

ROTHERHAM'S IMAGINATION LIBRARY



**ANNUAL REPORT
2011 – 2012**

ROTHERHAM'S IMAGINATION LIBRARY

ANNUAL REPORT 2011 – 2012

Contents	Page
1. Background	3
2. Aims	4
3. The Imagination Library and RMBC's Corporate Plan	5-6
4. The importance of developing Communication, Language and Literacy skills in the Early Years	7 - 9
5. The Reformed Early Years Foundation Stage Framework	10
6. Imagination Library News 2011-2012	11-17
7. What does the Imagination Library have to offer?	18
8. Registrations/Graduations 2011 – 2012	19
9. Impact	20 - 22
10. Imagination Library Account summary	23
11. Imagination Library governance	24
12. Imagination Library contacts	25
13. Acknowledgments	26
Appendices	

Imagination Library - Background



Dollywood

Dolly Parton's vision

In 1996, Dolly Parton launched an exciting new scheme to benefit the children of her home county in east Tennessee. Dolly wanted to foster a love of reading among her county's pre-school children and their families. She wanted children to be excited about books and to feel the magic that books can create. Moreover, she could ensure that every child would have books, regardless of their family's financial situation.

So she decided to give a brand new, age appropriate book each month to every child under 5 in Sevier County and send it directly to their home via the post. With the arrival of every child's first book, he or she could now experience the joy of finding their very own book in their letterbox.

Establishment of Dollywood Foundation UK

The Dollywood Foundation wanted to find a way for other communities to participate and in 2007 the Dollywood Foundation of the United Kingdom was launched - the Imagination Library was now available to communities throughout the United Kingdom. Penguin Books UK was chosen as the exclusive publisher for the programme, Royal Mail for delivery, and a UK panel of experts to choose the books.

The Imagination Library in Rotherham

Following the launch, in December 2007, a small group of Rotherham families were invited to pilot the *Imagination Library* until a formal procurement process for the provision of the books and postage was completed at the end of May 2008. The commissioning and procurement process was undertaken in line with standard OJEU regulations and requirements. The legal contract was written as a Framework Agreement and this innovative approach meant that Rotherham had undertaken the ground work to enable other local authorities, throughout the United Kingdom, to enter into the Book Service, with the same provider, without having to enter into separate, costly and time consuming commissioning and procurement exercises.

A contract between Dollywood and RMBC was signed in July 2008.

Aims of Rotherham's Imagination Library

The Imagination Library helps children in Rotherham to start fulfilling their potential very early in their life. By providing children and parents with opportunities to explore all kinds of books and enjoy reading at an early age it gives the child a positive experience and a strong foundation for future learning. The scheme is intended to form part of a range of complementary provisions in Rotherham aimed at improving young children's communication, language and literacy skills.



It specifically aims to:

- Develop the early home learning environment by encouraging reading to a child 'early and often' and thereby improve the child's ability to succeed right from the start of their formal education
- Develop a child's imagination
- Narrow the gap in outcomes for children - to help break the historic link between disadvantage and low educational attainment

Objectives:

- To encourage a love of books and reading
- To improve a child's reading, thinking, listening and social skills
- To improve the quality of the early home learning environment
- To promote parents' involvement and interest in their children's education

The Imagination Library and RMBC's Corporate Plan

The Council's vision for Rotherham is that:

Rotherham is a prosperous place and Rotherham people have choices and opportunities to improve the quality of their lives. Rotherham communities are safe, clean and green and everyone can enjoy a healthy and active life.

To achieve this, the Council believe that the most important things they can do are to:

- **Make sure that no community is left behind**
- **Provide quality education; ensuring people have opportunities to improve skills, learn and get a job**
- **Ensure care and protection are available for those people who most need it**
- **Help to create safe and healthy communities**
- **Improve the environment**

The Imagination Library contributes to three of these areas.

Making sure that no community is left behind

As Rotherham ranks 305th out of 354 districts in England in the Index of Child Well-Being, the Imagination Library is just one way of supporting young families, especially those from the most disadvantaged areas of the borough, when they need it most - in the early years of a child's life. A startling 1 in 3 children in the UK do not own their own book yet it costs just £2 per child per month to supply an Imagination Library book. With regard to providing good quality book resources in the home, this scheme is a great way of ensuring no child or family is left behind in the early years.

