

The Early Years Collaborative

in South Lanarkshire

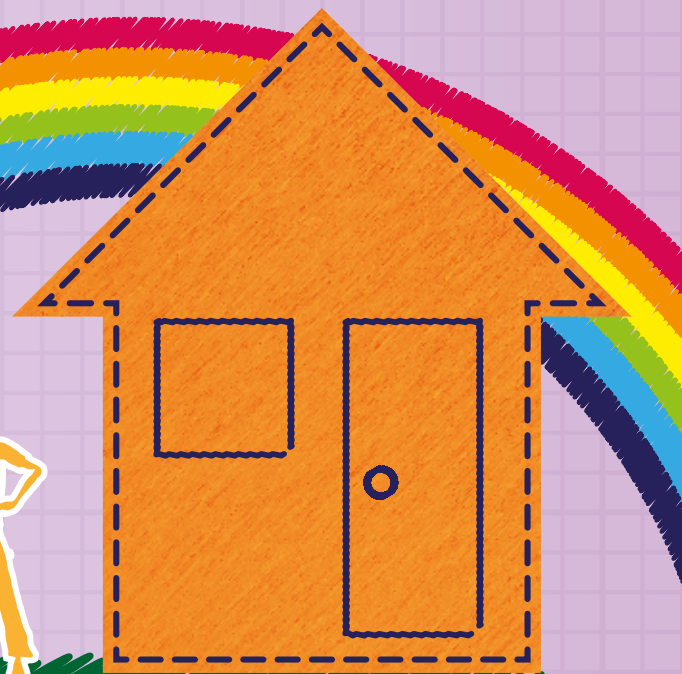
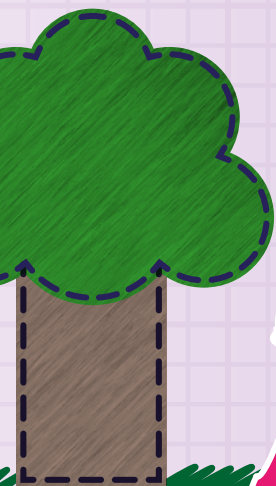
Including the Raising Attainment for All Collaborative

Celebrating success and learning

Annual Report
2015/16



South Lanarkshire
Partnership
Stronger together





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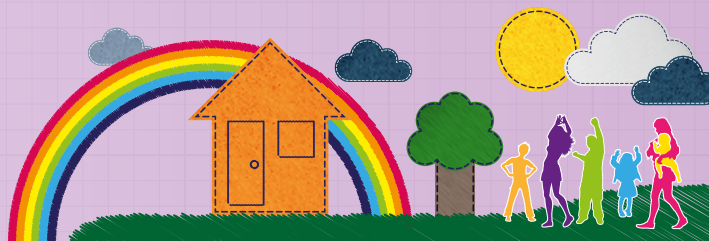
And the work goes on...

Life after the EYC

Coming soon...



Introduction



The Early Years Collaborative (EYC) was launched in January 2013. South Lanarkshire has played an active part in the EYC since the beginning. A programme manager was appointed in August 2013, for a fixed period to the end of March 2016.

One of the key aims for the programme manager was to create the environment for improvement work using the EYC approach to flourish, to support changes leading to service improvements and better outcomes for children and families, and to build networks of support for practitioners using the model to share learning and build their confidence in using the approach.

This report, the third and final report for the EYC in South Lanarkshire, tells our story over those three years. It celebrates the success and learning that we have gained over those three years and looks ahead to the legacy that remains after the end of a dedicated EYC programme in South Lanarkshire.

We will:

- See how we did against our priorities for 2015/6
- Set out the shift from EYC to improvement across the child's journey
- Celebrate success and learning across our partnership
- Look to the future – the work that will continue beyond a formal EYC in South Lanarkshire

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Looking to the future – our work will continue beyond a formal EYC in South Lanarkshire

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Priorities for 2015/16 - how did we do?

