Book start and sing with me DVD. Promoting the Early education entitlement. Infant feeding/weaning. 	<ul style="list-style-type: none"> Baby having positive impact on family, Baby achieving developmental milestones. 	<ul style="list-style-type: none"> DOH (2011) Healthy Child programme. BDCT Well Child Pathway Core Standards. Ages and stages questionnaire. Introduction to solids leaflet. Signpost parents to training and employment opportunities.

Children Centre 6 months

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> To be undertaken by a trained Children Centre practitioner ideally at a Children Centre. 	<ul style="list-style-type: none"> Early language development. Promoting sing with me DVD. Promoting play. 	<ul style="list-style-type: none"> Promotion of play and attachment. Promotion of a positive lifestyle and identification of baby's developmental milestones. 	

2 – 2.5 years

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> ● Universal contact. ● Ideally at a Children Centre but can also be at a community setting or in the family home. ● To be undertaken by a trained CNN or Children Centre practitioner with appropriate training. ● For complex families – review will be undertaken by an HV. 	<ul style="list-style-type: none"> ● Assessment of child's growth and development. ● Health promotion, i.e. dental care, safety-, including road safety information, healthy start, nutrition and socialisation. ● Family health needs assessment including maternal emotional well being. ● Promotion of Early Education entitlement. ● Promotion of Fluoride Varnish Programme. 	<ul style="list-style-type: none"> ● Child having positive impact on family. ● Child achieving developmental milestones. ● Family accessing Early education. ● Improved school readiness and socialisation ● Parents accessing training, employment and education opportunities. 	<ul style="list-style-type: none"> ● DOH (2011) Healthy Child programme. ● BDCT Well Child Pathway Core Standards. ● Ages and stages questionnaire.

Health Visitor Contact 3 – 5 years

Contact	Key messages	Outcomes	Policies & Literature
<ul style="list-style-type: none"> ● Universal contact. Ideally at a Children Centre but can also be at a community setting or in the family home. ● Where appropriate, this could also be undertaken in partnership with School Nurses. ● To be undertaken by a trained Children Centre Practitioner following assessment of records / partnership information by HV prior to delegation. ● For complex families, this will need to be undertaken by an HV. 	<ul style="list-style-type: none"> ● Assessment of child's growth and development and school readiness. ● Discussion around what to expect from school nursing services. ● Health promotion, i.e. dental care, safety, healthy start, nutrition and socialisation. ● Family health needs assessment including maternal emotional well being. ● Reinforcing positive parenting and lifestyle. 	<ul style="list-style-type: none"> ● Child having positive impact on family. ● Child achieving developmental milestones. ● Child ready for school and might be attending nursery provision or other socialisation settings. ● Health Visitor to hand over families of concern to School nurses in line with the BDCT Standards. ● School Nurse to contribute to a smooth transition to school programme where needed ideally in a Children Centre. ● Parents accessing training and employment opportunities. 	<ul style="list-style-type: none"> ● DOH (2011) Healthy Child programme. ● BDCT Well Child Pathway Core Standards. ● Ages and stages questionnaire.

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Report of the Assistant Director, Education and School Improvement to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 27 January 2016.

AU

Subject:**National Literacy Trust Hub in Bradford****Summary statement:**

Despite two decades of significant government investment in addressing literacy, poor reading, writing, speaking and listening skills in the UK remain a significant challenge to social and economic policy. Solutions to date have been characterised by approaches driven by national strategy, frequently top down and generally institutional. However evidence increasingly suggests that the literacy challenge is cultural and social, closely related to the home learning environment, motivation to learn and attitudes and behaviour.

Literacy Hubs create long-term change in places where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. A Literacy Hub is envisaged as a ten year programme to have maximum impact and permanently embed change. They are a partnership between the National Literacy Trust, the local authority and a wide range of local partners including voluntary and community organisations, businesses, health, education and cultural organisations. Each Hub has a range of specific literacy priorities and activities based on the needs of the local community, as well as authority wide work including a local media campaign.

Judith Kirk
Interim Assistant Director
Education and School Improvement

Portfolio:**Children's Services**

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(Literacy Hub Manager)

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Overview & Scrutiny Area:**Children's Services**

1. Summary

- 1.1 The National Literacy Trust launched the first Literacy Hub in partnership with Middlesbrough Council in 2012. The model attracted many partnerships, activities and delivered benefits across Middlesbrough such as securing more than £175,000 of free books, running a local media campaign and increasing by 9 percentage points (ppt) the number of young people who enjoy reading and by 16ppt the number who agree that reading and writing are 'cool'.
- 1.2 Following the first year, a successful application was made to the Esmée Fairbairn Foundation to continue activity in Middlesbrough and support the launch of two more Literacy Hubs. These were launched in 2014 in Bradford and Peterborough and current funding allows all three hubs to run until December 2016.
- 1.3 Literacy Hubs create long-term change in places where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. A Literacy Hub is envisaged as a ten year programme to have maximum impact and permanently embed change. The Hub are a partnership between the National Literacy Trust, the local authority and a wide range of local partners including voluntary and community organisations, businesses, health, education and cultural organisations. Each Hub has a range of specific literacy priorities and activities based on the needs of the local community as well as authority wide work including a local media campaign. The media campaign raises the profile of the Hub and helps ensure key messages reach the entire local community.
- 1.4 The key purpose of the Hubs is to change knowledge, behaviours and attitudes around literacy – reading, writing, speaking and listening - to raise literacy attainment. This is achieved by making literacy a priority for policy makers, funders, service providers and people living in the communities. Strategic partnerships are formed to help disseminate positive messages about literacy and to make resources available to support and expand the work of the Hub. The Literacy Hub is also able to draw on the expertise and support of the National Literacy Trust to recommend and support evidence based commissioning to improve literacy levels and to bring resources from national partners to an area.
- 1.5 An external evaluation will assess the impact of the Hubs and learning from it will support hub development. Quarterly evaluation reports will be provided to the National Literacy Trust and disseminated to partner organisations. These reports offer a snapshot of the impact of work, successes and highlight any challenges. (see attachment 1 for December 2015 evaluation report which features a case study of a dad who took part in the programme and the impact on his children was significant in that they were all, at or exceeding their age related expectations and furthermore all of their school attendance was at a hundred percent).

2. Background

- 2.1 The UK is the only economically developed country where 16 to 24-year-olds have the lowest literacy skills of any age group in society. In England 14.9% of adults aged 16-65 lack functional literacy skills. This equates to 5.2 million people.



- 2.2 The UK's literacy gap undermines our economic competitiveness and sustainability. It creates obstacles to fairness across society. It is at the heart of economic and cultural inequalities and is creating a divided society.
- 2.3 The challenge is intergenerational and closely linked to poverty. Up to 40% of the adult population in the UK's most deprived wards lack the literacy skills expected of an 11-year-old.
- 2.4 Currently Bradford sits alongside Peterborough and Middlesbrough as one of three literacy hubs in the UK and this number will increase in due course. The need for a new and targeted approach which looks at breaking the intergenerational cycles of low literacy is linked with the poverty in deprived areas. For Bradford this translates into some of the following issues:
- 2.4.1 Bradford ranks in the 20% most deprived local authorities with an average score ranking 24th out of 150. Bradford's health and education outcomes are poorest where poverty rates are highest. This means that support for literacy needs to be targeted to the greatest need.
- 2.4.2 Children in Bradford often start school without the spoken language they need to make a success of school. This gap in achievement continues throughout educational stages and into adulthood. Just over two thirds of early years (67%) reached the expected level in Communication and Language. This percentage is in the bottom 20% in England; below the national average of 72%.
- 2.5 The initial phase of the Hub project in Bradford provided a considerable amount of learning about existing literacy provision and local community stakeholders who can support those with low literacy. There are some examples of pockets of great practice and we have been very encouraged by the enthusiasm and passion of local partners to engage with this agenda who clearly recognise a need for new ways to address the challenge of low literacy in Bradford.
- 2.6 Bradford District Learning Hub (BDLH) has identified a range of specific literacy priorities and activities based on the needs of the local community as well as authority wide work including a local media campaign. The three target ward areas chosen to be part of an evaluated focus are:
- **Toller**
 - **Eccleshill**
 - **Keighley Central**
- 2.7 In Bradford we have set up a Strategic Senior Steering group to help disseminate positive messages about literacy and to make resources available to support and expand the work of the Hub. The group meets quarterly and has a wide representation of knowledge, skills and contacts to help drive this work forward and the group meets quarterly. This consists of the following members:



- 1 Judith Kirk (Children's Services Directorate)
- 2 Jason Vit (Literacy Hubs Manager)
- 3 Imran Hafeez (Bradford District Literacy Hub Manager)
- 4 Shirley Brierley (Public Health)
- 5 Lynn Donohue (Early Years)
- 6 Diane Excel (Feversham Teaching School)

2.8 Local partners engaged in the second year of the Hub are listed below:

<ul style="list-style-type: none"> • Schools & Children's Centres • Bradford Libraries Service • Radio Ramadhan • Bradford Community Broadcast Radio • The Telegraph & Argus • Boots Opticians • Supplementary Schools & Madrassas 	<ul style="list-style-type: none"> • Bradford Children's Services Teams • Bradford City FC • Yorkshire Cricket Foundation • Bradford Bulls Foundation • The Muslim Women's Council • Neo-natal unit BRI • Bradford Literature Festival
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3. Report issues

Specific Activity 2014-2015 and current.

3.1 School Readiness/Early Years Focus

3.1.2 In Summer 2015 the Literacy Hub worked with three children centres to look at engaging dads and male carers who are an under represented service user group. A range of consultations were held across the district which looked at how services can better meet the needs of dads and if there were any barriers that stopped male carers from engaging with settings and their children's literacy development. Following the consultations a range of events and activities were planned and held at the different children's centres which engaged dads in their children's learning through a variety of fun outdoor and indoor literacy based activities. The evaluation was able to capture the impact not only on the dads and children based in early years settings but also the impact of dads engagement on older siblings. The programme formed the basis of a training package offered across the children centre clusters which highlights the ingredients of successful parent journeys into services and explores how settings can adapt their own practice to replicate this experience for dads and male carers in their settings.

3.1.3 In autumn 2015, a more robust and integrated working relationship was established with the LA school improvement team. This has led to the Hub involvement in the development of strategy to improve boys writing for reception and KS2 pupils. The aim of Early Language and Literacy programme to provide high quality training,



support and development opportunities to improve outcomes for young children, particularly the disadvantaged and to close the gap between our boys and girls using partnership working between schools, NLT, Birth to 19 and Better Start. The hub involvement in this is specifically around the strand of dads' engagement in children's literacy development where we will draw on our previous work to support schools to better engage with dads to support their children's oracy and language in order to support the development of their writing skills. A number of schools have been identified which have a significant gender gap and the aim of the programme is to close the gap and improve the overall performance of Bradford writing results by the age of five.

- 3.1.4 A link through Boots Opticians with the neonatal unit in Bradford has helped to replicate the Middlesbrough model and will be launched early in 2016. This involves book packs and information being delivered to parents of premature babies so that they can read to their babies whilst they are on the unit. The programme includes training for hospital staff and will be delivered in partnership with the Bliss parent volunteers.
- 3.1.5 The Girlington Reading parade has enabled the delivery of over 4,000 books to children from three primary schools and one children's centre in the Toller Ward.

3.2 **Key Stage 2 and 3 Boys writing.**

- 3.2.1 Development of the "Our Stories" creative writing and performance poetry resource brings together a range of partners including the National Literacy Trust, Bradford Museums and Art Galleries, Bradford Literature Festival and the Bradford Music and Arts Service as well as local and National poets to deliver an intervention that is targeting boys at KS2 in three Secondary and one Primary school. The programme aims to give teachers the opportunity to deliver poetry based activities and workshops using local poet visits, museum and art gallery visits, as well as providing an opportunity for them to record and perform their written pieces of work. (See attachment two for a copy of the resource).
- 3.2.2 Development of a Key Stage 3 writing resource called 'Great Poetry Through Time' has been written by a year 9 English teacher from Appleton Academy. This scheme of work demonstrated a significant improvement in the writing of reluctant writers in year 9. Pupils were shown the work of a range of poets and through studying contemporary poets like Tupac Shakur they were able to understand the work of Shakespeare and Chaucer. This resource has been made available through the National Literacy Trust network to all members in the UK.
- 3.2.3 Targeted interventions to offer a support route to schools were delivered through the Premier League Reading Stars (PLRS) and Young Readers Programme (YRP). One of the schools that participated in the programme showed an impact on the pupils of a minimum of 2 sub level reading improvement over 10 weeks with one pupil making 5 sub levels. 11 schools are currently engaged in PLRS and 6 primary schools taking part in the 3 year YRP (worth approximately £15,000 per year).
- 3.2.4 One primary school received a free library make-over worth £15,000.



- 3.2.5 The hub has launched an initiative called Love Bradford Creative writing competition with poetry writing tips that gives children aged 9-14 the opportunity to have their poems published on First buses Bradford.
- 3.2.6 In Summer 2015, The Hub launched a Media campaign to influence teenage boys' attitudes towards reading utilising local sports role-models.
- 3.2.7 Following the recent Ofsted inspection the National Literacy Trust Hub is already involved in a programme to improve early language and literacy outcomes and school readiness. Bradford Literacy Hub are currently organising the commissioning of the National Literacy Trust to support the improvement of writing for boys at KS2 through its boys literacy CPD programme.
- 3.2.8 Better Start Bradford is currently trialling an early language programme from the National Literacy Trust called Early Words Together. It is envisaged that learning from this programme will be delivered in Better Start Children's Centres and shared with the rest of the district and Early Words Together. This could become a universal offer for families across Bradford.
- 3.2.9 The second stage pilot of the boys creative writing and performance poetry programme is currently running with three secondary schools and one primary school. The evidence of impact on reading and writing will be finalised by March 2016 and it is envisaged that such a comprehensive and wide partnership programme should be offered more widely to secondary schools, particularly where there are issues with boys writing.
- 3.2.10 We are in the early stages of developing a similar partnership approach to improve writing levels at KS2. The recent LA Ofsted inspection identified that the writing levels of boys at KS2 are a significant contributor to under achievement. Conversations are underway with a view to commission the National Literacy Trust to provide a training programme (Outstanding Literacy Leadership) which focusses on boys.