Providing quality education; ensuring people have opportunities to improve skills, learn and get a job

Poor literacy means children do not gain the knowledge they need to succeed at school and as adults will have limited opportunities (see page 6). It is widely recognised that the development of communication, language and literacy skills in the early years is an essential building block and lays a foundation for life. Poor levels of literacy impair employability and increase the risk of failure to engage in education, employment or training post 16. They also inhibit the development of a highly skilled and diverse workforce - and employment generally - as nowadays even the lowest skilled jobs require reasonable literacy and communication skills. Investment at this stage is a cost effective investment for the long term.

Helping to create safe and healthy communities

“Speech, language and communication are crucial to every child’s ability to access and get the most out of education and life.”

Balls and Johnson (DCSF, 2008b) introduction Better Communication

Speech and language skills also predict behaviour and well-being. Good language skills act as a ‘protective factor’ which reduces the likelihood of poor school attendance truancy delinquency and substance misuse.

Snow, 2000

Some children find understanding, talking and listening harder than others. They might have difficulties in knowing what words and sentences mean; finding the right words to use, putting them in order, or using adult sounds in words. We need to create language-rich home environments in the early years to foster children’s speech and language.

Gross 2011

The absence of good communication, language and literacy skills can result in a child who:

- is not able to communicate when they are in pain, upset or hungry
- is not easily understood
- is not able to make friends
- may become the target of bullies
- cannot express their feelings
- can become frustrated and angry
- has low self-esteem
- displays behavioural problems/demonstrates aggression
- is anxious
- is at risk of lower educational attainment
- is less likely to remain in full-time education post-16
- is at risk of emotional and psychological difficulties
- will have poorer employment prospects/lower income
- may experience mental health challenges
- may become involved in youth crime

(50% of the UK prison population have literacy difficulties compared to 17% of the general population)

The importance of developing Communication, Language and Literacy skills in the Early Years

THE IMPORTANCE OF PARENT-CHILD COMMUNICATION FROM BIRTH

Dr Cathy Hamer, Policy and Communities manager at the National Literacy Trust, undertook a research review on the importance of parent-child communication from birth. In the review Dr Hamer discusses early language development, such as the home learning environment and socio-economic status.

The key points from the Research Review are as follows:

1. Language development is influenced by the child's communication environment. Parents give their babies and young child an advantage when they talk with them, read with them, listen and respond to their babbles, gestures and words. More conversations increase the advantage for children in terms of their language development.
2. Children's language development at the age of two (their understanding and use of vocabulary and two or three word sentences) is very strongly associated with their performance on entering primary school.
3. There is a strong association between a child's social background and their readiness for school as measured by their scores on school entry assessments. However, the communication environment is a more dominant predictor of early language than social background. Therefore, aiming to improve the home learning and in particular the communication environment for young children in less advantaged social groups through support for parents is considered an important strategy for addressing social inequalities in educational attainment.

The following are extracts from the report 'Perspective - NCT's journal on preparing parents for birth and early parenthood' • March 2012.

Children from lower socio-economic groups are known to have less exposure to books as well as to the kinds of parental language and spontaneous conversations associated with language development. There has been extensive research that supports the importance of the relationship between children's exposure to books, experience of book reading at home and their pre-school language abilities.

Payne AC, Whitehurst GJ, Angell AL. The role of home literacy environment in the development of language ability in preschool children from low-income families. *Early Childhood Research Quarterly* 1994;9(3-4):427-40.

The number of picture books in the home has been positively linked to children's receptive and expressive language. Also, familiarity with story books has been associated with young children's vocabulary and reading skills.

Senechal M, LeFevre JA, Hudson E, et al. Knowledge of storybooks as a predictor of young children's vocabulary. *Journal of Educational Psychology* 1996;88(3):520-36.

A particular influence on young children's acquisition of language is the effect of shared book reading with adults. A research synthesis by Trivette et al examined 21 studies including 1,275 toddlers and young children 12 to 42 months. Findings show that early expressive language development was facilitated by joint reading strategies that engaged, supported and promoted children's active participation in the book reading opportunities. The longer a child stayed engaged in the book reading episode, and the more an adult encouraged the child's active participation by expanding on what a child says, or by asking open-ended questions, the greater the effect the reading experience had on the child's language development.

Trivette CM, Dunst CJ, Gorman E. Effects of parent-mediated joint book reading on the early language development of toddlers and preschoolers. *Centre for Early Literacy Learning (CELL) Reviews* 2010;3(2):1-15.