We agreed 3 priorities for 2015/6:

Building capacity among our staff to use the Model for Improvement

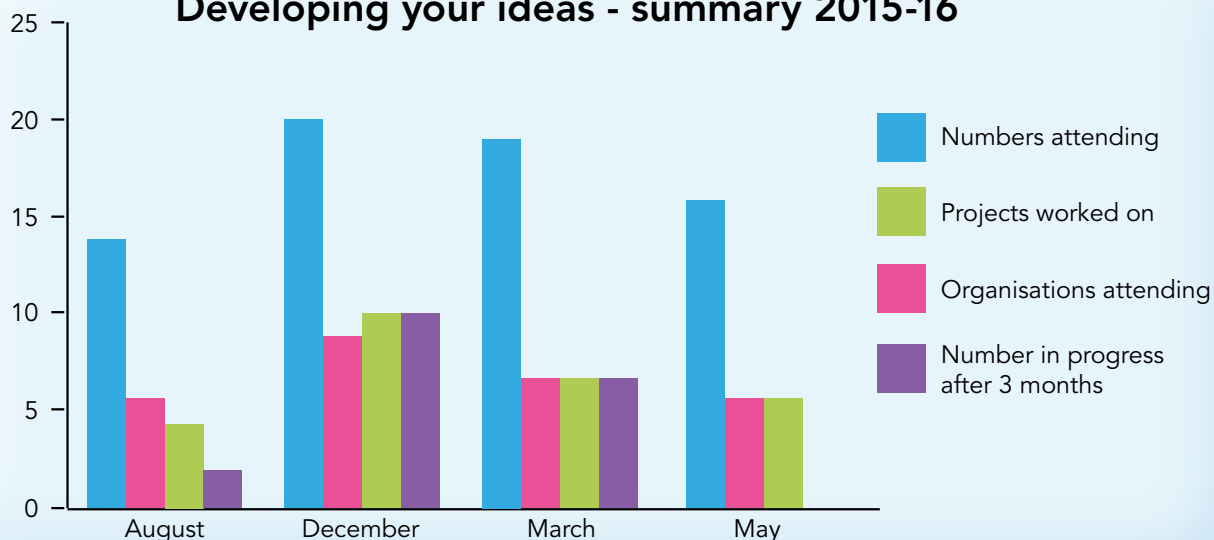
Supporting services to build the model for improvement into core planning and activity

Work with colleagues across our Children's Services Partnership to embed the model for improvement into our approach for continuous improvement

Building capacity to use the model for improvement

- In June 2015, 35 staff attended a 2-day training session, delivered in partnership with the national Early Years Collaborative team
- A locally designed one day programme, Developing Your Ideas, has been delivered in August and December 2015 and again in March and May 2016. 73 people from across the South Lanarkshire Partnership have attended training. We have seen an increase in the number of improvement projects still in progress 3 months after training. Feedback on the course from participants continues to be positive and emphasises the practical nature of the training.

Developing your ideas - summary 2015-16





Feedback from post training evaluations

informative helpful
stimulating practical relevant
informative
helpful practical well presented
stimulating relevant helpful

Supporting services to build the model for improvement into core planning and activity

We've had some success with this during the year. Improvement activity using the model and linked to our partnership arrangements is now being done in Education, Housing, Social Work, health visiting, Speech and language therapy, CAMHS, tobacco control and health promotion:

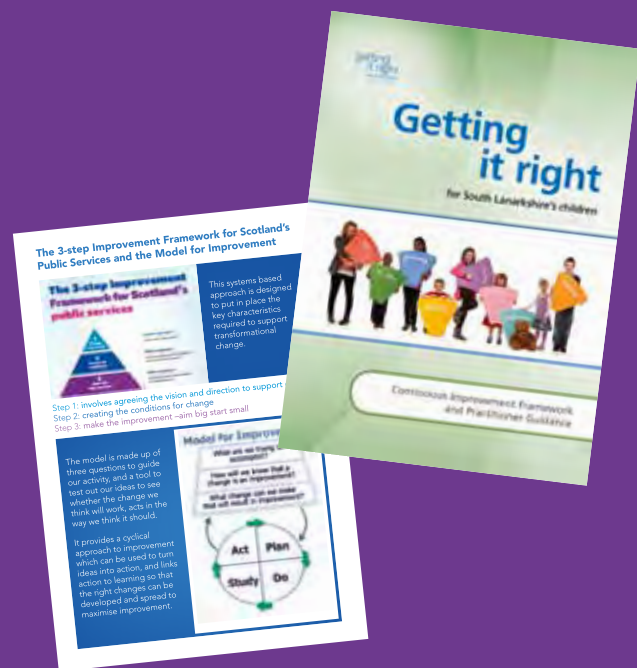
- Seventeen pieces of work are being done in Education Establishments, all of them taking forward priorities identified in the school or nursery improvement plan. A number of schools involved in the Scottish Attainment Challenge are also using the model to inform their work.
- The Tobacco Control team (NHS Lanarkshire) has been using the model to develop the new Tobacco Control Strategy for Lanarkshire, identifying a number of service level improvements which will support the service to reduce smoking in Lanarkshire to 12% across the county by 2021.
- The Breaking the Cycle team attended training in December, after which they changed the way in which they arranged and ran their team meetings – they now feel they work more effectively resulting in improved ways of working across the team and with their service users.
- Social Work is using the model for a number of pieces of work: supporting very vulnerable children; effective meeting arrangements; self evaluation for partnership activity; and improvements in permanence arrangements for looked after children.
- Work is going on across health promotion and the NHS to address service priorities such as healthy weaning, uptake of healthy start vouchers and vitamins, ensuring effective engagement with parents whose children have difficulties with speech and language, and effective delivery of parenting support programmes.