3.3 Local media campaign

- 3.3.1 The "Bradford Literacy Campaign" (ourstories.org.uk) has been developed to provide a central point for partners, parents and local stakeholders to gain tips, check latest news and blog about their own experiences. We have had a really positive response from councillors and portfolio holders who back and support this campaign and have received broad coverage for all the activities in local press. As part of the 3 pre-launch events we have produced a film documenting people's literacy experiences which features parents, teachers, children, councillors and partners which will be showcased at our central launch event to communicate the hub vision and mission. The name of the website ourstories.org.uk has been designed so that all project beneficiaries can feel a part of our campaign. We believe that there is massive capacity in communities own experiences, stories, languages and narratives and this campaign aims to be inclusive of that dynamic.



(See appendix 3 for comprehensive list of recent local media coverage)

3.3.2 The objectives of the campaign are two-fold:

- 1) To engage the local community and provide information and advice about local support and literacy generally.**
- 2) To raise awareness about literacy and the Hub in regional and national media.**

To watch launch film please click on following- <http://youtu.be/1EDRoAlt6Fs>

Please see following links to recent campaign activities:

Love Bradford Poetry Competition

http://www.thetelegraphandargus.co.uk/news/14111700.Exciting_new_competition_un derway_to_give_Bradford_children_a_chance_to_become_published_poet/

Boots Optician Store opening with Robbie Paul

<http://www.bradfordbulls.co.uk/news/post/bulls-chief-to-open-new-store>

Tasif Khan school inspirational visits

http://www.yorkpress.co.uk/news/11853982.Bradford_boxer_is_a_big_hit_with_school children_as_he_fights_to_boost_interest_in_reading/

Coverage in Educate Positive

<https://bso.bradford.gov.uk/userfiles/file/Communications/ALYSON/Edition%209%20w eek%20beginning%205%20October%202015%20version%2011.pdf>

Barbers offering opportunities to read

http://www.thetelegraphandargus.co.uk/news/13644873.Bradford_hairdressers_help boost_literacy_by_getting_children_to_read_to_them_while_having_haircut/

Dads Selfies Competition

http://www.thetelegraphandargus.co.uk/videoandpictures/galleries/videoandpictures_g al_news/fathersday2015/

Sandal School Library Makeover

http://www.thetelegraphandargus.co.uk/news/13895257.Great_excitement_among pupils_after_15_000_super_library_opens_at_primary_school/

3.4 Our Stories Microsite

Bradford Literacy Campaign's messages on the importance of literacy have been underpinned by a dedicated microsite which has been established as a key local platform to empower the local community to actively engage with literacy. The Our Stories website includes details of local events, ideas and tips for parents, details of



local library services (and how to join) and a regular blog from a local personality or author. <http://www.ourstories.org.uk>

3.5 Finances

The local authority is currently paying the hub manager's salary which is £32000 per annum. The National Literacy Trust has secured funding from the Esmée Fairbairn Foundation to pay £10000 towards hub operational costs and additional money for commissioning new opportunities which will be made available. In addition to this each hub has commissioning and management support from the NLT worth up to the value of £68,000 per annum. The grant from Esmée Fairbairn also pays for the independent evaluation of the Hub. Funding from Esmée Fairbairn is due to run out in December 2016 and alternative funding needs to be secured to continue work beyond this date.

4. Options

N/A

5. Contribution to Corporate Priorities

- 5.1 The work of the Bradford Literacy Hub will contribute to a number of key LA Ofsted school improvement priorities including Bradford's New Deal Good Schools and a Good Start for all our children. The Early Language and Literacy partnership supports an approach of devolution from the local authority delivering services to one of brokering partnerships with local experts in order to support the delivery of high quality interventions and school to school support. The Hub is contributing to this partnership by sharing best practice around parental engagement and supporting the Birth to 19 Teaching School Alliance with the delivery of their sharing stories programme for children and parents.

6. Recommendations

- 6.1. For the Committee to support the Hub Senior Steering Group in identifying and securing continuation funding for a range of initiatives and projects being delivered by the hub to operate beyond December 2016 when the initial grant from the Esmée Fairbairn Foundation comes to an end.

7. Background Documents

None

8. Not for Publication documents

None



9. Appendices

Appendix 1 - December 2015 evaluation report

Appendix 2 - Our Stories Creative Writing Resource

Appendix 3 - Summary of recent media and campaign activity



The National Literacy Trust: Literacy Hubs Fifth Evaluation Report Bradford December 2015



Sally Rundell

Chris Sunley

Contents

1. Evaluation of progress against next steps since July 2015
2. Commentary and next steps identified against the themes of the literacy hub
3. Case Study 1: The impact of Engaging Dads programmes on pupils and parental involvement
4. Secondary Update
5. Outline and preparation needed for March 2016 evaluation visit

1. Bradford: Judgement on progress of the literacy hub since July 2015

Overall Judgement: Amber

Next Steps identified in July	RAG	Commentary from December Evaluation visit
<p>System Change LA to draft a summary paper which illustrates the alignment of the hub with the LA priorities (Judith Kirk, Imran).</p> <p>The AD to ensure the LA post-Ofsted plan incorporates hub activity to support raising standards (Judith, Imran).</p> <p>The AD will be reassigning line management to the Hub Manager from the school improvement team.</p> <p>The steering group will be expanded in membership to include health, arts and diversity. The steering group will become a steering/commissioning group with task outcomes.</p>	<p>A</p>	<p>There is a need to document the range of strategy groups aligned with the literacy hub with the LA priorities.</p> <p>The key post Ofsted priorities for improving attainment at the end of each Key Stage are closely aligned to the priorities of the hub.</p> <p>Action Plans are being developed aligned to LA priorities and Ofsted priorities identifying how School Improvement, the Teaching School and the literacy hub work together. The progress of these plans should be monitored by the strategic steering group.</p> <p>Joint performance management is now implemented between Yasmin Umarji and Jason Vit. Regular 1-2-1 time allocated with Yasmin (senior improvement officer - primary).</p> <p>In line with the LA direction of travel to move to a commissioning role the steering group needs to develop a more commissioning role in response to reviewing progress reports on the literacy hub.</p> <p>The newly formed commissioning board with the Assistant Director, school improvement officers and teaching schools alliance represented could be the forum for the hub manager to report to termly and where commissioning decisions could be made for support to schools.</p> <p>The LA focus on improving boys' writing at Reception has developed to include a partnership with Early Years and the Senior School Improvement.</p> <p>Two resources have been developed by the Hub targeting transition and secondary in partnership with libraries, arts, museums: <i>Great poetry through time;</i> <i>Our Stories: Creative writing and performance poetry.</i> There is an urgent need to ensure these resources are promoted with all schools.</p>

<p>Prioritisation of literacy ‘Our Stories’ to be adopted as the key message for the literacy hub and all branding.</p>	<p>G</p>	<p>‘Our Stories’ is being used as the key brand for the literacy hub New poetry resource branded with ‘Our stories’. Other campaign elements still to fully utilise this brand.</p>
<p>Creating partnerships AD to consider Health and Arts being represented at the steering group.</p> <p>Hub Manager to finalise the action plan for developing dads as parent champions.</p> <p>Partnership maps would be a helpful aid to the hub and to the steering group.</p> <p>As the LA moves to a more commissioning role the 5 Teaching Schools will have a key role in sharing the hub practice. The SLE role is key to spreading effective practice. Links between the Teaching Schools Alliance (TSA) and the Hub Manager need to be developed.</p> <p>At this stage of the hub development it is important to ensure learning from the other city hubs is shared with the steering group.</p>	<p>A</p>	<p><i>‘Our stories: Creative Writing and Performance Poetry’</i> is an excellent example of high quality partnership working which needs to be promoted across Bradford secondary schools and should also be promoted as an example of effective practice nationally and regionally through the NLT.</p> <p>Action planning between significant partners across the city is now focused on LA priorities, e.g. an action plan has been developed for a partnership project between Bradford Council School Improvement, St Edmunds birth to 19 Teaching School Alliance, Nursery Schools and Children’s Centre Services and the literacy hub focused on improving boys writing in Reception.</p> <p>This model of partnership planning should be extended to the focus on KS2/3 boys with the Secondary and Primary school improvement officers (Sarah Morrissey and Yasmin, SIOs) and the TSAs.</p> <p>The role of TSAs in supporting the work of the hub is developing for EYFS and KS2 and could be further developed for secondary.</p> <p>The Hub Manager has an excellent understanding of his role in commissioning support for the hub, which is the direction of travel needed in the hub and in line with the LA expectations for new ways of working.</p> <p>A good example of how the Hub Manager is developing commissioning is how the Skelton Grange programme has been commissioned to support outdoor learning for engaging dads and boys. Linking to the EYFS priority to improve the writing of Reception boys.</p> <p><i>‘Our stories’</i> resources have been shared with the other literacy hubs in Middlesbrough and Peterborough.</p>

<p>Greater sharing of practice across the hubs is needed through the hub manager meetings and through sharing of the evaluation reports and case studies.</p>		<p>'Great Poetry through Time' is available nationally through the NLT framework.</p>
<p>Commissioning of intervention An LA commissioning group will be established and will work within an accountability framework with close monitoring of impact on the quality of commissioned activity.</p> <p>Members of the steering group will be tasked to develop a map of current initiatives and projects across the LA.</p> <p>The Head of Diversity post holder is retiring and a different representative is needed on the steering group.</p> <p>The LA could look to making effective use of teachers who are leading on hub developmental work, to impact on boys' attainment, such as the work at Keighley and Appleton Academies and Gillington Primary School to share effective practice.</p>	<p>A</p>	<p>There are high quality products that have developed from the hub work that need to be promoted widely.</p> <p>At this stage of the hub development it is important that there is a shift in the role of the steering group to reviewing progress of the hub and the commissioning of activity and further targeted support.</p> <p>There have been separate launches of the work developed at Appleton Academy and at Keighley Academy.</p>
<p>Media Campaigns/Raising Awareness The steering group will finalise the decision on 'Our Stories' being the overarching message to be used as the branding for the literacy hub.</p> <p>The Father's Day 'selfies' campaign has provided a wealth of images, which can now be used to represent different communities, particularly in the work engaging dads.</p> <p>Members of the steering group are keen to receive updates on the hub and on dates of events to ensure full engagement with the work of the hub.</p>	<p>A</p>	<p>'Our Stories' is the key brand message and needs to underpin all work. The NLT communications team needs to support the focus of 'Our Stories' in all their communication activity. The steering group is still unaware of the range of media coverage of the hub.</p> <p>The NLT need to ensure positive press stories are shared with the Assistant Director to promote positive images of Bradford.</p> <p>There has been one update since the previous meeting on upcoming events/opportunities.</p>
<p>Improved literacy outcomes/ Behaviour Change There is a continuing need for the hub to ensure that clear baseline and subsequent achievement data is collected, as well as describing attitudinal and behaviour changes. Impact data should be shared regularly with the steering group.</p>	<p>G</p>	<p>Evidence from the <i>Dads Engagement</i> focus is strong on changed behaviours of dads and of pupil outcomes of pupils achieving age related expectations.</p> <p>Appleton Academy has strong outcome data</p>

		<p>linked to the new scheme of work which supports further roll out of this work to other secondary schools.</p> <p>Keighley Academy has evidence of improved reading scores on accelerated reader.</p> <p>Confidence schedules demonstrate improvement in confidence in reading and understanding of poetry.</p>
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2. Next steps identified against themes of the literacy hub

Hub Themes	Next Steps
System Change	<ul style="list-style-type: none"> The hub strategic steering group needs to move to a role of monitoring progress and commissioning activity with appropriate representation of TSA and SIOs. Consider the literacy hub reporting termly to the newly formed Commissioning Board which the Assistant Director, the Senior School Improvement Advisers, teaching schools attend and could perform the joint function of being the forum for the hub strategic steering group at alternate meetings.
Prioritisation of literacy	<ul style="list-style-type: none"> NLT Literacy Hub Programme Manager to discuss with the Assistant Director the evaluation report and possibilities for the use of the Commissioning Board, the secondary concerns and the need for closer alignment of hub activity with secondary support to schools for literacy. The EYFS SSIO and the Hub Manager to work together to finalise the joint partnership plan with the LA, TSA and the hub, linked to the priority for improving boys' writing at end of Reception. Consider the development of a joint partnership plan with the LA, TSA and the hub to support the priority for improving attainment in boys' writing at secondary, along the same model as that developed for EYFS. The Hub Manager to explore the promotion of these two resources with the LA colleague responsible for secondary school improvement and representatives of the Teaching School Alliance. To consider a re-launching event for the two resources with secondary headteachers and heads of departments
Creating partnerships	<ul style="list-style-type: none"> Ensure all the TSAs are factored into working in partnership with the literacy priorities of the hub. Ensure the 8 targeted schools with a focus on improving boys' writing at Reception are supported to engage dads as part of this work.
Commissioning of interventions	<ul style="list-style-type: none"> Commissioning of further literacy support for secondary. The steering group needs to develop a more commissioning role.
Media Campaigns/ Raising Awareness	<ul style="list-style-type: none"> Continue to promote 'Our Stories' as the key branding. NLT to share case studies of effective practice developing in Bradford at regional and national forums.
Improved literacy	<ul style="list-style-type: none"> Continue to track outcomes of pupils and changed behaviours of dads where

outcomes	<p>dads were engaged in the dads programme.</p> <ul style="list-style-type: none"> • Monitor closely the outcomes in 8 targeted schools where Reception boys' writing is the priority for improvement.
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Case Study 1: Impact of Engaging Dads programmes on pupil progress and parental engagement

Visit to Lister Primary School

Context

One of the dads who engaged with the Engaging Dads programme at Farcliffe has three children who attend Lister Primary School. The children are in Nursery Year 1 and Year 5.

The school has a strong tradition of parental engagement over the last 5 years, which builds on the effective practice developed at Farcliffe Children's Centre. The school regularly runs parent workshops and has a history of running parent-reading cafes, which are well attended. The school has also prioritized the importance of developing a culture of reading for enjoyment and has engaged with the National Literacy Trust Young Readers Programme. The school has run weeks and days specifically for supporting dads to engage in their children's learning which are well attended. The school is conscious of the focus needed on developing effective male role models in school. The school has a well-developed school council where children are encouraged to take an active role in how the school runs.