‘The more a parent talks with, listens, and responds to a child the greater the child’s language development.’

The Effective Preschool and Primary Education Project (EPPE 3-11) is a large, high-quality, study that has investigated links between social variables and parents’ engagement with their children. The report focused in particular on children from ethnic minorities, from impoverished backgrounds, disadvantaged boys and children with English as an additional language (EAL), making recommendations for ways in which services or institutions could be changed to improve opportunities for these groups of children.

Department for Education. EPPE findings (last accessed 16.1.12). Available from: <http://eppe.ioe.ac.uk/eppe/eppefindings.htm>

Parents, usually the child’s mother, were interviewed about aspects of the ‘home learning environment’ (HLE) when children were aged three. The particular activities, indicating a strong home learning environment that linked to children’s school readiness and attainments, are listed below.

- The frequency with which the child plays with letters/numbers at home was linked with attainment in all measures.
- Parents’ drawing children’s attention to sounds and letters was linked to literacy skills, early number skills and non-verbal attainment.
- The frequency with which parents reported reading to their child was associated with higher scores in all outcomes.
- The frequency of library visits showed a positive association with language, literacy and early number attainment at school entry.
- The frequency with which parents said they taught their child songs or nursery rhymes showed a significant positive impact on language scores at school entry controlling for other factors.

The reformed Early Years Foundation Stage framework

Early childhood is a critical stage of development that forms the foundation for children's future well-being and learning.

The Early Years Foundation Stage framework has been reformed, effective from September 2012, and sets the standards that providers must meet to ensure that children aged 0 - 5 learn, develop well and are healthy and safe.

The 2012 EYFS confirms plans to:

focus on three prime areas which are most essential for children's learning and development:

- Personal, Social and Emotional development
- Physical Development
- Communication and Language

These prime areas of learning are time sensitive. If they are not securely in place by the age of three they will be more difficult to acquire.

The four specific areas of learning below are dependent on children making good progress in the prime areas above:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Early Years Foundation Stage framework also requires early years practitioners to review children's progress and share a summary with parents at two points: in the prime areas between the ages of 24 and 36 months and at the end of the Early Years Foundation Stage in the Early Years Foundation Stage Profile.

Imagination Library News 2011-2012

Pond-Dipping at Meadow View

Whilst the primary aim of the Imagination Library is to develop the early home learning environment it is also important to make sure that the Imagination Library books are utilised as much as possible. Feedback from our local schools suggest that when an Imagination Library book is introduced within the school curriculum it is well received as the children are familiar with the text and they enjoy the fact there is a sense of commonality eg most children have their own copy of the book at home.

Meadow View School followed on from their work with the 'Pet Shop' book last year by using The Bog Baby book (Jeanne Willis and Gwen Millward) as an opportunity to explore the outdoor environment.

"Two girls sneak out to the magic pond in Bluebell Wood and come home with a bog baby - a blue, toad-like blob in Millward's delicately drawn illustrations, with stubby wings and an amiable smile. When, despite plenty of TLC, the girls' small treasure eventually turns pale and ill, along comes Mum to remind them that bog babies are wild things that are not suited to eating cake crumbs or sleeping in a margarine tub. Time to set it free again."

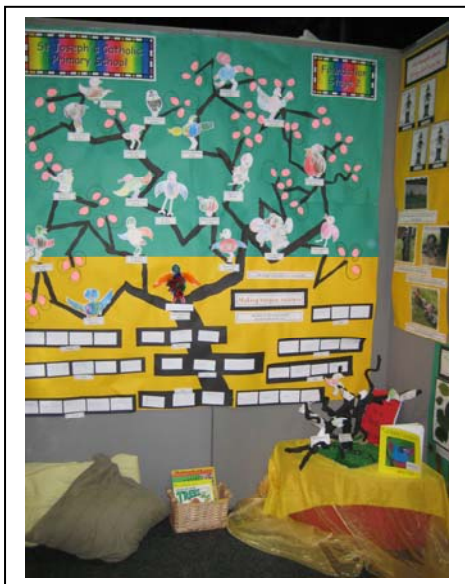
Groups of children from the Foundation Stage Unit used the school's pond to search for their own 'bog babies' and found a selection of water boatman, pond skaters, mayfly nymph, dragonfly nymph and a very impressive dragonfly larvae!