Work with colleagues across our Children's Services Partnership to embed the model for improvement into our approach for continuous improvement

Getting it Right for South Lanarkshire's Children Partnership reviewed its structures during 2015. As part of its new approach to self evaluation and improvement the partnership has produced a framework for continuous improvement, which learns from the EYC and other improvement collaboratives. While not the only way to take forward improvement, the framework proposes this model as an improvement methodology that will demonstrate the impact of our activity.

Improvement work using the methodology is now being taken forward across the partnership, with work being reported into the Early Years Group, the Substance Misuse Group and Corporate Parenting Group.



Improving the child's journey in South Lanarkshire

All three of our priorities helped us to shift our focus from early years alone, to how we support improvement in services for children and families at all stages of the child's journey towards adulthood.

One of the changes we made to support this was closer working across the EYC and the Raising Attainment for All Collaborative (RAfA). The remit of the EYC was to promote improvements in services aimed at children aged 0-8 and their families. RAfA, with a focus on schools and the curriculum, was aimed at children from age 9 to when they left school. South Lanarkshire quickly moved to think about improvement across the ages, rather than two separate improvement approaches. This idea, of an improvement collaborative for children, has also been adopted by the National Team. The first combined EYC-RAfA learning session was held in November 2015, and work is continuing to define the remit for a combined improvement collaborative for children and young people.



Celebrating success and learning



This section includes some work that started in 2015/16, and revisits work that featured in previous reports to show how it has progressed over time. Some of our early ideas have now been tested and are ready to scale up or be implemented as a long term change to the way we work.

We also feature work coming out of our schools as part of the RAfA programme and Scottish Attainment Challenge.

From small to ALL – improvement activity that has changed the way we work!

All of our improvement work has started small – trying out ideas to see if they work before we make wholesale changes to services. We are delighted that a number of improvement projects which have been supported by the EYC and RAfA programmes have resulted in changes to the way people work, allowing us to work together with children and families for even better outcomes.



Splash!

Featured in last year's annual report, this project has gone from strength to strength. It is now open to all children who attend the 2-3 year old room at St Paul's Nursery and over 95% of eligible children have taken up the opportunity to take part in the programme. Now in year three, staff and parents all recognise the value of the programme in building confidence in the children, promoting positive parent-child relationships, and supporting young children to start swimming independently. The programme is now a part of the nursery's regular programme and at the recent enrolment evening, almost all parents asked when the swimming would start!

As well as becoming a well loved part of the St Paul's calendar, the swimming programme has inspired a similar approach in St Mary's Nursery Centre, Lanark, and a programme in North Lanarkshire which uses swimming as a way to engage with parents around stop smoking and second hand smoke messages. The nursery has also produced a one page note on how the lessons it has learned about setting up and running this type of programme. Further details can be obtained from Ruth McArthur, depute head, gw14mcarthurruth@glow.sch.uk



Maximising Coverage of the 27 Month Child Health Review supported by South Lanarkshire Early Years Collaborative

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Project Aim

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To increase the uptake of the 27–30 month review across South Lanarkshire from 69% to 85% by December 2015 and reduce existing inequalities across localities

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Universal child health reviews are a core element of the National Child Health Programme. The reviews provide an opportunity to work with parents to review children's development and wellbeing, provide age appropriate health promotion advice and anticipatory guidance, build parenting capacity, identify need for additional support and facilitate early access to effective interventions. However, there was a wide variation in % uptake of the review across Locality areas and a concern that our most vulnerable children may not be attending. This work addresses 2020 ambitions of effective delivery of person centred care, equality of access, early identification and prompt intervention.