Impact on pupils

Attendance of all three children is outstanding at 100% this term and 98% over the past year. All three children are achieving at least age related expectations in literacy. Teacher reports have been used to describe each of the children.

Nursery: Child Is:

*I*s has settled well in nursery and is making good progress. 'He is able to find his name in the register in the morning. He knows how to handle books and repeats words or phrases. He can suggest how a story might end. He is able to recognise rhyme and can make different kinds of marks ascribing meaning to some drawings. He is growing in confidence to speak about his needs, interests and opinions.'

Year 1: Child I:

I made good progress in Reception achieving a Good level of Development at the end of the Reception year in line with national expectations. '*I* has made good progress with her reading this year. She can read and understand simple sentences using her phonic knowledge. '*I* has worked very hard with her reading and has now started reading for pleasure. She also uses her phonic knowledge to develop her writing and can now sound out words to spell them independently.'

Year 5 Child N:

N is performing at above age related expectations in reading, writing and maths. She is a highly motivated child with excellent attitudes to learning. *N* has highly developed interpersonal skills and is able to work well independently and is an active member in group work. Her end of year report stated '*N* is an excellent role model for her peers'. '*N* is a reading buddy supporting other children'. 'She is a hard worker and keen to progress in her own learning'. *N* is a vocal member of the school council in promoting decisions for the school.

Impact on dads involvement in school

- The father of the children has engaged regularly in dads focus weeks in Lister Primary School.
- Both the parents of the children have a strong commitment to school which is evident in the children's 100% attendance records.
- The key messages from the dads engagement programme on developing home routines, the importance of attendance at school, the importance of supporting the children's learning have clearly impacted on the family.
- The father is continuing also to attend the programme of support workshops in the Children's Centre.

Lessons Learned

- Continuity needed between EYFS, Children's Centre and Primary Schools with a focus on engaging parents.
- Arrangements to support parents flexibly to support their children, e.g. parents are given quiet space for reading with their children early in the morning when they refer to the difficulties in finding time to hear children read.
- Commitment to posts which support parental involvement: Reading Specialist Teacher with both a closing the gap focus and parental involvement; and Parental Involvement Co-ordinator.
- Style of dads engagement sessions: were pitched as fun and good for their children and because of this pitch dads were motivated to attend.

Next Steps

- Finalise the partnership action plan for improving attainment in writing of boys in R.
- Planning for the CPD for 8 targeted schools to draw on the case studies and evidence from the engaging dads programme.
- Lister School to be approached to share developing practice with the 8 targeted schools - possible workshop led by the Reading Specialist/ Parental involvement post holder.
- Potential for planning for KS2 focus with targeted schools in Year 6 where engagement of dads would enhance pupil outcomes – e.g. supporting writing at home.

Secondary Update

Context

As part of the hub priority 'Improving boys' writing at Key Stages 2 and 3' two key documents have been produced as a result of pilot work by schools in 2014-2015. These are:

'Great Poetry through Time' (developed by Appleton Academy with hub support)

'Our Stories: Creative Writing and Performance Poetry' (developed by the hub with contributions from several secondary schools)

These high quality documents have the potential to have a significant impact on improving literacy in the transition from primary to secondary school and in the early years of secondary schools. In the autumn term 2015 two events took place to launch the materials. The one associated with 'Great Poetry through Time' was arranged as part of an NLT network meeting but attendance was limited as the event clashed with an LA standards meeting. In relation to 'Our Stories: Creative Writing and Performance Poetry' the launch event was well attended by partners involved in the project, including, for example, a performance poet, a colleague from the Museums and Art Galleries service, a colleague from the music service and a literacy consultant. However, attendance by staff from schools was limited and included two literacy leads involved in the pilot work, a Year 4 class teacher and a higher level teaching assistant (HLTA) from a secondary academy.

During the visit the external Evaluation Team were not able to meet or talk to any of the school staff involved in the next phase of the work.

Impact

In a sense the work has stalled and the great potential of the resources developed is not being realized. It would appear that few primary or secondary schools are involved in the next phase. A visit to one secondary school new to the 'Our Stories: Creative Writing and Performance Poetry' project was cancelled on the day of the evaluation visit.

Issues Emerging/Lessons Learned

The lack of partnership and engagement of colleagues in the Secondary School Improvement Team and, significantly, the Teaching Schools' Alliance, is a limiting factor. The clash of meetings on the 'Great Poetry through Time' event was unfortunate and limited future development. Unless the work is more effectively promoted and supported as part of the LA's school improvement strategy the impact will be small.

Next Steps

1. The Hub Manager to explore the promotion of these two resources with the LA colleague responsible for secondary school improvement and representatives of the Teaching School Alliance.
2. To consider re-launching the two resources.

6. Draft programme for evaluation visit March 10th 2016

Prior to the visit

Further update needed on pupil outcomes of those children whose dads were supported through the dads engagement project.

The visit

Chris Sunley: Secondary focus on use of resources developed through the hub

Sally Rundell: Primary focus: visiting any of the targeted 8 schools on boys' writing. Meeting with the EYFS School Improvement lead to discuss the partnership working of the hub with the LA.

12.00 – 13.00 Meeting with Evaluators to review progress with previous next steps.

13.00 - 14.15 Steering Group

Note: Chris Sunley will visit on an alternative date if a more convenient date can be found for the secondary focus. If this option is taken up detailed discussion with the Hub Manager will be needed prior to the visit.



OUR STORIES

Creative Writing & Performance Poetry
Page 37

INTRODUCTION

Welcome to the Our Stories creative writing and performance poetry programme. This is an initiative of the National Literacy Trust Hub in Bradford. This resource pack has been developed following the first year of the Literacy Hub's work in schools and offers a wide range of stand alone poetry activities for the classroom. The programme is enhanced through our many partners such as Bradford Museums and Galleries, Bradford Council's Music and Arts Service and the Bradford Literature Festival, who have all contributed by offering a range of opportunities for your pupils to engage with creative writing and performance poetry.

The photographs which are included in this pack are of local poets whose work is rich for exploration in the classroom. This includes contemporary poets and performance word artists whose work has grabbed the attention of some of our reluctant writers in schools. Teaching poetry is not so much about showing pupils how to be 'good at' poetry, but encouraging them towards a curiosity about poems and how they work, a willingness to play with language and a desire to discover and define their individual poetry style.

These photographs and poems offer pupils a creative way into the poet's imagined world. In doing so, they can connect with language and engage with literacy on their own terms. The magic of poetry in the classroom is that it is often the pupils who struggle that, with the right support, can blossom in writing.

To support this journey for our most reluctant writers we will be providing schools with a class visit from one of our poets, and a two-hour workshop from our music tutor, Beccy Owens, to engage pupils in recording and performing their own work. Bradford Museums and Galleries are offering the use of their interesting spaces to provide stimulus for writing and enhance the learning experience outside class. We are fortunate to have our very own literature festival in Bradford which offers a schools programme during May every year. This will help to provide further opportunities to showcase pupils work and engage in opportunities for performance.

The activities in this pack have been written by poet and schools practitioner, **Francesca Beard**. Francesca has written the activities and lesson plans in a simple format which allows easy replication in the classroom and rich content that enables the most reluctant pupils to engage in creative writing and performance poetry. The activities can work with poems that you love or the poems that you think will best engage your pupils. The photographs in this pack and the activities are intended as much for your enjoyment of poetry and exploration in the classroom as your pupils. We look forward to working with you on delivering this programme and further developing this offer for schools to support the engagement and improved attainment of our reluctant writers.

Imran Hafeez
Manager of the National Literacy Trust Hub in Bradford

National Literacy Trust Hubs are designed to create long-term change in communities across the UK where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. Our approach aims to tackle intergenerational low literacy by mobilising schools, engaging and supporting public services, businesses, communities and cultural, faith and voluntary groups in action. The campaign focuses on improving literacy and literacy levels in the local area.

The National Literacy Trust Hub in Bradford launched the Bradford Literacy Campaign in October 2014 and is one of three Hubs in the UK. The Middlesbrough Hub launched in January 2013 and the Peterborough Hub launched in November 2014.

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LINKS TO FURTHER ACTIVITY

The Poetry Society

A poetry organisation that delivers workshops, training and resources to support the delivery of poetry in schools.

www.poetrysociety.org.uk/education

Poetry Line

A publisher of children's poems online, with featured poets' work, as well as resources and lesson plans for teachers and poetry competitions for pupils.

www.poetryline.org.uk/

POETRY IN KEY STAGE 2 & 3

With poetry centre stage in the curriculum there is no better time to get stuck into creative poetry writing. The playful activities in this resource pack all respond to literacy and English requirements across Years 6 to 8.

Reading and writing

- Encouraging poetry reading for pleasure
- Vocabulary development
- Discussing how poets use language and the impact on the reader
- Writing ideas down at speed
- Learning poetry by heart
- Developing initial ideas, drawing on reading and research
- Assessing the effectiveness of pupils' own and others' writing

Spoken language

- Preparing poems to read aloud
- Performing compositions, using appropriate intonation, volume and movement

Activities in this pack encourage pupils to:

- Value their own 'voice'
- Appreciate connections between visual representation and the written word
- Gain confidence to voice their own thoughts and communicate their own experiences
- Use drawing and visual imagery as a springboard for creative inspiration
- Collaborate with each other in creative activity
- Explore the building blocks of story
- 'Read' a portrait – exploring metaphor and making connections
- Use drawing and photography to inform written work
- Gain confidence in understanding how to use narrative in their writing
- Appreciate the value of poetry and language
- Explore connections between their creativity, identity and representation



POETRY TIPS TO THE WISE...

An ice-breaker game or a physical warm-up works well in signalling that poetry writing is not an academic exercise. Call and response games that focus on teamwork and speaking and listening help the class to be a supportive audience when it comes to performances.

Brainstorming a poem is different to mapping an essay or factual piece. Poetry brainstorming is about not thinking too hard and trusting that you already know what you need for your poem. Poetry brainstorming is about welcoming the obvious ideas as well as the weird and off-the-wall ones.

A blank sheet can be intimidating. Using images and photographs as a starting point can raise pupils' curiosity and elicit vocabulary and dialogue towards poetry writing. Using visual prompts for discussion like this offers an inclusive approach that supports the abilities of all pupils, including those with EAL (English as an Additional Language) and SEN (Special Educational Needs).

Quick-fire sketching activities can help inspire ideas and act as a 'frame' for their written work, e.g. pupils draw round their hands or feet, draw self-portraits and write poems in and around the shapes.

When pupils are preparing for performance, get them to rehearse in pairs, paying particular attention to voice projection, articulation, timing and rhythm, mood, facial expression and gesture.

Ask the listeners to think about what the sound and the sense of the poem is doing in certain lines and encourage them to discuss together how best to get that across with the performance.

Fidgety students can harness nervous energy by developing the unconscious movement into a choreographed gesture they can repeat. This does not have to be related to the action but can be a way of marking the rhythm. This is a trick that many professional performers use.

Write your own poems from these activities and perform your work in front of your pupils in all its messy glory. It may be scary but they will see that this is an acceptable, admirable, necessary risk to take.

When it comes to sharing work, the more inclusive and supportive the atmosphere the better. It's not possible to be too kind and encouraging - performing your work is a terrifying thing, even for seasoned professionals. In general, the more confident performers are, the better they will perform.

POETRY STARTERS

Call and Response Rhythm Game

Standing in a circle, each person creates a short, simple rhythm by clapping, clicking, stamping and/or percussive vocal sound that the others repeat back, as closely as possible.

The group creates a simple four-bar beat (e.g. clap clap stamp stamp.) Going round the group, each person inserts their name into the beat.

Silly Stress Name Game

Standing in a circle, each person says their name in a strange way, simply by putting the stress on a different syllable or, if their name is one syllable, drawing it out in a tonal way.

You can add actions to this and explore how in poetry, language is stressed and intonation is key to creating meaning.

Magic Circle Game

Standing in a circle, the class creates a portal to a magical dimension – one by one, each person reaches into the circle and pulls out an object, declaring ‘I’m taking out penguins/diamonds/traffic lights/dragons...!’ Far from being competitive, this is a collaborative improvisation with no pauses between each object and no commentary.

Self-Portrait

Challenge pupils to the following sketch activities and after each drawing ask them to think of words they can associate with the version of themselves:

- sketch a self-portrait in 60 seconds
- in 40 seconds with their non-writing hand
- in 40 seconds in one continuous line without taking the pencil off the page

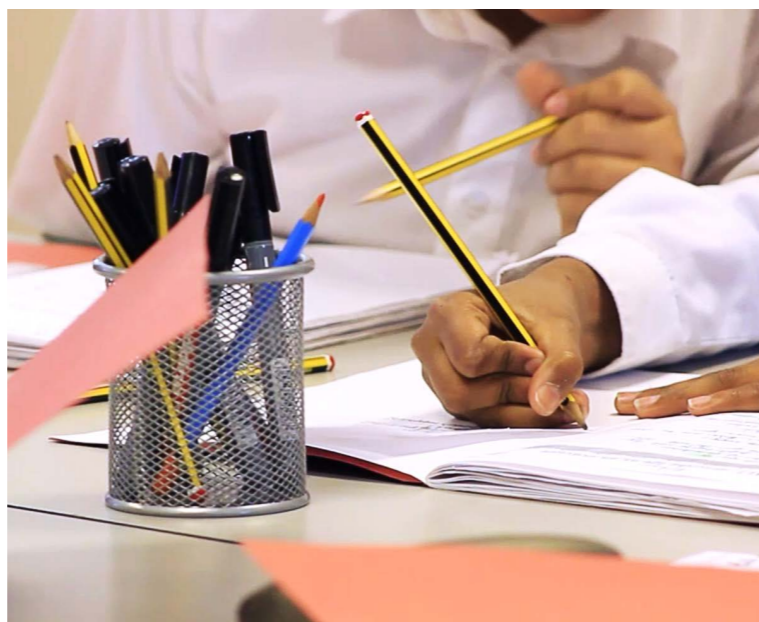
How would you describe the person in each sketch? What does each self-portrait say about the pupil? Which self-portrait do they prefer and why? Generate a word bank that describes the portraits and move the pupils into writing their self-portrait without using their first or family name. This could use a riddle form – or any simple form – haiku, limerick, kenning, clerihew or rap. Using an acrostic, for example, it could spell out Who Am I? Print out the pieces for the class to read them aloud and guess whose is whose.

