

**Good Practice – District examples** (examples are taken from individual centres/schools in districts) **Appendix 'A'**

District	Good Practice	Impact	Year 2 Plans
<b>Burnley</b>	<p>During the 6 week summer break, Best Start staff carried out visits to all children in the children's centre area due to start school in September 2012 (approximately 165). The aim of the visit was to engage children and their families in the smooth transition to school. Discussions with parents were around communication and language, personal, social and emotional development and physical abilities.</p> <p>Free school meals (FSM) were discussed with all families and additional forms taken and filled in during the visit.</p>	<p>Access was gained with 142 families (86%). Issues arising frequently were diet including children still using bottles, children not being fully potty trained and speech. Families were offered support to increase their child's capacity and ability to be independent learners and understand what to expect when their child starts school. Information has been shared with relevant schools of specific issues identified with individual children and support packages put in place, with parental consent.</p> <p>An increase in the number of children accessing FSM.</p>	<p>The visits identified families not having filled in school admission forms or filling them in late therefore not gaining a place that was close to the family home or where siblings were attending. Timescales for packages of support being carried out were limited due to children starting school within 6 weeks. Both points have been considered and the agreed action for the coming year 2012/13 is to carry out a pre-admission to school visit between November and December 2012. The visit will concentrate on admission forms being filled in and sent in on time, and providing early support for identified children at risk of under achieving. The visits will be carried out by school and children's centre staff.</p>
<b>Pendle</b>	<p>Family learning courses delivered in linked schools.</p>	<ul style="list-style-type: none"> <li>• 55 individual parents (with 85 dependent children between them) have taken part in learning courses both within 3 schools and at the children's centre</li> <li>• 7 parents (as of October 2012) have progressed and gained an accredited qualification in English and an Award in Supporting a Child's Learning &amp; Development</li> <li>• An additional 15 parents will be progressing onto accredited Adult English and/or mathematics courses after the October half-term</li> <li>• Schools have reported that they are aware which</li> </ul>	<p>Schools and children's centres are focusing targets for 2013 on increasing aspirations for families. The local community has large numbers of families who are dependent on benefits, sometimes third generation families and from Best Start 2011 - 2012 evidence has been obtained on the positive impact</p>

		<p>parents are involved in the project because of a whole family change in attitude towards learning and school in general</p> <ul style="list-style-type: none"> <li>• Parents are making positive steps to make changes in their lives to improve outcomes for the whole family</li> <li>• All children whose parents who engaged in the 'Fun with Phonics' course have made more than expected progress in English</li> </ul>	<p>Best Start has had on increasing the parents resilience, motivation and future aspirations to take up further learning, training or employment, therefore reducing their reliance on the benefits system. Additionally, this change in parental aspirations is having a positive impact on children's learning.</p>
<b>Hyndburn</b>	<p>Contact with families in an area through the offer of home visits – the focus of the visits was on how families read with their children.</p> <p>The visits programme was backed up by the delivery of the following sessions:</p> <ul style="list-style-type: none"> <li>• Adult Numeracy and Literacy</li> <li>• Family Phonics</li> </ul>	<p>Visits were made to all children in the cluster area – from this 17 families requested additional support.</p> <p>6 parents attended Numeracy and 7 parents accessed Literacy. 3 have gained qualifications in July 2012. Others will continue next year. 1 has gained level 1 and 2 numeracy. 2 have gained level 1 and 2 Literacy.</p> <p>Families reported a better understanding of how their children were taught Phonics.</p>	<p>Continue with home visit approach as this has helped identify additional family need.</p> <p>Deliver more courses in schools to address the identified needs – encourage reluctant parents into school to access provision.</p>
<b>Rosendale</b>	<p>Delivery of tailored packages of family support.</p> <p>Offering evidenced based parenting courses.</p> <p>Delivery of Adult learning sessions including level 1 Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li>• Improved school attendance for 5 families</li> <li>• Providing a tailored package of family support to 20 families</li> <li>• Generated 12 Common Assessment Frameworks (CAFs).</li> <li>• Escalated 5 referrals to Child in need through the (CAF) process</li> </ul>	<p>Due to success of adult learning sessions, schools have requested a programme of adult education, to include: Basic IT, How to Help your Child at Home and</p>