Method

1. Sharing 27 month review data with early years Community Planning Partners for collective local action.
2. Diagnostic mapping of both corporate and local service call, recall and review processes.
3. Parental engagement with patient experience questionnaire.
4. Use of the Institute of Healthcare Improvement model: an iterative learning approach which uses small scale testing to build belief in changes for long term, sustainable improvement which assisted in developing a change package in the following key areas :-
 - Establishing a Health Visiting 'Improvement Champion' infrastructure across Teams
 - Implementation of a clinical triage approach to appointment schedules and 48 hour appointment prompts
 - Development of a 'Service Tracker'/Early Warning System to optimise coverage
 - Introduction of a Quality Assurance checklist to reduce National Child Health Surveillance form errors and improve data quality



Key Reference Materials

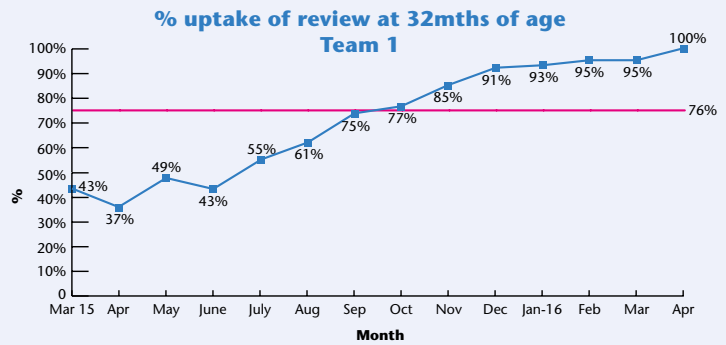
Langley, Gerald et al, The Improvement Guide, Jossey Bass, 2009, San Francisco
Rankin, J et al, "Influencing leadership and building research capacity through the implementation of health policy into practice" GSFT Journal of Nursing and Health Care, Vol 3, No 1, November 2015, pp 111-117

Outcomes

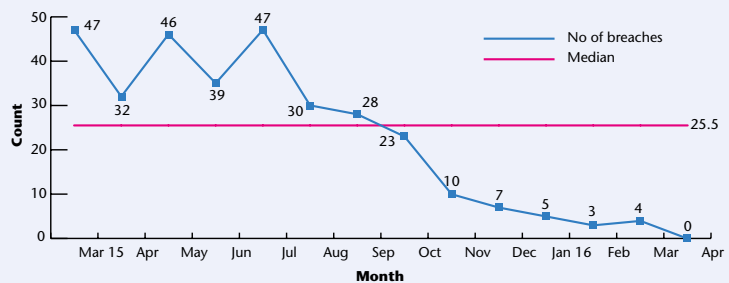
- Integrated and local response from early years Community Planning Partnership and Health Visiting Teams
- Parent experience responses have highlighted the benefit of tailored approaches and using a flexible service model
- Priority service response for our most vulnerable children
- Administrative standard defined for an effective local call/recall process and complete Child Health Review Process
- Exceeded our Aim of 85% uptake

Results

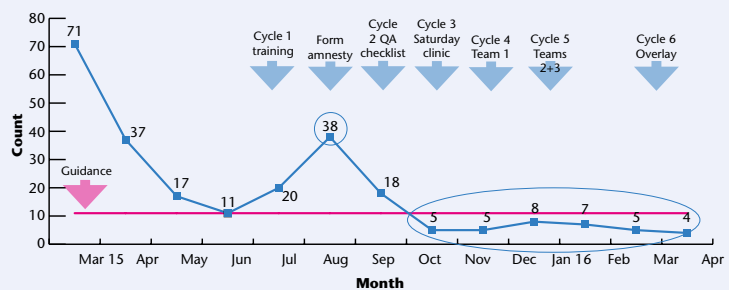
- 5% increase in uptake across South Lanarkshire (from 81.9% to 86.4%) and achieving a 33% increase in one team as seen below
- Reduction in children who failed to attend the review from 26% to 13% per month
- Reduction of children in breach >32 months of the age threshold for the review from average 22 per month to 0 in testing team in 6 months
- Reduction in National Child Health Surveillance form error rate contributing to a national 'meaningful review' from 38 to 4 per month



No of service breaches >32 months Improvement Team 1



Total no of forms w/errors returned by call/recall all test sites



Conclusion

An integrated local partnership response supported by the Health Visiting champions has assisted in accelerating improvement across Locality areas.