Free write

The most established and competent poets swear by free writes. An example of this would be to place objects through the classroom e.g. a leaf, an orange, a spoon, and challenge pupils to describe the object in a free write. They should write for five minutes without thinking and without stopping. If they get stuck, they just write ‘and and and...’ until the thought flows again. At the end of the free write, ask them to look back over their work and read out a phrase each. Write these phrases down on the board as they read them out. Ask them to combine as many of the phrases as possible into a new piece of writing – it can take any form.

OR

Ask them to use the phrase they shared as the title of a new piece.



LESSON PLAN 1

A list poem

Using playful imagination to explore the surreal... (60 minutes)

Preparation:

You will need:

- Blank A4 paper
- Pens or pencils
- Two containers



Group activity: 20 minutes

Pupils fold one sheet of blank A4 paper into quarters and number each quarter 1 to 4. Number 1 will be the top left, number 2 as the top right, number 3 as the lower left and number 4 as the lower right.

Pupils will need to write in each quarter:

- | | |
|-------------------|---------------|
| 1) Noun or object | 2) Definition |
| 3) Abstract noun | 4) Definition |

Examples to model:

- | | |
|---|-----------------------|
| 1) Poem | |
| 2) A human construct, usually involving words, that bends language to get beyond it | |
| 3) Love | 4) A positive emotion |

or....

- | | |
|-----------|----------------------|
| 1) Carrot | 2) A root vegetable |
| 3) Space | 4) We all live in it |

Tip: Don't use dictionaries. Give your class permission not to worry about using the correct definition. Encourage them to choose things from their own experience and be as precise as possible in the description.

When everyone has done this, each person tears their paper into four pieces, being careful to keep the odd numbers separate from the even. All the even numbers go into container A, all the odd into container B.

A volunteer takes one random piece of paper from container A and another from container B and reads out the 'new' definition.

e.g. A carrot is a positive emotion.

Discussion: 10 minutes

Pupils pull out more 'new' definitions to read together. Sometimes you might have the correct definition paired with its word and this is surprisingly disappointing. In discussion, talk about why some of the combinations work better and are more interesting than others – this is getting to the heart of poetry!

Individual writing exercise – list poem: 15 minutes

Pupils each choose an object or concept from container A to make a list poem using their own poetic definitions for the word. Encourage them to mix things up by using some 'correct' definitions and some imaginative, poetic or just plain silly ones.

e.g. Poetry

Poetry is a girl or a guy talking into a microphone.

Poetry is an ancient art form.

Poetry can be heard all over the world.

Poetry cannot be folded up, put in a box and stored.

Poetry is a game of football and you're in goal.

Poetry is rhythm, rhyme, space and time.

Poetry is a yawn as big as the ocean.

Poetry is a love letter from an alien.

Sharing: 15 minutes

Volunteers read their list poems aloud, with the class as active listeners ready to comment and appreciate.

Take it further!

Build a class poetic dictionary: pupils provide the poetic definitions for words beginning with the letters they are assigned. Illustrate the activity as a board display or as part of an ICT project to be printed up as a class book.

LESSON PLAN 2

Analysing structure

...and discovering your own techniques... (60 minutes)

Preparation:

Use the Bradford Literacy Campaign microsite (www.ourstories.org.uk) to download and listen to poets featured in this resource. You can also go to www.poetryarchive.org to search for other poems.

Choose a variety of poetic forms e.g. limericks, haiku, rap or ballads with repeating choruses. This will give the class an opportunity to talk about rhyming patterns and rhythmic structure.

You will need:

- Selection of printed poems – one per A4 page in large font (six included in this pack)
- A timer
- Class set of scissors and glue
- Large pieces of sugar paper

Before you start:

- Cut up each poem line by line and then shuffle the lines
- Divide the class into 5 to 6 groups and distribute a shuffled poem to each group

Group exercise: 20 minutes

Give the class a time challenge to reassemble the poems in the way that they think makes most sense. The object of this game is to think about editing, about the active role of the reader and about how a poem's literal meaning can be obscure. Pupils will experience the poem through the filter of their own associations and therefore own their individual interpretations of a piece.

Sharing and discussion: 15 minutes

Ask each group to read out the poems and explain what they are about. Either play a recording of the actual poem or read the poem to the class.

Group writing exercise: 15 minutes

Give each group a large piece of sugar paper, scissors and glue. Challenge each group to make a new poem from the words of the original poems.

Sharing: 10 minutes

Groups learn the poems and read them aloud, with the class as active listeners ready to comment and appreciate.

Take it further!

Each pupil takes any one line from the poems explored, and this forms the title for a new poem. If they want, they can use more than one line, including lines from other pieces, but the original poems act as prompts for their own work.

LESSON PLAN 3

Reading a photograph

Preparation:

You will need:

- www.ourstories.org.uk
- www.poetryarchive.org
- Paper and pens/pencils



Hafeez Johar, 1973

Group exercise: 20 minutes

Working with a partner, pupils explore the photographs of poets (included in this resource and available at www.ourstories.org.uk) and choose one to explore.

(Additional poets, their poems, photographs and recordings can be explored through the poetry archive).

They talk through the following prompts in preparation for sharing their findings with the class:

- Look closely at the image scanning it from top to bottom, left to right.
- What is the most obvious thing about the portrait?
- Is there a tiny detail that others might miss?
- What is in the corners of the image?
- What do you notice about the mood and colour?
- Where is the poet looking and what are they doing?
- What might their personality be like? How can you tell?
- What do you think their poetry might be like and why?

Sharing and discussion: 20 minutes

Pupils now explore the online archives and listen and read poems by their chosen poet.

- Is there a connection between the poet's personality in the photograph and what you know about the poems they write?
- How well do you think the photographer knew the poetry of the poet?
- How do you think the poet would have felt about their photograph?
- What might you have done differently to represent the poet?
- What question would you like to ask this poet?

Sharing: 20 minutes

Pupils share their photograph, a poem from the poet and their findings with the class.



Kristy Taylor
Photograph by Emily Connor

IDENTITY POEMS

(Across a series of lessons/days)

This section explores identity, persona and can also be used as a series of standalone activities. Identity poems can be seen as a medium for virtual time travel as poets can track their lives by looking back at poems written in the past to see what they were thinking and feeling. Each individual pupil is a leading authority on their own experiences and each poem becomes one of a kind.

Preparation:

You will need:

- Paper and pens/pencils
- Large sugar paper
- A timer



Activity 1:

A fun population demographic with the class:

*Hands up if –
You were born in e.g. Sheffield / Preston
You were born in England
Both parents were born in Sheffield / Preston
Both grandparents were born in Sheffield / Preston
You speak more than one language
You know the meaning of your name
You are scared of spiders
You remember your dreams*

In pairs, pupils interview each other for three minutes before swapping over. Challenge them to find out something surprising. The interviewers each report back to the class something unexpected they have discovered about their partner.

Activity 2:

Ask each student to write a poem in the form of a five-line riddle about the person they interviewed to create a written poem portrait, for example:

*He has brown eyes and black hair.
He has a sister in Year 2 who drives him crazy.
He supports Manchester City but has never been to see them play.
He can manual on his BMX.
When he was four, he wanted to grow up to be a dragon.
Who is he?*

Volunteers share some of these poems with the class.

Activity 3:

Tell the class that you are going to give them a guided five-minute free write (see tips on p.5 to explain).

Guided free write sample starters:

*What is the story behind your name?
Where does your family come from?
Describe your favourite meal in as much detail as possible. Where do you eat this and who with?
What makes you angry?
What makes you laugh?
What could you not live without?
Where do you feel most safe?
Favourite object?*

Activity 4:

Using the free write from Activity 3 as raw ingredients, each pupil writes a five to 10 line poem about him/herself in the same riddle form that they used with their classmates.

Activity 5:

Pupils bring in a photograph of a family member. They swap with a partner and are asked to 'read the photograph' using the prompts in Lesson Plan 3 (p.9). What words describe the person in the image? What hopes and dreams might they have? Pupils make a word list of the mood, colour, setting, smell, feel of the things in the photo, and write a poem about the person in the image.

Partners then share their poems and swap thoughts on how well they captured the family member. Were their ideas and poems close? What did the photograph not tell you about the person?

With new information shared about the family member in the photograph, pupils make new sketches of the person.



Activity 6:

A guided identity free write:

*What is the earliest memory you have?
Where does it happen? Outside or inside? Is it hot or cold?
What smells are there? Is there food?
What colours are there? What are you wearing? Holding?
What sounds can you hear? Are you moving?*

Ask each pupil to make an accompanying prose poem to their identity free write using the structure 'And... And... And...' inserting the objects and sensations from their earliest memory plus objects and verbs from their riddle poem.

For example:

And the dark grass and the curved sky and and and the blue cup and the white butterfly and the shhh of cars and hot of petrol and the left hand back and the orange dog and the long road...

N.B. These identity free writes work by the reader filling in the gaps in between. This piece needs mystery to make it work.



The following activities are ICT-based requiring research online or in the library or to be supported by homework. Each pupil will need access to the internet and a printer.

Activity 7:

Pupils research a poet from the archives (see preparation on p.9) to explore forms of poetry, e.g. hip-hop poetry, comic poetry, ranting poetry, prose poetry, diaspora poetry. Ask them to present their research in the style of the poet or poetry genre.

Activity 8:

Ask pupils to research a poet from one of the photographs in this pack. In pairs or as individuals they must collect 5–10 of their favourite lines from that poet. Ask them to make a collage image of the poet using their lines of poetry.

Activity 9: Secret Stanza

Each pupil pulls the name of a classmate from a hat. Pupils then research poems from poets featured in the archives in order to choose a poem for their classmate.

Once the poems have been gifted to each pupil in the class, the Secret Stanza gifters reveal who they are and why they chose their poem – whether they looked for something they thought the other person would like or whether they chose a poem they themselves enjoyed.

Everyone sits in a circle to the right of the person who gave them their poem gift. Going round the circle, pupils select and read out their favourite line of the poem they were given to create a new choral piece.

SPACES FOR SHARING

Museums, galleries and literacy

Local museums and galleries are fantastic places to inspire literacy-based activities both in and out of school. With collections ranging from Natural Sciences, Social and Industrial History, Archaeology and Arts, there's plenty to inspire and excite children and young people to wonder, talk and question. Encouraging children to share ideas and experiences whether with peers or parents is at the heart of supporting literacy activities at Bradford Museums and Galleries.

The Art and Science of Noticing

What do you notice when you look round a museum or art gallery?

What interests you and why?

Could you draw it if I teach you some drawing skills?

Would you like to talk to a partner or the class about it?

Could you write down the answers/ideas to some questions about it?

Can we arrange and edit those answers into a poem? Share your poem?

These questions are central to an innovative child-led methodology developed by Bradford Museums and Galleries Learning Team called the 'Art and Science of Noticing' (ASN), which starts with drawing and ends with poetry writing and inspiring pupils to find out more.

It is a move away from traditional museum and gallery learning experiences which direct children what to look at; instead ASN gives children the freedom to use their own natural curiosity to connect with collections.

It is accessible literacy; children are absorbed in drawing their chosen 'noticing' and then excited to share with others verbally. This excitement is then captured in writing, with children answering prompts, individually or in pairs, such as "if you could ask your favourite thing a question what would it be?" or 'think of an adjective to describe what you have drawn'. Language and vocabulary is richer as children have been personally connected to objects and artwork and the outcome is as powerful if you can only write a few words than if you can write a few lines, plus both teachers and children think the process is pretty great too ...

*It promotes enquiry and curiosity, conversation and questions: "Pupils have the chance to explore and develop questioning and thinking skills in a real context." Bowling Park Primary Deputy Headteacher

*It is engaging and accessible to a range of learning levels: "We have a child on the behaviour chart who has shown us that he can concentrate." Hollingwood Primary year 6 teacher

* Drawing can promote language use and literacy "The variety of materials and things that the children had not seen before can inspire them." Year 6 teacher

"I've learnt how to concentrate on my drawing." Male, Year 5

"I was interested in the hidden things." Female, Year 5

"When you see real art and colours its amazing." Male, year 6 pupil

You are a special thing for defence,
sharp like Sharizas tooth,
As brave as king kong.
Year 5 collective poem

Outstanding,
A land of a picture,
A zone of dreams,
Extending as long as the crystal rivers,
As bright as the suns light on jewels,
My drawing was the zone of dreams,
It made me dream.
Year 6 pupil

David Hockney picture,
You stood out,
Rapunzel's hand holding a rose,
You look like 10 comb velvet,
Why are you a black and white fairytale.
Year 6 pupil

Since its development schools have been using ASN as a starting point for topic work, further classroom literacy activity, Arts Award and staff training days.

The Art and Science of Noticing was shortlisted in 2015 for a Museum and Heritage Educational Initiative Award.



© Bradford Museums & Galleries



© Bradford Museums & Galleries

Taking Over: Life skills and literacy

Bradford Museums and Galleries has supported 'take over' days at Cartwright Hall Art Gallery for the past three years involving over 150 pupils from Bradford schools.

Taking over...

The day is based around the national 'Kids in Museums' initiative 'Takeover Day' and involves classes of pupils taking over some of the job roles within the art gallery. Following an in-school visit by museum staff pupils visit the art gallery for the day and participate in activities, working with different staff members. They take on roles including:

- **Natural Sciences Curators** - identifying and monitoring pests
- **Learning and Outreach Officers** - learning how to give a tour
- **Business Assistants** - answering phone enquiries about the venue
- **Collections Officers** - finding out about frame conservation and having a go in gilding techniques.

The afternoon is an opportunity for the school to invite parents and governors to the gallery where pupils give guided tours and share learning.

It is hoped that by 'taking over' pupils feel more confident within the gallery and want to share the experience and return with others such as friends and family.

"Takeover Day at Cartwright Hall has reminded us what a rich resource our local museums and galleries are, which help us to enrich the lives and broaden the horizons of our children and their families." Principal, Whetley Academy

Life skills and literacy

Takeover Days require pupils to consider and use many cross-curricular and key skills such as communication, teamwork, maths and of course literacy! To participate in tasks pupils must learn new vocabulary, new skills, share, respond, present, communicate ideas, work with new people and support each other. Activities encourage pupils to develop confidence and competence in spoken language and listening skills. The sharing afternoon with parents, adults and governors provides an excellent opportunity to put some of these skills into practice, together with being an inspirational and memorable experience for all involved.

