

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.

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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%20week%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_gallery_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

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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.