A process mapping diagnostic approach has been very effective in identifying improvement priorities using cause and effect analysis. A key development of this initiative has been the implementation of the service tracker which has now been scaled up across South Lanarkshire and is producing real time service dashboard improvement information/with early warning prompts.

This is proving to be a sustainable component in the local monitoring of service coverage and uptake. A rapid service improvement response can be put in place where indicated including home outreach contact and equity of access for our most vulnerable children.

Reduction of form errors has improved data quality for more accurate benchmarking of progress towards the national Early Years Collaborative stretch aim.

Language, Learning and Literacy

Language, Learning and Literacy is a set of tools designed to support early years' staff to support children who might be at risk of language delay. The work started as two separate pieces of work, one led by a senior educational psychologist working with Westburn Nursery in Cambuslang, the other led by a senior speech and language therapist working with Happy Feet Nursery in Larkhall. While they took slightly different approaches in the beginning, they soon came together to develop a tool that would support nursery staff to work in a focused way on language with the children in their groups. This would allow staff to focus their efforts so that all children in the nursery had the best possible chance of leaving nursery with age appropriate sounds and language – a critical foundation for future literacy and learning success.

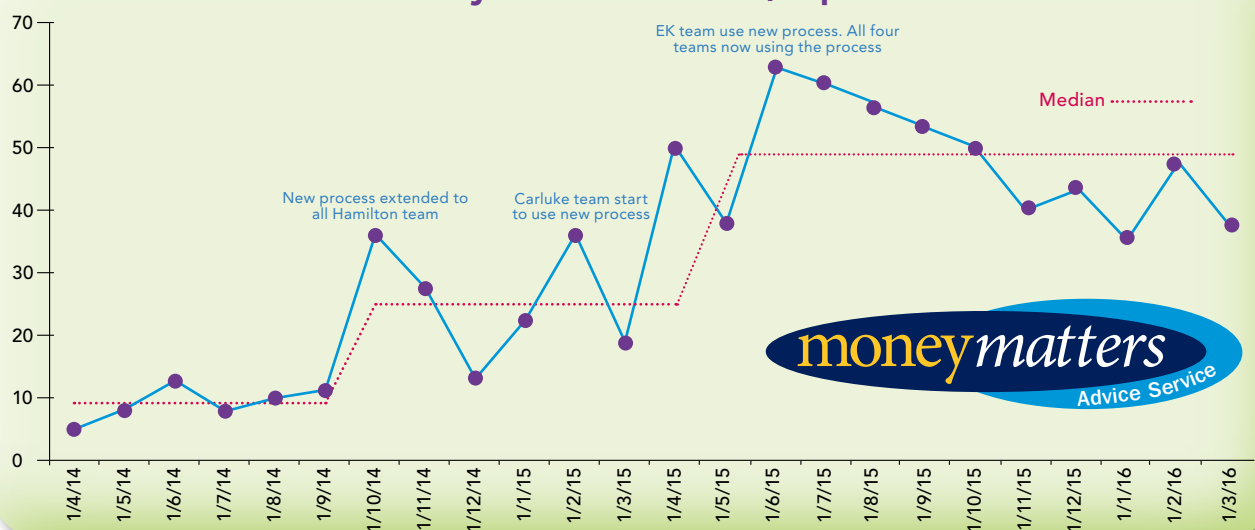
During 2015 this work spread from the first two nurseries to another two who were actively testing the tool, and another three are ready to start in August 2016. Planning for full implementation has started. This is a long term plan to start spreading this work across all 130 nursery establishments across South Lanarkshire. This will take some time, and over the next 1-2 years we will continue to learn from the experiences of all establishments, the sort of support they need from Speech and language and Educational Psychology and how we can support all three services to work more closely together to ensure every child in South Lanarkshire has the opportunity to achieve developmental milestones around language before they go to primary school.