"Usually some of them are so shy and hardly speak in class – it's great seeing them like this." Class teacher, Hollingwood Primary

"Today's Takeover Day has been a wonderful insight into what goes on not only in the forefront of the gallery but also behind the scenes. The children have clearly enjoyed the experience - very good - loved it." Parent after being given a tour.

For more information about the Art and Science of Noticing or Takeover Days contact: learning@bradford.gov.uk

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I am a Poet

Further depiction and poetry

Preparation:

You will need:

- Cameras & a printer
- Paper and pens/pencils



Pupils work in pairs to describe their personality, what they like and dislike, where they come from, what makes them unique and the prompts from Activity 3.

The partners plan photographic portraits of themselves based on the information gathered above. Where will they be? What is in the background? Which way should they be looking and what might this say about them? Is it a full body shot or head shot? Will they need props to help illustrate? A black and white photograph or colour?

Support pupils over a session or a week to take photographic portraits of each other as the poets in this resource, using a variety of settings and backdrops.

When pupils are happy with the photographic portrait, photographs are printed and shared. They write an identity poem based on the photographic portrait they have made of themselves. Poems remain anonymous.

With a display of anonymous poems, the class as a full group now work out if they can match the photographic portraits to the poems.

Francesca Beard



Who here?

Who here has a favourite pair of underpants?

Who here wishes they could breakdance?

Who here knows the name of someone else's favourite flower?

Who here has attempted to carry on reading a really good book in the shower?

Who here has ever changed their name for a supply teacher?

Who here has made a New Year's resolution to do better?

Who here has seen a film more than twenty times?

Who here stops to read the lost pet signs?

Who here has walked home crying in the rain?

Who here has walked home singing in the rain?

Who here has turned their bedroom into a fort?

Who here has a collection of plastic sporks?

Who here feels like a DJ when they turn up the volume?

Who here has whispered a secret to the moon?

Who here has been kissed by someone you loved?

Who here likes lists?

Who here isn't included in the above?



On display!

Compile the work to create a class exhibition of poems and celebratory portraits of the poets themselves.

© Francesca Beard



Joolz Denby

Bradford

*And I sit down for a minute, amongst the books
and think of the town, stretching out and away
from here; dark and bright, beautiful and ugly,
the high-sided wind-scoured canyons of the deserted mills
telling their silent stories of what has been and what will be;
the deaths, the births, the fighting and the love,
all the humanity of it, gathered from every place in the world,
and all of us, everything, under the infinite night-sky now,
a silver twist of crescent moon fragile as a girl's first earring
visible even over the streetlights' sodium glare,
and I think - this is where we live, in this stone maze,
in this northern city, under the terrible stars, and we belong.*

*Extract taken from Joolz Denby's poem 'Bradford' © Joolz Denby 2002
Full poem can be downloaded at ourstories.org.uk.*



Hafeez Johar

Travellers

(Inspired by a painting)

*We were negotiating new paths
And moving on,
But our journey is harsh.*

*The dreams that we packed in our eyes
When we left home,
Have all been claimed by sandstorms.*

*The caravan of pain
has no destination in sight,
the sky is cruel
and there is no shelter from the sun
where we can rest.
How can we keep going?*

*In the distance over the horizon
there are signs of a settlement.
If we can find a suitable dream there,
then
with renewed vigour
we will start our journey
towards life.*

© Hafeez Johar, 1999



Saju Ahmed

City Oppression

*The cars we dream, the scars we scream,
the sky we see but the stars we fiend.*

The grass ain't green, concrete conquers at any mean, mixed race confused I'm semi-gened.

*Pregnant girls they're barely teens, paedos, girls and fairy queens,
crime is serene but goes unseen,*

the pupil in the eyes that's the black hole,

*so we are the universe, we were unique first, created our surroundings now we diverse,
can't see the future so now we die first.*

Covered by lies cursed to be the worst, sip on our own blood to clinch the thirst.

They say we moving inches coz we bust bars and push bricks.

Escalate beef, who's in for the quick hit?

Will this bruise and why we die hard for?

Father lust so we bastards.

*Wars blast first but we blast third, blasting fee is a blaspheme so don't blast for me,
in the name of God they jail us through jea-lou-sy,
sticky systems like jail you see.*

*Born to be the oldest male, stories of our fathers are only tales so I pray to the Holy Grail,
society screams you've surely failed, we get blamed like just this,*

government scaled there is no justice, just ice so we struggle through,

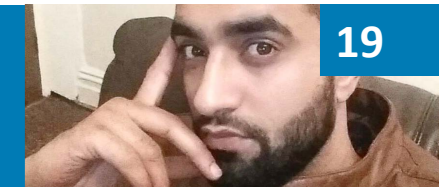
smart enough to use the 5Ws, I'm sorry can't beat me even if there was a double you.

Don't wanna pop your bubble dude, but look around you it's rubble so you screwed too.

So let them sing them songs until kingdom comes, like pharaohs rain land,

I'm still lost like Jonzi D in aeroplane man.

© Saju Ahmed



Imran Hafeez

Not In My Name

*If I can understand and you can understand me,
Then maybe we can get to where we need to be,
No need to flee, come together and agree you will see,
Our branches are different but were from the same tree.*

*Let me share what I see as I walk through this crowd,
Should I dare, will they let me talk, will I be allowed?
Lost in a cloud my destination is far,
Corruption and violence and war give me scars.
Someone show me the truth and what's meant to be,
I'm on a mission trying to find my identity.*

*See me I got more labels than a high-street shop,
I keep on getting called these names that I just am not,
Why don't you stop?*

*Question the hate in your hearts make a start,
Rip all your prejudices apart.
'Coz the reason for cohesion is for us to get along,
Don't wait to be told to, just get on with it and it won't feel so wrong.*

*Look from the outside every ghetto is the same,
Heartbroken mothers silently suffer in pain,
In a rage, we all look for someone to blame,
But this is not the way – no – not in my name.*

*See my father worked hard, never questioned why,
He had to graft seven days a week just to get by,
'Coz of your struggle I can dream and hold my head up high,
Your sweat, blood and your tears I can never deny.*

*It's not a lie, yes we can, come together indeed,
No matter which end you're from or your colour or creed,
Bradford as one- together we determine the need.
Fight for your poverty and hunger but not for your greed.*

*Let's take heed in the lessons that we learn,
Put our city on the map-this is our concern.
And for the critics who talk and only watch when we burn,
Excuse me sir, I live here, it's my turn.*

*To speak and to share how these things really are,
'Coz your vision is distorted when you look from afar.
And for the future I just hope that my kids can have a choice,
In a place that's diverse with freedom and voice.*

Only in Bradford...

© Imran Hafeez



Dumi Senda

Black, White, Brown, Mixed... so what!

*Need I blow the vuvuzela?
To make you understand, my brothers and sisters
That a rainbow is a rainbow because of all its colours*

*I've been watching children play, watching them grow
They miss nothing and see everything
Everything but the colour of skin colour*

*Life in their eyes
Is like a big lollipop with eyes
Why can't we all be children like?
Black, white, brown, mixed... so what!*

*Oh yes! I am aware of history
Aware of its ugly faces I am
Evil too, and its recycled phases breeding doom*

*But history just like the seasons transitions with time
There are times of winter, drought and famine
But just as sure as day will follow night, the rains will come
Times of plenty and plenty of sunshine*

Black, white, brown, mixed... so what!

*That fleeting illusion that Bob Marley sang about
That dream alluded to by Martin Luther King on the hill
That robbed Mandela's freedom on Robben Island
Village pitted against village, Nation against Nation
That valley of human values, the trough beyond which we cannot fall
And claim to be human at all*

*That line has been crossed
And I for one am cross
To see such great work by such greats
Put to such great waste
Black, white, brown, mixed... so what!*

*Does it count?
That I count as the minority of the county
Why does my blackness or whiteness or brownness
Break the banks of their patience
They that are not gifted with colour blindness
That see not beauty deeper than skin pigment
Carry their excuses hollower than elephant tusks
That will not forgive the past*

*Their ignorance can be trusted to take more to the grave than flying bullets
And their hate to enslave more than binding chains
How better are they than cats and dogs?
That hate for the sake
How sad are we to feed of the hate bowl?
For goodness sakes*

Black, white, brown, mixed... so what!

© Dumisani Senda

<http://www.voiceinjournal.com/dumi-senda/>

POETS AND PICTURES IN THE RESOURCE

The following section includes poems and photographs of poets who feature in this programme. We have included some of their poems in this resource. To access our full archive of downloadable poems, recordings and performances please go to our microsite www.ourstories.org.uk.

Photography by David Newland



Dumisani Senda

Dumisani Senda is an internationally acclaimed award-winning poet, children's author and peace activist. He is also an Ambassador for the Zimbabwe Educational Trust. He has performed in honour of President Nelson Mandela and has been a guest speaker at the United Nations in Geneva and the UK Houses of Parliament. He is a winner of the Zimbabwean Achievers Awards and a nominee of the BAFTA Awards. He has been personally mentored by legendary Civil Rights Activist and poet Clarence Thompson OBE, appeared on stage and performed with the world famous Royal Philharmonic Orchestra, shared platforms with members of the European Parliament and a CNN Hero of the year, and has been a plenary speaker at the Oxford University Pan-African Conference along with several African leaders, including government ministers and the current Acting President of Zambia, Guy Scott.

Dumisani is published internationally; his debut children's book *"The Day the Sun Promised to Smile FOREVER"* has been translated into three languages with all proceeds donated to Innocence in Danger, a children's foundation created at the initiative of the UNESCO Director General to raise money for summer camps catering for victims of child sexual abuse in more than 32 countries.

His poetry has been published in several countries including Zimbabwe, Ghana, Germany and Canada, with some publications being used to educate children in Uganda.

Dumisani has supported global philanthropic initiatives, including the Sarajevo International Peace Conference, Planet Aid, Save the Congo, Academia For Green Africa, AFRUCA children's charity, Haiti Earthquake Disaster, Pakistani Hope and many others. He has gained international acclaim for activism in areas of protection of children's human rights and race relations.



Hafeez Johar, 1973

Hafeez Johar was one of a new breed of Urdu poets who came to Britain as a 13-year-old, grew up in a wider British environment, and imbibed Asian cultural values from the backyard of his parental home.

He worked as a librarian for Bradford libraries. His work has been published nationally and internationally in newspapers and magazines in Britain and across India and Pakistan. He has to his credit a collection of poems titled *Barf Ka Roag* (misery of snow). His diction was modern and his poetry subjects came from the west.



Kirsty Taylor

Photograph by Emily Connor

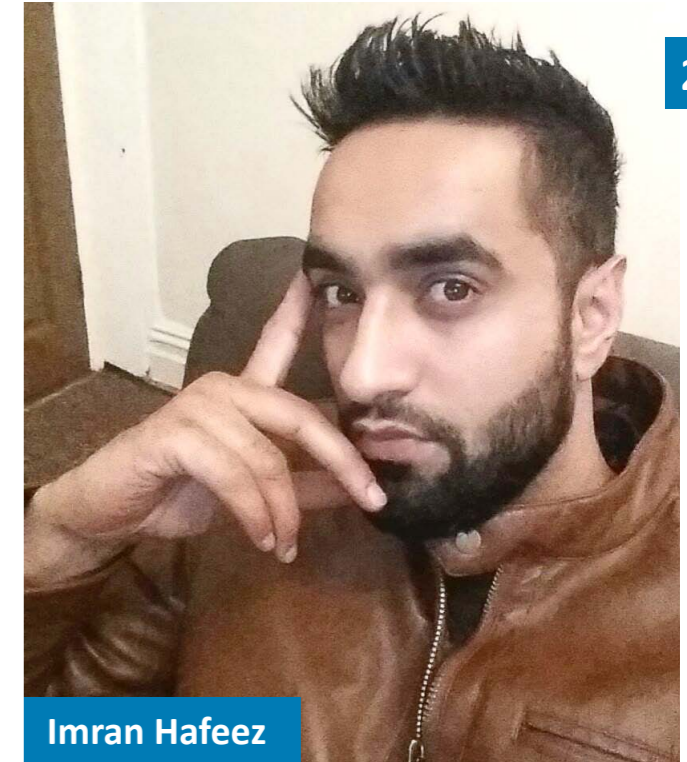
Kirsty Taylor is a Bradford-born, Bradford-bred secondary school teacher. Guilty of MC'ing in her bedroom throughout her teenage years, with a keen ear for hip-hop and grime (tracksuit and trainers to boot!) Kirsty finally found her own way with words. Inspired by her beloved city of 'Bratfud', Kirsty takes a sensitive look at life in *Broken Britain*; from *Sausage Roll Babies* to *Social Media Addicts*, her rhymes and rhythms tell stories which are honest, accurate and often a brutal yet heartfelt reflection of today's society.

"She didn't read her poems, she didn't recite her poems, she delivered her poems with an astonishing commitment, and her combination of brutal honesty, passion and care was thoroughly engaging." John Clarke, Red Shed



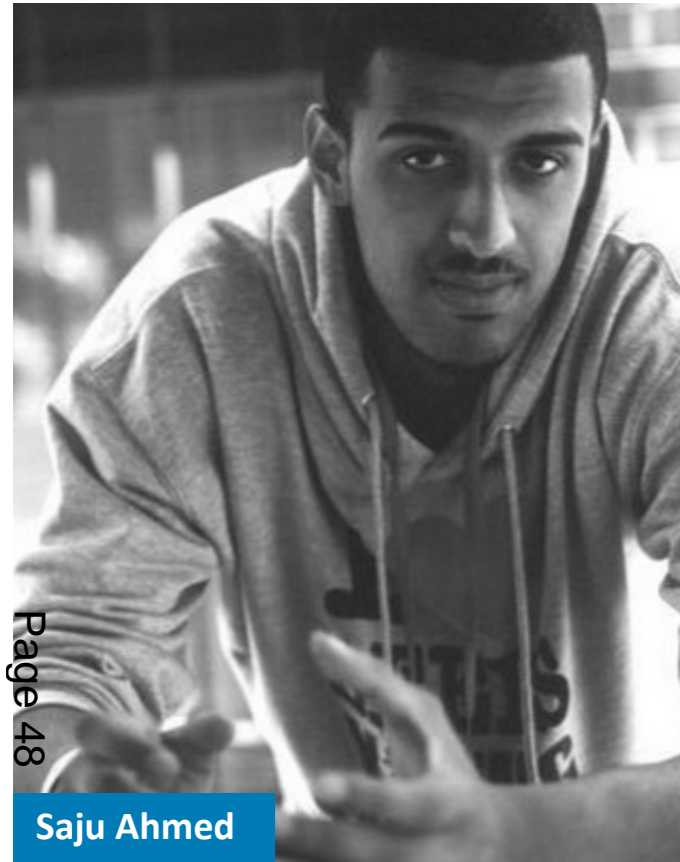
Francesca Beard

Francesca Beard is an internationally acclaimed performance poet. She has toured nationally and internationally as a solo artist and in various poetry collectives. She works extensively with the Poets in Education programme for Apples and Snakes, and has led poetry workshops and projects for over 10 years in schools and cultural organisations.