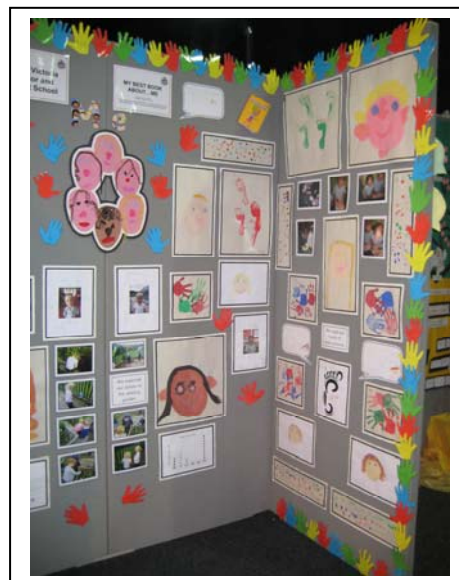
Rotherham Book Awards

The 2011 Rotherham Book Awards' ceremony was held at Magna Science and Adventure Park on the 8 July 2011 and was a huge success. Younger children (KS1 and Lower KS2) and older children (KS2 and KS3) read the chosen books in their age-group category and voted for their favourite. The Book Award winner(s) are announced on the day and children are able to meet the authors and collect autographs. This year the afternoon was a more interactive experience with an activity for each of the titles from Picture Book & KS1 / Lower KS2.

The Imagination Library features in the Book Awards and provides a progression route into the Book Awards process. The Imagination Library exhibition offers a chance for Children's Centres and Foundation Stage Units to exhibit any work that has been produced by children in the 0 – 5 age range as a result of bringing an Imagination Library book to life.



The Nickle Nackle Tree
St Joseph's (Rawarsh) C Primary School



My Best Book About Me
Wath Victoria Junior and Infant School



Whose Feet?
Swinton Brookfield Primary School & Anston Greenlands Junior & Infant School

BBC Radio 4, Radio Sheffield, Rotherham FM & The Guardian

2011 - 2012 turned out to be quite a year for media coverage. All had gone quiet on the Radio 4 front after an initial enquiry a year previously but at the beginning of June last year the Imagination Library received a phone call confirming the go ahead to make a documentary on the Imagination Library.

Several phone calls and e-mails later Rotherham was visited by the BBC who conducted a number of interviews - including some with a group of parents at Coleridge Children's Centre - see below.



The reporter Sarfraz Manzoor was so taken with the scheme that he went on to write a three quarter page article in the Guardian and crossed the pond to visit the 'Home Comin' in Tennessee and meet Dolly Parton in person! For a summary of the Guardian article visit:

<http://www.guardian.co.uk/education/2011/jul/18/dolly-parton-books-reading-rotherham>

The Radio 4 documentary aired on Saturday 23 July and was entitled 'How Dolly Got Rotherham Reading'. The programme became the Documentary of the week and has been repeated since. <http://www.bbc.co.uk/programmes/b012q15c>

The local media picked up on the Imagination Library scheme as a result of this coverage and further interviews followed with Rotherham FM (19 July) and Radio Sheffield (22 July) where Yasmine Hussain, a local parent, eloquently outlined the benefits of the book-gifting scheme to her children and members of the community.

Dolly Parton Concert

On the 12 September Dolly Parton visited Motorpoint Arena in Sheffield as part of her tour of the UK. As hosts of the local Imagination Library scheme Rotherham representatives were invited to meet Dolly Parton backstage before the concert began. Representatives from RMBC and the Chamber of Commerce attended the 'meet and greet' session and were introduced to the queen of country music and founder of the book-gifting scheme by the Imagination Library's Regional Director, Natalie Turnbull.



Move to Riverside House

Along with many other Council Departments the Imagination Library migrated from Norfolk House to Riverside House in February this year. Riverside House is located on the historic Guest and Chrimes site and is accessed on Main Street. The relocation is part of the drive to modernise and improve services. Members of the public will be able to get information, make payments, report problems and apply for Council services, all in one place.

Sustainability has also been key with energy efficient lighting and controls to reduce carbon emissions. Part of the heating and cooling systems also uses energy from bore holes sunk deep underground. Local suppliers have been used wherever possible to help give a boost to the Rotherham economy.



5,000th Graduate

Rotherham's Imagination Library had cause for celebration in October when Jake Burden (aged 5) became the 5,000th graduate of the Rotherham book-gifting scheme. Jake and his family were invited to the Chamber of Commerce's Business Awards on Friday 21 October 2012 to receive a graduation certificate together with a Magna Family Day Ticket (donated by Magna) in recognition of the occasion.