Money Matters Telephone Advice Line

This work addressed low levels of referrals from midwifery services into a dedicated Telephone Advice Line for pregnant women provided by the Council's Money Matters Advice Service. In 2013 there had been a total of 68 referrals to the advice service from midwifery. Following a number of tests in the Hamilton team, a new process for discussing financial inclusion with pregnant women was developed by the midwives themselves and has now been implemented across all four teams in South Lanarkshire. In 2015-6 there were nearly 600 referrals from midwifery teams to the Telephone Advice Line, providing access to advice on a range of financial information including benefits, budgeting and debt management.

Referrals from midwifery to TAL service, April 2014 – March 2016





On a smaller scale... a flavour of other work across South Lanarkshire

Babysounds

Babysounds is a programme that uses music, rhythm and sound with pregnant women and their partners to promote early bonding and attachment between child and parents. The project was funded by the Early Years Collaborative and Integrated Children's Service first in the Hamilton area and then across South Lanarkshire. The programme combined a specialist service provided by a music therapist to work with women who were most in need of specialist support, and trained staff in a range of services working with pregnant women and their families in simple skills and techniques which could be used anywhere.

A key part of the work was to demonstrate the impact of this type of intervention with women, their partners and their babies. We developed simple self assessment webs which participants filled in each time they had a session with the music therapist. We also collected qualitative feedback from parents and staff on their experiences with Babysounds.

A short video, www.youtube.com/watch?v=Jmw0qa8_eyk tells the Babysounds story and shows how easy it is to use these simple steps to better communication between parent and child. The team presented their work to the British Association of Music Therapists annual conference which was held in Glasgow in April 2016.

Materials for use by professionals working with pregnant women or families with young babies have been produced and can be ordered from the Integrated Children's Services office, East Kilbride and Strathaven, 01355 235702.



Improving literacy in school settings

St Cuthbert's Primary, Hamilton, identified improvements in core skills as part of its improvement plan for 2015/6. One piece of work linked to this focused on early literacy for children in Primary 1.

Following baseline assessment in August, the class teacher identified a small number of children who would need some additional support to reach early level literacy by the end of primary 1. Focused work took place with six children all of whom received additional input from the class teacher. This would have happened anyway as part of normal staged intervention within the class.

The difference was the approach the teacher took to determining whether her intervention was making a difference. She started to track progress against the week's aims for each child.

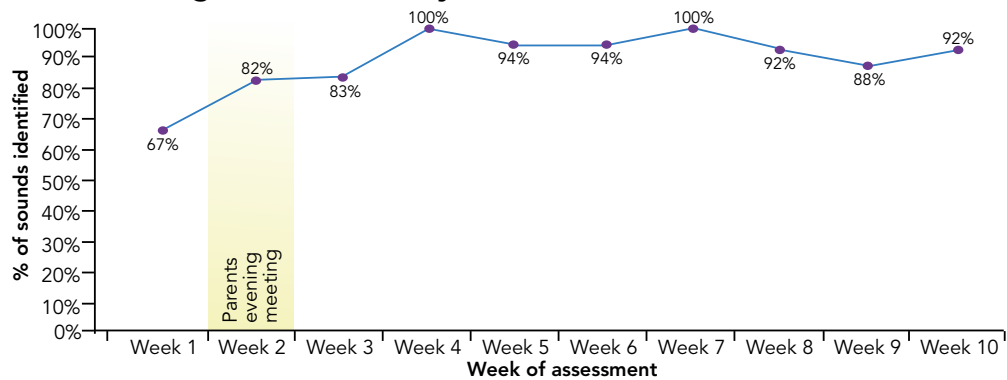
The class teacher told us:

I would have done extra work with these children anyway, but this gives additional focus; it let me see if the children were making progress in real time; it gave me a way of engaging with the parents; and has resulted in better learning outcomes for the children.