Imran Hafeez

Imran Hafeez is the National Literacy Trust's Hub manager in Bradford. He has supported the development of this programme and hopes the experience will help to inspire and build resilience in vulnerable young people in the city. He has written and recorded rap poetry in conjunction with the Joseph Rowntree Foundation and Bradford Council for social action projects and last year he spent some time with Bradford school groups inspiring them with his performances.



Saju Ahmed

Saju Ahmed is a performance poet and a graduate of the Leeds Young Authors project. He has performed nationally and internationally at poetry slams and literary festivals including New York, California and Washington.

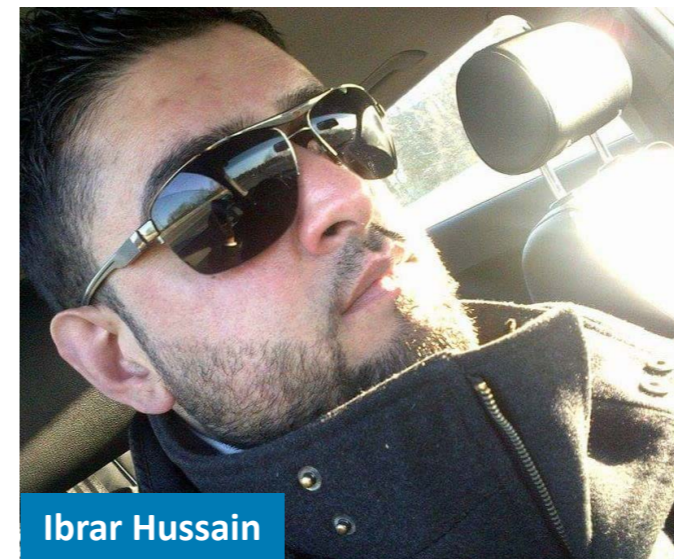
Saju says that he used to find it difficult to concentrate at school because he found it boring and often got into trouble with his teachers. This was before he discovered Poetry Slam which changed his life.



Joolz Denby

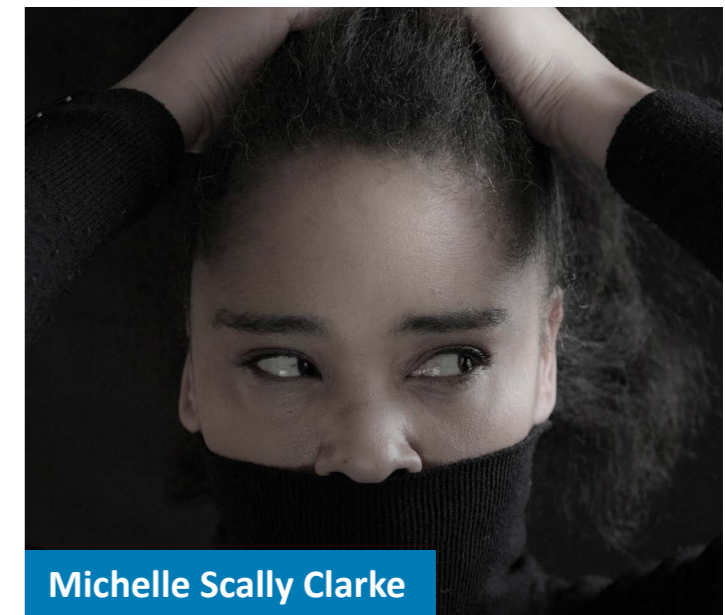
Bradford's very own Joolz Denby is perhaps the country's best-known female performance poet. She is a writer, illustrative and fine artist, tattooist, art curator and photographer. Her poetry collections include *The Pride of Lions* (1994), *Errors of the Spirit* (2000), and *Pray For Us Sinners*, a book of short stories and poems published in 2005.

Her featured poem was written as part of Bradford's bid for European Capital of Culture status in 2008. Joolz is an avid supporter of the Bradford Literacy campaign. She has attended events and has supported poetry competitions through her amazing writing tips for pupils.



Ibrar Hussain

Ibrar Hussain is a secondary school teacher and learning mentor who describes writing lyrics as his way to synthesise his inner emotions and make sense of the world around him. In 2007 Ibrar helped to set up a local youth voices project called lyrics lounge which used the medium of spoken word performance to get kids off the streets and into a safe space where they could express themselves. He is a role model to many young people whose lives he has touched.



Michelle Scally Clarke

Michelle Scally-Clarke is a Leeds-born writer and performer. She is a published poet with two novels *I Am* and *She Is* currently in print. Michelle has performed with some of the UK's most recognised poets such as Linton Kwesi Johnson, Benjamin Zephaniah, Lemn Sissay and Simon Armitage, and has toured as a solo performer throughout the UK and internationally including America, Europe, Jamaica and the Cayman Islands

PROJECT PARTNERS

We would like to thank our partners for offering their invaluable support and advice in the development of this programme. These include:

Bradford Museums and Galleries

Bradford Council Music & Arts Service

Bradford Achievement Service

Bradford Literature Festival

We would also like to thank **Erin Barnes** for her expert oversight and direction, school-based colleagues such as **Farhat Alam**, **Claire Goeten**, **Mehwash Kauser** and **Rizwana Saleem** for offering the opportunities to lay the building blocks at the very start and **Vi Clerc Lusandu** for connecting us with some amazing poets. We are grateful to all the featured poets for donating their poetry which will give pupils an insight into their worlds, through which they can discover themselves as writers.

About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

 Find us on Facebook [facebook.com/nationalliteracytrust](https://www.facebook.com/nationalliteracytrust)

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Hafeez Johar, 1973

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**Esmée
Fairbairn**
FOUNDATION

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National Literacy Trust Hub in Bradford

Media Highlights Nov 2014- Dec 2015



- Premier League Reading Stars push with Bradford City FC
- Local boxing star, Tasif Khan school visit
- Bradford Literature Festival and Telegraph & Argus partnership for Book Review writing competition
- World Book Day author visits rewarding successful Summer Reading Challenge schools
- Partnership with BookSpace and SLA for Library makeover offer
- 'Chitty Chitty Bang Bang' network competition winner
- Equivalent Advertising Value of £7,813 and audience reach of 271,961

Search on for the best of budding book critics

New contest looking to boost district's literacy levels via a novel new approach

By Emma Clayton
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emma.clayton@telegraphandargus.co.uk

THIS Spring sees the first Bradford Literature Festival, featuring more than 100 events, and the *Telegraph & Argus* is urging youngsters to get involved before it starts, by writing about their favourite book.

The FA's Children's Book Review Competition offers young readers the chance to write up to 250 words reviewing a book they have enjoyed, or which inspired in their memory for a particular reason.

And the National Literacy Trust's Bradford Literacy Campaign is offering tips for youngsters on how to write a book review.

The campaign started last autumn with the aim of improving the literacy of children and young people in the district.

The National Literacy Trust and Bradford Council, together with a number of partners, established a literacy hub in the city with the twin aims of driving up literacy standards and encouraging young people to read for pleasure.

Bradford has lower than average levels of attainment in literacy among children, while a large proportion of adults also have a shortfall in literacy skills which can impact on everyday life in areas such as seeking employment.

The Bradford Literacy Campaign has funding from the Baines Foundation, tackling social inequali-

ties, and local partners include the Bradford Bulls Foundation, the Council for Mosques, Yorkshire Cricket Club and Bradford Museums and Galleries.

A focus of the campaign is engaging parents so that literacy begins in the home at an early age, and is encouraged throughout a young person's life.

Syina Aslam, co-organiser of the Bradford Literature Festival, said festival events would bring people into the city centre and encourage a love of reading in a variety of places.

"It's not enough for parents to expect literacy to be limited to school - it's part of life," she said.

"Without literacy, every other part of the curriculum is closed to you."

Here are some tips from the National Literacy Trust's Book Campaign on how to write a book review.

● **Summary:** This is a quick overview of the book - but don't give away anything!

● **Characters:** If you like or dislike a character - what do you like or dislike about them? Give the main character two or three examples.

● **Enjoyment:** What do you like or dislike about the book? Give two or three examples.

● **Originality:** How original is the book? How many things you didn't like?

● **Recommendation:** Would you recommend this book to other people? Think about persuasive writing you have done before - try and persuade your reader to read this book (or not), including reasons why.

Perhaps you'd even like to give the book a rating, for example how many stars out of five would you give?

SEE MORE ONLINE
For more on this and other news reports go to telegraphandargus.co.uk



WORD UP: Boxer Tasif Khan with Mohammed Uzair Gulraaz and Roohan Jahangir

Word is...books are best

District soars ahead of national average as more pupils enjoy reading challenge

By Kathie Griffiths
01274 705296
kathie.griffiths@telegraphandargus.co.uk

THOUSANDS of Bradford youngsters' love of literature has meant the district has sped ahead of the national average in an annual reading challenge.

Each year the Summer Reading Challenge asks children between four and 12 to read up to six library books over the school summer holidays, with those who complete the challenge awarded a certificate at the end.

In the run up to World Book Day on Thursday the National Literacy

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Boxing clever for literature

Sportsman reads from his favourite book by Ali to inspire schoolboys

By Chris Young
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chris.young@telegraphandargus.co.uk

TOP Bradford boxer has helped pupils learn the joys of reading after he visited their school to talk about his favourite book.

Tasif Khan, who recently made his boxing comeback after five years sidelined with injuries, spoke to more than 50 boys at Dhons Allerton Academy yesterday.

The talk was part of the Bradford Literacy Campaign's ongoing work to provide children with strong male role models to read and write for enjoyment.

Tasif, from Girdlington, helped launch the campaign last year, and spoke to pupils about his favourite book - Mohammed Ali's autobiography *The Greatest: My Own Story*.

Ran by the National Literacy Trust, the campaign has linked up with local sports stars like him, and players from Bradford City and the Bradford Bulls as a way to encourage more boys to get enthused about reading.

Before his talk yesterday, Tasif said: "I've been into boxing since I was about ten, and when I

was younger my favourite books were ones by Roald Dahl, like *George's Marvellous Medicine*.

"As I got older I read Mohammed Ali's autobiography, he was a big role model to me.

"He was the greatest boxer, but as I read this I found out he was much more than that, that is what stuck with me, it is not just what he has done in the ring.

"He did a lot to fight for racial equality and the civil rights movement.

"Reading this taught me a lot about being strong-minded.

"A lot of the kids in this school come from quite deprived areas, so it is good to do positive things like this and get people on board.

"A lot of boys say they don't like reading, but it is something that is so important.

"I've known that when I have to do things like read contracts."

He pointed out that reading books like autobiographies gave children a much better understanding of issues rather than skimming for information on Google or Wikipedia.

Having recently returned to boxing, Tasif hopes to rise up the ranks and further cement Bradford's place on the sporting map. He also wants to hold some of his

EDUCATION MATTERS

by Chris Young



BRADFORD City's heroics in the FA Cup may soon have the unlikely side effect of improving reading skills among the city's children.

The club is already involved in a programme being run by the National Literacy Trust in an attempt to use role models to encourage children to pick up a

secondary schools.

Supported by the Premier League and Arts Council England, the programme uses children's passion for football to motivate them to enjoy reading and improve their reading levels.

In 2014, out of those who took part in the 10-week programme, three-quarters of children improved their reading, with almost a quarter making a year's progress.

So far most Premier League clubs have signed up and details of players favourite books will be passed on to children in the hope they emulate their heroes.

Talks are underway that could soon end up with City players joining this programme, which would see videos of them talking their favourite reads loaded on the website.

Bradford has lower than average attainment in literacy for children, and a quarter of adults are ill in literacy skills.

Author and Roald Dahl Funny Prize winner, Jamie Thomson was there to explain how author

visits can inspire children to read for enjoyment.

Dan Walker, Deputy Head at Girdlington Primary School, said: "I held an assembly on the programme and pupils are now very enthusiastic about the idea of combining football and reading. I'm hoping to start the first reading stars team as soon as possible"

Imran Hafeez, the National Literacy Trust's Bradford hub manager says: "It's timely that this programme is starting in the immediate wake of Bradford City's heroics in the FA cup. We know how influential sports people can be to young people and that's why this programme has such an impact on attitudes towards reading."



BIG READ: Faizah Ali and Aishba Hussain enjoy a book bigger than they are at All Saints Primary School in Little Horton

Young writer wins big on reading tour



Jack Hinchcliffe with a Chitty Chitty Bang Bang poster

By Amanda Groves
01274 705293
amanda.groves@telegraphandargus.co.uk

A SCHOOLBOY from Burley in Wharfedale has been selected from almost 300 entrants as the winner of the Bradford Literacy Trust's Chitty Chitty Bang Bang's Magical Reading Tour competition.

Eight-year-old Jack Hinchcliffe's humorous and descriptive winning entry involves a helicopter which finds the stolen Chitty car.

Ms Ross said: "I read Chitty Chitty Bang Bang files again in my class in September and they were totally captivated by it."

The competition's organiser, the National Literacy Trust is the charity behind the Bradford Literacy Campaign - an initiative which is working with Bradford Council and other partners to raise awareness of the importance of literacy skills.

of the original Ian Fleming story and an enthusiasm for writing and making up plays and stories at playtimes and at home.