	<p>Sessions were developed with a consistent approach and aimed to:</p> <ul style="list-style-type: none"> <li>• To support parents in developing parenting skills that improve both the child and parent's self-esteem, confidence and builds resilience</li> <li>• To provide early identification of family support needs (from across the continuum) and appropriate intervention, thus removing barriers to learning</li> </ul>	<p>The elements of the model that enabled opportunities for consultation and engagement of headteachers, school staff and parents. (An agreed process of communication across all of the schools in the cluster). The function of a parental link ensures access to a person of 'trust' at the point of need. This ensured a consistent delivery of the project, together with earlier identification of need and appropriate intervention of child and family needs.</p>	<p>Confidence Building &amp; Self Esteem.</p> <ul style="list-style-type: none"> <li>• Develop a greater focus on attendance</li> <li>• Placing greater emphasis on parent and child emotional well-being, practically, addressing attachment related issues</li> </ul>
<p><b>Ribble Valley</b></p>	<p>Commissioned speech and language therapist working with identified children – working one-to-one with children and their parents.</p> <p>Commissioned speech and language therapist training staff in schools/centres – the focus of the training is to improve staff skills to ensure children's Speech, Language and Communication problems are identified early so appropriate programmes of work are implemented.</p> <p>Speech and language drop in advice session for parents and practitioners</p> <p>Pooling budgets to commission training for school/centre staff to increase capacity to deliver programmes as needed – small rural school may not have many FSM pupils.</p>	<p>Where Speech and Language has been a focus in schools children have met or exceeded targets.</p> <p>Schools/centre staff upskilled to ensure Speech and Language problems are identified earlier reducing the need for referrals to specialist services at a later date.</p> <p>Localised support for parents and universal staff to discuss and be supported by a qualified therapist.</p> <p>Increased staff capacity to deliver service in small schools.</p>	<p>Develop group work sessions in schools to reach more families with information on developing children's speech and language.</p> <p>Continue to develop staff to ensure a identified need can be met jointly by universal staff when Best Start funding is not available.</p>

	<p>Activities which have taken place within various schools:</p> <ul style="list-style-type: none"> <li>• Phonics - parent and child workshops</li> <li>• Attention and listening sessions</li> <li>• Delivery of 1 parenting programme - Positive Parenting</li> </ul>	<p>Parents who had never previously attended a school event attended the Best Start sessions.</p> <p>Parents signposted to parenting course as a result of attending Best Start parent and child sessions.</p>	<p>For 2012/13 we are looking at using Forest Schools work to form the basis of some sessions in addition to working with a local community venue to produce sessions based on singing/performing and recording ending with one large celebration event.</p>
<b>Fylde</b>	<p>Positive Parenting programmes delivered.</p> <p>Adult learning courses for parents – First Aid, Level 1 Supporting your child.</p> <p>Weekly groups held in each school, delivered in partnership with children's centre Best Start worker and teaching assistant from each school.</p> <p>Sessions requested by individual schools according to the needs of their FSM children and include: Reading Clubs, Speech, Language &amp; Communication, play and social skills, listening and following instructions, number skills, Imagination Station, individual support focusing on building friendships, sibling support for children on Child In Need (CIN) Plans building resilience.</p> <p>Where parents have been unable to attend sessions due to college commitments, childcare of other siblings, a system of home/school journals has been introduced.</p> <p>Parents have reported they value the feedback on their child's progress.</p>	<p>Schools have been proactive in signposting parents to adult learning courses and other services.</p> <p>An improved relationship with local schools has resulted in the delivery of parenting support and engagement onto the Via Partnership 'Families Programme' (a programme aimed at engaging unemployed parents back into work) for several Best Start families.</p> <p>These have proved useful, with parents reading the comments written weekly on what support has been offered to their child and following guidance on what support they can offer at home, with feedback as to what has worked or been successful. Feedback from class teachers has demonstrated a greater engagement from parents in listening to their children read at home and feeding back to school daily. Attendance at parents evening has also improved due to parents feeling more involved and less intimidated to hear feedback on their child's progress.</p>	<p>Helping parents understand phonics – sessions to be developed with school supported by the children's centre.</p> <p>Identifying parent volunteers to become reading supporters in school (from parents who've engaged with the programme).</p>