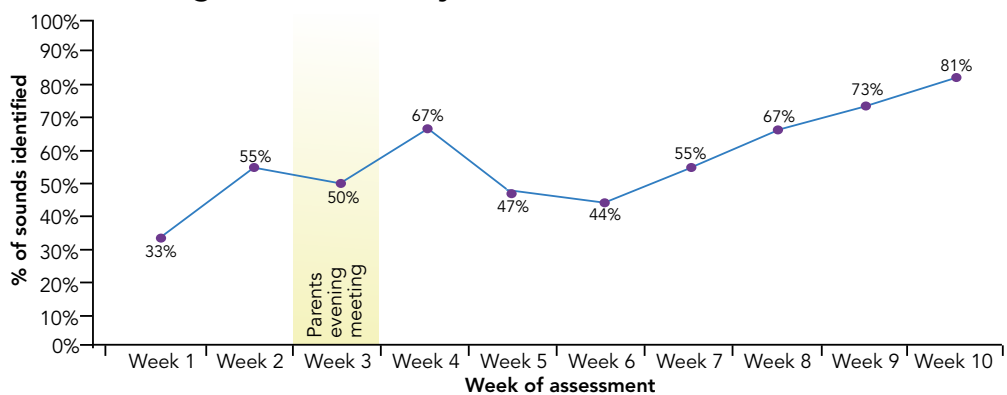


This was then marked on a graph, like the graphs shown here.

E - Percentage of successfully identified sounds



R - Percentage of successfully identified sounds



St Paul's Primary has been doing some work with a group of P4/5 boys who were not making progress with their literacy work. Following a full class assessment of writing in January, their class teacher noticed that, unlike their classmates, the boys were not making progress with their writing. She then invited them to come along to an afterschool club where they got the chance to stimulate their imaginations using Lego, sand and the computer, and then have one-to-one support from their teacher on letter formation, spelling, vocabulary and writing sentences. From Easter, the boys also worked with their teacher to chart their progress in the number of words they were using, correct spelling and punctuation. They loved seeing their own progress, and it encouraged them to work even harder at their literacy work. Feedback from the boys has been important right throughout this work – the example below shows how much being part of the club has meant to one of these boys.

There have also been clear impacts on the boys' attainment. By June all six of the boys had shown improvement in writing; they also showed a bigger improvement in spelling and reading than their classmates.

As a result of this work, the school has decided that this teacher will provide supported study to children across the school. This will allow the school to provide support to children earlier and will make strides towards closing the attainment gap within the school and between the school and others in the authority.

I like going to Afterschool club because its funny with friends. I like writing my sentences. I love it because its getting easter.

And the work goes on... Life after the EYC



Although there will not be a formal EYC in South Lanarkshire after the end of March 2016, the work that has started will continue.

Some of the emerging work that will develop during 2016 includes:

Increasing uptake of healthy start vitamins

Tests are going on across South Lanarkshire including in Rigside Community and Rural Nursery. The aim is to ensure that all women and children who are eligible for free healthy start vitamins are signed up for the scheme and get their vitamins every 2 months.



A number of pieces of work led by Social Work Resources have begun in recent months, including:

- Supporting women with substance misuse issues through pregnancy - for better outcomes for both women and their babies
- Improving processes to support permanence planning for children and young people
- Intensive Family Support Service for children under 12
- Improving processes to support formal meetings and partnership working

Within Education, several pieces of work are ongoing right across the authority.

This is a selection of work already underway which will continue into 2017:

- Chatelherault Primary has been working to support better communication and comprehension skills which have had a direct impact on attainment in literacy, as well as children's confidence and overall well being.
- Long Calderwood has been doing several pieces of work which will continue into next year. As a whole school they have been exploring the idea of effort and trying to ensure that no child sits back and cruises along when they could do more! Initial testing this year will be developed to include new ways of engaging with children and parents and putting effort into the heart of the school's ethos. The school has also been working to improve literacy at P1 and this work will continue as part of the school's well established emphasis on literacy development.
- Cathkin High School has been working on a range of improvement projects, all feeding into the school's improvement plan. Areas being worked on include increasing success for the 5 Higher group, and subject specific improvement in Art, Chemistry and RE.



Next steps



Prepare a set of case studies for the full range of work that has been done over the last 3 years, sharing learning and good practice among practitioners.

Identify key people across services who will be the local 'go to' person for anyone involved in using this approach to improvement.

Re-launch the peer led group to support officers who will lead pieces of improvement work. Improvement Works will start meeting in August 2016 and provide a forum for those involved in improvement work to discuss the methodology and share good practice.

Thanks to all those who have supported this work over the last three years – long may you continue to improve the lives of children and families across South Lanarkshire!





Coming soon...

A set of detailed case studies, giving more detail on all of the projects referred to in this report, and more, is being prepared.

For more information, and to receive your set of case studies, contact Sandra Hay via email at sandra.hay@southlanarkshire.gov.uk



If you need this information in another format or language,
please contact us to discuss how we can best meet your needs.

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