For the competition's bonus writing category, entrants were asked to write a short story based on a story-starter by Frank Cottrell Boyce.

Jack's winning entry won him an e-reader, book vouchers and a copy of Ian Fleming's *Chitty Chitty Bang Bang* series.

Ms Ross said: "I read Chitty Chitty Bang Bang files again in my class in September and they were totally captivated by it."

The competition's organiser, the National Literacy Trust is the charity behind the Bradford Literacy Campaign - an initiative which is working with Bradford Council and other partners to raise awareness of the importance of literacy skills.

Father's Day reading selfie campaign



‘Submit a reading selfie, dads’

A CAMPAIGN to get more fathers reading with their children has called for dads to send selfies of them sharing books with their family.

The Bradford Literacy Campaign is running the Father's Day competition, which aims to promote the benefits of sharing books together as a family.

The pictures will be published in an online gallery on the Telegraph & Argus' website on Father's Day — Sunday, June 21.

Dads who submit a photo along with the title of their favourite book to share with their children could win book tokens and books for their school or children's centre.

Book recommendations from dads will be featured on the campaign's website ourstories.co.uk.

Recent figures by the trust found that fewer than a quarter of the children and young people who were surveyed agreed with the statement "my parents don't care if I

spend any time reading". Imran Hafeez, manager of the National Literacy Trust Hub in Bradford, said: "Our work with children's centres has shown what a positive difference dads and male carers' engagement in their children's learning at home can make."

"Taking time to share stories creates happy memories as it is a great way of spending quality time together."

"Dads can be good reading role models by sharing a variety of books, ebooks, newspapers, magazines, comics, websites and brochures with their children which are all great for getting kids to enjoy reading."

To enter the competition dads should send in a jpeg photograph or 'selfies' of dads reading to or with their children along with the title of what their favourite book to read together is should be sent to jo.franks@literacytrust.org.uk.

The closing date for entries is June 16.

GALLERY: Dads celebrate Father's Day with family reading selfies



First published Sunday 21 June 2015 in Bradford

Bradford dads - including a rugby league legend - are celebrating Father's Day by backing a children's literacy campaign.

Robbie Hunter-Paul, chief executive of Bradford Bulls, has joined fellow Bradford dads and other male role models in taking pictures of themselves reading to their children as part of a Bradford Literacy Campaign competition.

Dads who submitted a photo, along with the title of their favourite book to share with their children, were in with a chance to win book tokens and books for their children's centre.

The Bradford Literacy Campaign teamed up with the Telegraph and Argus magazine, local children's centres and local role model, the CEO of Bradford Bulls Robbie Hunter-Paul to launch a Father's Day 'family reading selfie' calling out to Dads to send in a photo of them reading to their children.

We sent a call out through the Telegraph and Argus, BCB Radio and through social media (including a retweet from Malorie Blackman) as well as publicity in children's centres. The Hub Manager incorporated the campaign into his work in engaging Dads at the Hub's 'Dad's Day' out in Malham through a book reading session in the countryside which was captured through photos.

We received 25 photos from Dads across Bradford which were all published in the Telegraph and Argus' website alongside information on the Hub's work with Dads. The gallery was retweeted over 25 times by key Bradford organisations such as Bradford Bulls and Bradford Council. Overall, the campaign provided over 250,000 opportunities to view messaging on the importance of reading together as a family and being a good reading role model.

Poster campaign

Bradford

Distributed across 50 early years settings, health settings and libraries across district including 100 First Buses and the Big Screen in City Park.

Page 54



Make room for reading

Make books a part of family life and your child will develop a love of reading

Little and often
Try to read with your child for 10 minutes every day

Make reading an important part of your home life
and you will make all the difference to your child's literacy development. A child who can choose books they enjoy and who can talk about books with their family should become a reader for life.

For more information visit www.ourstories.org.uk

BRADFORD LITERACY CAMPAIGN
ourstories.org.uk

City of Bradford MDC

Give your baby the best start in life

by reading and sharing stories with them from day one.

Talking and listening
to babies from the moment they are born helps them develop good language and communication skills.

It's never too early to share a story with your baby. This will help you bond with your baby, soothe them and help them get to know your voice.

Making books a fun part of your baby's daily life will help give them a good start at nursery school.

For more information visit www.ourstories.org.uk

BRADFORD LITERACY CAMPAIGN
ourstories.org.uk

City of Bradford MDC

Love Bradford poetry competition in partnership with....

- Linked to creative writing work in Bradford Hub.
- Partnership with:
 - Telegraph & Argus who will promote competition with features on Hub's creative writing work, tips for children and will publish winning poems in special edition.
 - Kirkgate Shopping Centre providing £100 Shopping Vouchers.
 - First Bus who will display winning poems on
- Poster distributed to all schools and libraries in Bradford, Madrassas and community groups and First Buses who will display call out in January 2016.
- Literacy themed event planned in Kirkgate Shopping Centre in March\April to celebrate winners. Developing partnerships with community to get involved in activities.



Telegraph & Argus

Kirkgate SHOPPING

First



Winners will see poetry in motion

Young competition winners to see their poems in print and displayed on buses

Bradford's youngest poets will see their work in print and on display on First Buses.

The Telegraph & Argus has teamed up with the Bradford Library Centre and the Kirkgate Centre for an exciting new competition to give Bradford children a chance to become published poets.

All you need to do is write a poem of up to 500 words about what you love about the district. Winners will be displayed in selected First Buses in Bradford and in a special edition of the Telegraph & Argus.

For further details, please visit: www.ourstories.org.uk
Deadline for entries: Monday 29 February 2016

Exciting new competition underway to give Bradford children a chance to become published poet



The Kirkgate Centre will host a literacy event for young, aspiring writers in partnership with the T&A. Centre manager Catherine Elze (left) is pictured with a young girl Freya Baskin.

Keep in touch with local news
Sign up for email alerts

NEW COLEY NURSERIES DENHOLME

Real Christmas trees

REAL CHRISTMAS TREES
Sat 6th & Sun 6th December

CLICK HERE FOR MORE INFO

Send your news, pictures & videos

Most Popular

Bradford Walk and talk trail quiz

National Media Museum



Looking for Free family fun in Bradford this week? Pop in to get your 'Bradford Walk and Talk Trail Quiz sheets'. Find out fascinating facts about the city's best know landmarks and maybe even win some prizes too.



Bradford's landmarks celebrated through free walk and talk trail quiz activity sheet to support...

Families are being encouraged to visit Bradford's best known landmarks as part of a quiz which aims to...

OURSTORIES.ORG.UK

- 8,000 Distributed at schools, childrens' centres, libraries and community centres.
- 250 to be put in goodie bags for Better Start Bradford community event on 9 December.
- Endorsed by Bradford Bulls Chief Executive, Robbie Paul who handed them out at opening of new Westfield shopping centre.
- Coverage in Telegraph & Argus, BCB Radio, Positive Educate.
- Highlighted as an 'imaginative initiative' for addressing low literacy levels in early years children in the North highlighted in Institute of Public Policy Research report



Special walk to boost literacy

City's buildings the focus of walk and talk scheme

By Chris Young

Some of Bradford's most distinctive buildings are being used to help boost children's literacy skills.

The Alhambra Theatre, City Hall and the Mill Exchange are part of the new Bradford walk and talk trail quiz, which has been created by the Bradford Literacy Campaign.

The quiz also includes major landmarks such as City Library and will encourage families to become literacy partners.

The Bradford Literacy Campaign, a partnership between the National Media Museum and Bradford Council, was set up to improve the literacy skills of young people in parts of the city where large portions of the population have difficulty reading and writing.

Lucy Haines, manager of the National Literacy Trust, said: "We are delighted to be partnering with the National Media Museum and Bradford Libraries on this fantastic activity for supporting children speaking, listening, reading and writing skills."

"Children in Bradford often's reading and writing skills are lower than those in other parts of the country and we know that the quiz coverage across families to the National Media Museum will help their local literacy."

"Children in Bradford often's reading and writing skills are lower than those in other parts of the country and we know that the quiz coverage across families to the National Media Museum will help their local literacy."

ing books. They can also meet people of their trade to visit National Media Museum.

SEE MORE ONLINE
Read more education stories from the district at



PHOTO: Lisa on Haines (above) the quiz with the Mill Exchange



Bradford Walk and Trail Quiz Boosts Literacy

© November 2012. In Education and Learning, Learning, Life, Culture, Schools. #AllaboutBradford, Bradford Walk and Talk Quiz, Books, Events, Learning, Literacy, National Media Museum, Reading, Writing, Learning & Research.

Parents are being encouraged to visit Bradford's best known landmarks as part of a quiz which aims to improve children's literacy.

The Bradford Literacy Campaign has teamed up with the National Media Museum and Bradford Libraries to launch a fun literacy activity for families called the Bradford Walk and Talk Trail Quiz which celebrates the city's architecture and culture by visiting families during a day out in the city.

The quiz sheet features questions on some of Bradford's favourite gems including the iconic Bradford Alhambra, the fascinating National Media Museum and the beautiful

Bradford Walk and Talk Trail Quiz Dads Day



- 11 Dads and 16 children took part.
- Welcomed by staff at National Media Museum for storytelling and craft activities. Dads signposted to other free activities at museum.
- Promoted on social media by CEO of Bradford Bulls
- Interactive traditional stories at City Library.
- Four library sign ups.



Calling all Dads and male carers! Bring your family to...

The Bradford walk and talk trail

A fun free trail quiz around Bradford's landmarks

Saturday 28 November 2015
1.30pm – 4pm

Explore your city with the Bradford walk and talk trail quiz:

- Tour of the exciting National Media Museum
- Chance to win books and vouchers
- Ends with storytelling session at City Library

Meet at X centre at 1.30pm, or at the National Media Museum, Little Horton Lane, BD1 1NQ at 2pm

National Literacy Trust | **BRADFORD LITERACY CAMPAIGN** | **City of Bradford MDC**

ourstories.org.uk

"We really liked all the stories this afternoon and we're looking forward to coming to the library again to take out lots of books."

"This is the first time I have taken my daughter out without her mother and it is the first time I've been to the National Media Museum – Emelia really liked decorating her fairy wings and we will come again."

Robbie Hunter-Paul @RHunterPaul · Nov 24
Bradford dads have fun with kids this weekend, free event activities, storytelling & quiz @mediamuseum ourstories.org.uk/dads-and-child @Kaia_Sangam

Literacy Trust @Literacy_Trust · Nov 20
Calling Bradford Dads - join free event of fun activities, storytelling and a quiz with @mediamuseum @kaia_sangam goo.gl/30cWYD

BRADFORD LITERACY CAMPAIGN

Home | Baby to 3 | Age 3 to 5 | Age 5 to 7 | Age 7 to 11



Literacy activity gets Dads exploring Bradford's gems and joining library

Eleven families from children's centres across Bradford set off on the Bradford Literacy Campaign's Bradford walk and talk trail quiz.

Developed in partnership with the National Media Museum and Bradford Libraries, the quiz sheet featured questions on some of Bradford's favourite attractions for families to answer together while they are walking around the city. Copies are available in the National Media Museum and City Library in Bradford. It can also be downloaded on the Bradford Literacy Campaign's website, ourstories.org.uk.

Parents and children were led by children's centre staff on a tour of the city's landmarks including the National Media Museum where the learning took off and led them into the story of the Cobbley Fairies during a storytelling session. Children also took part in craft workshops where they decorated fairy wings and made their own pop up table alphabets.

The trail location on the trail is Bradford's City Library, where families were rewarded for completing the walk with an interactive storytelling session from South Asian Arts Organisation, Kaia Sangam. Dads and children also enjoyed performances of traditional music and signed up for library membership. One Dad signed up to the library with his eight year old daughter, he said "We really liked all the stories this afternoon and we're looking forward to coming to the library again to take out lots of

Case study: Bradford barber puts books in the spotlight



Page 58

We gave away free children's books to barbers and hairdressers in Bradford to encourage them to ask children to read to them as they get their haircut. The local paper, the [Telegraph & Argus](#) championed the idea through its print newspaper and Facebook page which has been shared widely through our target media such as the Asian Echo and Bradford Council's communication channels. In total, **the story has received 500+ likes and 250+ shares on Facebook.**

Umar Khatab Khokar, hairdresser at Tabby's Trims who took part in the campaign said: *"Taking part in this initiative has been great. There's been a real buzz in the shop with new customers who saw the publicity and children getting excited about all the books we have"*

- Success story from PLRS programme on Bradford Council's website.
- Letter writing research
- £15,000 school library makeover at Sandal Primary
- Feature on success of Bradford Hub in Telegraph & Argus and Urban Echo.
- Bradford Bulls CEO raises awareness of Bradford Literacy Campaign at opening of Westfield shopping centre with storytelling and handing out of free books.
- Free books with eye tests at Boots Opticians over August.
- Contribution of poem from Hub Manager for national Poetry Prize.
- Poetry resource pioneered by Appleton Academy.

WRITING A LETTER CAN HELP A CHILD



EDUCATION MATTERS
By Emma Chapman

Did you know that many people with writing problems struggle to write letters, emails, forms and contracts? If there is, how can this be helped? Writing and reading are essential skills for many of us. They are also essential for many of our children. How can we help them to learn to read and write? How can we help them to learn to write letters, emails, forms and contracts? The Bradford Literacy Campaign has published a new book, *Writing Letters: A Guide for Children and Adults*. This book is a practical guide to writing letters, emails, forms and contracts. It is written in a simple, easy-to-understand style and includes many examples of letters, emails, forms and contracts. It is a great resource for teachers, parents and carers.

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Premier League Reading Stars boosts pupils' reading and writing skills at Girlington Primary School

BULLS CHIEF TO OPEN NEW STORE



Robbie Hunter-Paul is helping celebrate the opening of his practice in the city's brand-new shopping centre – The Arcade.

LITERACY PROJECT IS EMBRACED BY PUBLIC



EDUCATION MATTERS
By Chris Young

The Bradford Literacy Campaign has been embraced by the public. This is a great resource for teachers, parents and carers. It is written in a simple, easy-to-understand style and includes many examples of letters, emails, forms and contracts. It is a great resource for teachers, parents and carers.