<p><b>Wyre</b></p>	<p>Family support and Together Time sessions in school.</p> <p>Joint funding of school existing summer sessions to make it more accessible for families on FSM (very few previously attended) giving children opportunities and experiences they can discuss once back in school.</p> <p>Programme of playground games for Reception, Year 1 and Year 2 – to develop social skills, turn-taking, listening skills and following instructions. Year 5 children acted as buddies and making the project more sustainable by then continuing the playground games with the younger children during lunch break.</p> <p><i>Fly to the Moon</i> speech and language sessions – increase in parental knowledge and willingness to do language and sound games at home, developing parents' awareness of communication skills and the importance of these skills for school and future attainment, developing parents' awareness of the importance of books and storytelling for supporting language skills, developing strategies and activities to use at home that parents can confidently use to support their children's communication skills and developing parent's awareness of their child's skills and strengths. Group delivered by speech and language therapist and supported by school teaching assistant</p>	<p>Improved children's school attendance from 82.5% to 90%. Families reported making changes to bedtime routine at home – children are now in bed at 7.30 pm instead of 10.00 pm and TV has been replaced by a story with mum or dad in the evening.</p> <p>For the first time, children on FSM attended holiday club sessions. 10 out of 17 children were in receipt of FSM's. Friendships were formed between parents, who then helped each other pick up and drop off to and from the club.</p> <p>100% of children from Reception, Year 1 and Year 2 have developed their knowledge of playground games and rules and have gained confidence in playing outdoor games. Inclusion teacher reports an increase in children's vocabulary, increase in their understanding of two part instructions, increase in children's communication skills, children use more expressive and receptive language and an increase in their social skills.</p>	<p>Best Start staff member attending drop off times for new reception class for first 6 weeks to become a familiar face for the new parents in school.</p> <p>Playground games training for welfare staff to ensure sustainability of the approach.</p>
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	(who works with one boy with additional needs) and Best Start staff member.		
<b>Lancaster + Morecambe</b>	<p>Development of regular pastoral meetings between children's centre and each school.</p> <p>Play in the home – modelling of appropriate/developmental ways to play with children delivered in families homes.</p> <p><i>Incredible Years and Family Links Parenting Programmes</i> delivered in partnership with another children's centre.</p>	<p>Ensures families' needs are identified and a co-ordinated approach is taken to supporting the family.</p> <p><i>Play at Home</i> is a good example of parents engaging with their children, getting down to their level and supporting their play/learning. Outreach workers set families smart targets to work on through the week and review these with parents on the next visit.</p> <p>Shared resources – shared venues – shared capacity – increased numbers of attendees.</p>	<p>The development of Children's Nurture groups in 2 schools where this isn't currently running – to consider running these outside of the school day to lessen the impact on learning time lost.</p> <p>Further evidenced-based parenting courses.</p>
<b>Chorley</b>	<p>Centre delivered specific training for school staff in Elklan which is an evidenced-based approach for improving speech language and communication.</p> <p>Courses for parents of identified children were then jointly run supported by a commissioned speech and language therapist to support parents' understanding of developing speech and language.</p> <p><i>Incredible Years Parenting Programme</i> delivered twice as the demand was high.</p>	<p>Support and training provided to schools has shown positive impact on raising the attainment of FSM pupils.</p> <p>Parents are more confident to support their child's learning at home.</p>	<p>Focus on Numeracy for improvements in 2013 FSM pupils.</p> <p>Strategies to improve attendance.</p>