The Bradford Literacy Campaign has been embraced by the public. This is a great resource for teachers, parents and carers. It is written in a simple, easy-to-understand style and includes many examples of letters, emails, forms and contracts. It is a great resource for teachers, parents and carers.

BRADFORD LITERACY CAMPAIGN

Home | Baby 0-2 | Age 2 to 5 | Age 5 to 7 | Age 7 to 11

Appleton Academy pioneers innovative approach to teaching poetry

A teacher at Appleton Academy in Bradford has pioneered an innovative approach to teaching poetry. This is a great resource for teachers, parents and carers. It is written in a simple, easy-to-understand style and includes many examples of letters, emails, forms and contracts. It is a great resource for teachers, parents and carers.

Get involved in a writing competition



THE charity behind the Bradford Literacy Campaign has started a competition to inspire young people to read more. The National Literacy Trust is working in partnership with Bloomsbury Children's Books on The Poetry Prize which runs until the end of August. Entrants must be over the age of 10. Poems can be up to 10 lines long and written in English. Imran Hakeez (pictured), the manager of the National Literacy Trust Hub in Bradford, has written a poem to inspire people to enter, which can be read on the campaign's website. Visit literacytrust.org.uk/poetryprize

Telegraph & Argus

Price cuts across flooring

'Great excitement' among pupils after £15,000 super library opens at primary school

Keep in touch with local news

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For only £10 get:

- 500 minutes
- 100-40 data
- Unlimited texts
- Free calls & texts to giffgaff numbers

Order a Free SIM

Send your news, pictures & videos

Most Popular

SHOCKING VIDEO: Baldon man

Key Links

http://www.thetelegraphandargus.co.uk/news/14111700.Exciting_new_competition_underway_to_give_Bradford_children_a_chance_to_become_published_poet/

<http://www.bradfordbulls.co.uk/news/post/bulls-chief-to-open-new-store>

http://www.yorkpress.co.uk/news/11853982.Bradford_boxer_is_a_big_hit_with_schoolchildren_as_he_fights_to_boost_interest_in_reading/

<https://bso.bradford.gov.uk/userfiles/file/Communications/ALYSON/Edition%209%20week%20beginning%205%20October%202015%20version%2011.pdf>

<http://worldstorytoday.com/?tag=bradford-literacy-campaign>

http://www.thetelegraphandargus.co.uk/news/13644873.Bradford_hairdressers_help_boost_literacy_by_getting_children_to_read_to_them_while_having_haircut/

http://www.thetelegraphandargus.co.uk/videoandpictures/galleries/videoandpictures_gal_news/fathersday2015/

http://www.thetelegraphandargus.co.uk/news/13895257.Great_excitement_among_pupils_after_15_000_super_library_opens_at_primary_school/

Report of the Assistant Director, Access and Inclusion to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 27 January 2016

AV

Subject:

Update on the development of the Children's Trust

Summary statement:

This report provides an update following on from the survey of the Children's Trust Board arrangements held in Spring 2015 and subsequent development work of the Board in Autumn 2015 which culminated in a development day for Board Members on 14 December 2015. It will also outline the next steps for the Trust as it moves into its next three year cycle 2016 -2019

Michael Jameson
Strategic Director

Portfolio:
Health and Social Care

Report contact:
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Overview & Scrutiny area:
Health and Social Care

1. Summary

1.1 This report provides an update following on from the survey of the Children's Trust Board arrangements held in Spring 2015 and subsequent development work of the Board in Autumn 2015 which culminated in a development day for Board Members on 14 December 2015. It will also outline the next steps for the Trust as it moves into the next three year planning cycle

2. Background

2.1 Bradford Children's Trust

2.1.1 The term "Children's Trust" applies to the whole system of children's services, covering the work of partner agencies at every level, from the development of the overall strategy to the delivery of front-line services.

2.1.2 The Children's Trust Board brings together partner organisations with a shared commitment to improve outcomes for children and young people by working together more effectively. The priorities agreed by the Children's Trust Board are set out in the Children's and Young People Plan (currently a one year bridging plan 2015 -16).

2.1.3 The legal framework underpinning Bradford and Districts Children's Trust arrangements is the 'duty to cooperate' set out in S10 of the Children's Act 2004, to help shape them to ensure that co-operation results in improvements in all areas of service delivery and in associated outcomes for children and young people

2.1.4 Representatives from member organisations make up Bradford and Districts Children's Trust Board which keeps a strategic oversight of the Children and Young People Plan. Each organisation has agreed to be responsible for implementing this plan.

2.1.5 The Trust will be one of five other key Partnerships that make up a Family of Partnerships which relate to the Bradford District Partnership and link to a New Deal theme.

These include:

- Children's Trust - Good School and a great start for all our children
- Safer Stronger Communities - Safe, clean, active communities
- Producer City - Better skills, more good jobs and a growing economy
- Health and Wellbeing Board - Better Health Better Lives
- Public Sector Reform Board - Poverty (Fairness and Inclusion)

2.2 Purpose and Functions

2.2.1 The Trust Board is accountable for:

- Developing and delivering the Children and Young People's Plan and providing leadership of the "Good Schools and a great start for our Children" a key New Deal priority.
- Ensuring the collective resources of the partners are being used to best effect to meet the priorities in the Children and Young People's Plan
- Setting the strategic direction for the development of integrated commissioning of services for children and young people
- Resolving issues and barriers that block progress against those priorities

This includes shared responsibility for:

- Jointly developing, delivering and resourcing strategies and action plans necessary to meet the priorities in the Children and Young People's Plan.
- Seeking opportunities where appropriate to jointly commission services to meet priorities
- Addressing barriers to meeting the priorities and to identifying future needs, including communication, information and data sharing
- Ensuring safeguarding underpins all activity and to provide a framework for the effective operation of local arrangements
- Focusing on preventative and early intervention services for children and young people and families
- Monitoring and evaluating performance against the agreed priorities of the Children's Trust and to ensure that actions are taken where outcomes are not improving
- Using performance monitoring information, statistical data, intelligence and evaluation to inform future planning, commissioning and decision making and maintaining an overview of progress towards achieving the stated outcomes and targets
- Keeping the Children's Trust workforce informed and involved, providing clear direction, development and training as necessary
- Ensuring that children, young people and families have a voice in decision making that affects them
- Clarifying and simplifying governance structures and decision making
- Building upon good practice and developing an evidence-based approach to what works
- Improving outcomes for children, young people and families through multi agency re-design where this is the best way forward

The Trust's remit includes the needs of all children and young people in Bradford and District 0 -19 years, young people up to the age of 25 leaving care and young people up to the age of 25 with disabilities and/or learning difficulties. These responsibilities include effective transition arrangements where necessary.

3 Next Steps

3.1 The recent Trust Development Session took place on 14 December 2015. The key areas of focus were the :

- Trust's relationship with other key partnerships and the synergies with the Bradford District and Council Plans
- Children's Services Performance Framework
- Agreement of the priorities for 2016 -19
- Relationship with other key strategic partnerships
- Views of Children and Young People

The session provided a clear direction for the Trusts work over the next three years. Over 60 young people attended and were robust in their comments and their challenge to the Board; this will be fed into the Board's work as it moves forward.

3.2 The Children and Young People Plan (CYPP) 2016 – 19 will have 6 Key Priorities:

- Ensuring that children start school ready to learn
- Accelerating educational attainment and achievement
- Ensuring young people are ready for life and work
- Ensuring that there is education, employment and skills for all
- Safeguarding vulnerable children and young people and providing early support to families.
- Reducing health and social inequalities

3.3 The CYPP and Performance Framework will be finalised and be presented alongside the Plan to the Trust Board at its next meeting in March 2016. This will be supported by action plans for each of the priorities. These plans will be based on existing plans where they already exist, for example the OFSTED School Improvement Plan.

3.4 The Trust Board will receive regular reports of progress against the action plans. These reports will be by exception. Lead officers will report on any areas of concern or of poor performance.

3.5 The Board will also receive reports related to key areas of development, for example progress of Journey to Excellence and Early Help.

3.6 A formal programme of engagement with Children and Young People will be finalised and be agreed by the Board in March 2016.

3.7 A final governance structure which clearly identifies who holds responsibility for key performance indicators and the priorities in the Plan will be presented to the Trust Board in March 2016.

4 CONTRIBUTION TO CORPORATE PRIORITIES

4.1 The Trust priorities reflect the New Deal priorities and will complement those of the District and Council Plans as well and the plans of our partners

Better Skills More Jobs and a Growing Economy: with thriving businesses which create high quality, high-skill jobs.

Good Schools and a Good Start for All Our Children: where children start school ready to learn, and young people leave school prepared for an adult life of work and self-responsibility.

Better Health, Better Lives: where healthy people live as independently as possible in safe and supportive families and communities.

Safe, Clean and Active Communities: where strong, self-reliant communities live in safe, clean neighbourhoods.

4.2 The Trust proposes to focus on specific priorities within the 2016 -19 Children and Young People's Plan - '**Good schools and a good start for life for all our children**'.

Specifically it will work on:

- Ensuring that children are school ready

- Accelerating educational attainment and achievement
- Ensuring young people are life and work ready
- Ensuring that there is education employment and skills for all
- Safeguarding vulnerable children and young people and providing early support to families
- Reducing health and social inequalities

4.3 These will be the Children's sector contribution to New Deal for Bradford. The Children's Trust will help to make this happen by:

- listening to children, young people and families and to the children's sector staff that work with them
- providing strong leadership to the children's sector – keeping us focused on the most important issues and on working together
- Building good links with the other sectors that provide services and support to parents and communities, and that improve the neighbourhoods in which children live.

5. RECOMMENDATIONS

Committee Members are requested to consider and note the information provided. There is a further update report in six months.

6. APPENDICES

None

7. BACKGROUND DOCUMENTS

Children and Young People's Plan 2015 -16
 Children and Young People's Plan 2015 -16 Summary

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Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting to be held on Wednesday 27 January 2016.

Subject:

AW

Subject: Children's Services Overview and Scrutiny Committee Work Programme 2015-16

Summary statement:

This report presents the Committee's Work Programme 2015-16

Cllr Malcolm Sykes
Chair – Children's Services O&S Committee

Portfolio:
Education, Skills and Culture
Health & Social Care

Report Contact: Licia Woodhead
Overview and Scrutiny Lead
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E-mail: licia.woodhead@bradford.gov.uk



1. **Summary**

1.1 This report presents the Committee's Work Programme 2015-16

2. **Background**

2.1 Each Overview and Scrutiny Committee is required by the Constitution of the Council to prepare a work programme (Part 3E – Overview and Scrutiny Procedure Rules, Para 1.1).

3. **Report issues**

3.1 **Appendix 1** of this report presents the Work Programme 2015-16.

3.2 **Work planning cycle**

3.2.1 Best practice published by the Centre for Public Scrutiny suggests that 'work programming should be a continuous process'. It is important to regularly review work programmes so that important or urgent issues that come up during the year are able to be scrutinised. In addition, at a time of limited resources, it should also be possible to remove projects which have become less relevant or timely. For this reason, it is proposed that the Committee's work programme be regularly reviewed by Members throughout the municipal year.

4. **Options**

4.1 Members may wish to amend the current work programme (Appendix 1) and / or comment on the proposed work planning cycle set out in Paragraph 3.2.1.

5. **Contribution to corporate priorities**

5.1 The Children's Services Overview and Scrutiny Committee Work Programme 2015-16 reflects the Council's priority outcomes:-

- *Transforming educational outcomes by improving attainment*
- *Supporting and safeguarding the most vulnerable adults, children and families*

6. **Recommendations**

6.1 That the Work Programme 2015-16 continues to be regularly reviewed during the year.



7. **Background documents**

7.1 Constitution of the Council

8. **Not for publication documents**

None

9. **Appendix**

9.1 **Appendix 1** – Children’s Services Overview and Scrutiny Committee Work Programme 2015-16



Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2015/16

Agenda

Wednesday, 10th February 2016 at St.Edmunds Childrens Centre.

Chair's briefing 25/01/2016. Secretariat deadline 28/01/2016.

- 1) Engagement, Resilience and Well being of Teaching Staff in the Bradford District
- 2) Teaching Schools
- 3) Children's Services O&S Committee Work Programme

Description

The Committee will receive a presentation from Dr George Madine.

The Committee will receive a report on Bradford Teaching Schools

The Committee will consider its work programme and make changes as necessary.

Report

Dr George Madine

Judith Kirk

Licia Woodhead

Tuesday, 8th March 2016 at City Hall, Bradford.

Chair's briefing 22/02/2016. Secretariat deadline 25/02/2016.

- 1) Workloads of Children's Social Care Services

The Committee will receive a report on the workloads of Children's Social Care Services.

Gani Martins

- 2) Partnerships update

The Committee will receive an update report on the schools partnerships.

Judith Kirk

- 3) Governance Arrangements

The Committee will receive an update on the developments and impact of the Bradford Education Improvement Commissioning Board

Michael Jameson

- 4) Children's Services O&S Committee Work Programme

The Committee will consider its work programme and make changes as necessary.

Licia Woodhead

Wednesday, 30th March 2016 at City Hall, Bradford.

Chair's briefing 14/03/2016. Secretariat deadline 16/03/2016.

- 1) Schools Forum update

The Committee will receive an update on the work of the Schools Forum.

Andrew Redding

- 2) Outdoor Education Centres

The Committee will receive a progress report on the Outdoor education Centres

Linda Mason / Graham Hutton

- 3) Development of Two year old early education Places

The Committee will receive a progress report on the development of two year old early education places.

Linda Mason

- 4) Cultural Education

The Committee will receive a report on how cultural and creative education can lead to improved outcomes for young people.

Judith Kirk

- 5) Post 16 Review

The Committee will receive a report on the Post 16 review

Terry Davis

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2015/16

Description

Report

Agenda

Tuesday, 12th April 2016 at City Hall, Bradford.

Chair's briefing 24/03/2016. Secretariat deadline 31/03/2016.

- 1) School Expansion
- 2) Youth Service - Youth Offer Review
- 3) Equalities Act - Education
- 4) Resolution Tracking

The Committee will receive an update report on school expansion projects.

Ian Smart

The Committee will receive a report on the action plan following the youth offer review.

Ian Day

Referral from Corporate O&S

The Committee will receive a report detailing progress against the resolutions made during the 2015-16 municipal year.

Licia Woodhead

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