<p><b>West Lancashire</b></p>	<p><i>Supporting children's learning through play</i> a course for parents and children together delivered in 4 schools. The courses were staffed by school teachers/teaching assistants and children's centre outreach workers. Children and parents spent time together doing activities (baking, playdough, treasure hunting, reading...) in the first part of the session. Following this, children go back to class while staff discuss with parents what skills the children needed for the activities and how they could support their learning when doing activities at home. The final parts of the sessions were focusing on parenting. Parents discussed in small groups issues/ problems they are facing at home with staff giving strategies to try at home.</p>	<p>64 children across 4 schools attended the courses with their parents. All children were assessed at the beginning of the course using a scale that assesses their emotional well-being. 59% of children who attended improved their well-being score when assessed at the end of the programme.</p> <p>In one school, Year 2 pupils, who attended the Best Start courses with their parents, made better progress in reading, writing and numeracy than those who did not.</p> <p>Schools have reported that parents have grown in confidence since attending Best Start courses and some have even started to volunteer in school after previously being very reluctant to engage. This, in turn, has increased the children's confidence and happiness in school.</p>	<p>Using evidence of success from schools accessing this provision in Year 1, aim to encourage other schools in the cluster to take part.</p> <p>Develop in partnership with school staff specific nurture provision in the schools who have identified a need to support children emotionally so they can access the learning in class.</p>
<p><b>Preston</b></p>	<p>Parents were supported around behaviour, boundaries and routines and improvement in behaviour and attendance.</p> <p>A focus on boys through the support for the development of <i>Forest Schools</i> initiative and <i>ABC</i> a specific course for parents called <i>About Boys Course</i>.</p> <p>Resourcing and establishing nurturing spaces and the delivery of twice weekly small group sessions with identified children from Reception and Year 1 classes. Assessment of well-being and involvement of identified children. Promotion of parenting courses. School and centre staff attendance at local nurture group forum. Introduction of Boxall profiling to monitor children's progress and development.</p>	<p>Outreach support for parents has improved identified FSM children's attendance; improved overall school attendance (siblings) and reduced absences.</p> <p>Parents have a better understanding of how their boys learn – what motivates them to learn, how to encourage them to learn.</p> <p>Parents and schools reported improved attendance, children's enthusiasm for school, improved attitudes to reading, writing and increased levels of concentration.</p>	<p>Looking at ways of utilising the pupil premium to continue the best services after Best Start Lancashire funding finishes – one school is to commission some outreach worker hours from the children's centre to cover a family link worker's maternity leave.</p> <p>Closer partnership in the identification and assessment of children's attendance, behaviour, engagement and progress. Joint training with school staff to ensure sustainability of a nurturing approach.</p>

<p><b>South Ribble</b></p>	<p>A range of courses have been delivered through Best Start - a Speech and Language course <i>Chattering Chimps</i>, facilitated physical sessions "co-operative play", 6 hour emergency first aid in the home for parents.</p> <p>A school community room has been developed in one school by engaging with parents in a school with very poor parental participation. School/children's centre staff and parents worked together to transform an unused classroom, this room is open each morning for parents to use, the room is being used by both school and Best Start/Children's centre to deliver services to this school.</p>	<p>Best Start has effectively engaged and supported with success some families where schools identified very poor engagement, sessions delivered in schools have been well attended with very little or in most case no "drop outs".</p>	<p>Develop strategies for reaching the parents who haven't engaged yet.</p> <p>Ensure services are now more targeted to need, trailing monthly drop in sessions at some schools for parental support /advice followed by meeting with school head / Special Educational Needs Co-ordinator/ nurse to identify individual needs early on prior to escalation ie: dips in attendance, lateness, appearance, illness.</p>
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