The local Chamber of Commerce, recognising the importance of long-term investment in a child's education, were the founder funders of the scheme.



Chris MacCormac (BRCC), Joyce Thacker (RMBC), Jake and Chloe Burden with mother Sally.

Emily Wright

In September 2011 Kate Ashton left the Imagination Library to take up a post at Wickersley School and Sports College. Kate was appointed as an Admin Officer at the start of the Imagination Library programme in 2008 and helped to get the programme up and running. Her departure was a great loss to the project as she always had a warm and friendly manner when dealing with members of the public. Fortunately, in February this year, we were able to re-appoint to the post and we have been very lucky in recruiting Emily Wright who began working with Rotherham Borough Council as an apprentice in 2009. Emily is in the process of completing her NVQ 3 in Business Administration and is proving to be a great asset to the team.



John Healey's House of Commons Debate



On 16 January 2012 John Healey, MP introduced an 'Imagination Library' debate in the House of Commons which highlighted the link between early reading, the home environment, a child's development and successful learning. The scheme in Rotherham, he said, "shows the power of a parcel arriving with a child's name on it and their own book inside. It sparks a child's imagination from the earliest age, giving every child a better chance in life and a better chance to read."

Within his speech John Healey made reference to a number of parents and practitioners from Rotherham who praised the scheme for a number of reasons: the excitement created by the arrival of the book through the post; the child's demands to be read to; the number of book-homes created; the support the Imagination Library books offer to families for whom English is an additional language and the fact that the delivery of the personalised books is building the foundations for reading within the child's home.

The direct 'asks' for the Minister of State, Department for Education (Mr Nick Gibb) were that the impact of the Imagination Library be fully evaluated and that consideration be given to how the school could be extended across the country - backing those young children who start life facing the biggest hurdles - those in care, babies born to mothers in prison, and children whose parents are in the UK Armed Forces.

The Minister of State confirmed that too many children were failing to read properly: "Overall, over the last nine years, England has fallen in the programme for international student assessment tables from 7th to 25th in reading." The consequences are highlighted, he said, by the Centre of Social Justice's report which showed that between half and three quarters of children permanently excluded from school displayed significant literacy problems.

Tackling literacy is an urgent problem for the government. "We welcome initiatives that make it easy for children and parents to access and share good books and that encourage them to read more."



John Healey MP meeting parents at Rawmarsh Children's Centre to find out their views on the Imagination Library programme

Spencer Stokes from BBC's Look North came to visit parents and children at The Arnold Centre following the debate in the House of Commons and produced a mini-documentary on the 26 January highlighting the success of the Imagination Library. The programme featured an endorsement of the book-gifting scheme by Rotherham MP John Healey.



Spencer Stokes, BBC Look North, filming parents and children at The Arnold Centre

What does the Imagination Library have to offer?

The Imagination Library:

- encourages a love of books
- helps to develop a bond between a child and a parent/carer
- is available at the most crucial formative years of a child's life
- is consistent, long-term and encourages a 'reading' routine - starting from birth and lasting for five years
- engages parents, who are the first and most important educators of their children, to share stories and rhymes with their children
- provides an emotional outlet for children - giving a child a way to deal with emotions and fears by putting those concerns into words and offering them comfort in learning about characters in similar situations
- is available to all families of under-fives living in Rotherham – eliminating any potential stigma
- provides a range of age appropriate books selected by a panel of experts – offering variety and reassurance to the parent
- provides books personally addressed to the child - creating a sense of ownership and worth
- provides up to 59 good quality books, free of charge to the family
- creates 'Book Families' and a language rich home environment
- helps children develop their communication, language and literacy skills by equipping them with pre-reading skills
 - listening to the tone and rhythm of a voice
 - looking at pictures
 - holding a book
 - exposure to vocabulary and word use
 - focusing and lengthening attention spans
 - making sense of a story
 - expanding the imagination

Imagination Library Registrations and Graduations 2011-2012

- By the end of March 2012 a total of 20,662 children had registered with Rotherham's Imagination Library since the scheme was launched
- 13,871 children were 'active' members of the Imagination Library
- Of these 13,871 children 7,123 were female and 6,550 were male
- 13,871 is 86% of Rotherham's under-five population of 16,049
- 6,791 children have 'graduated' from the scheme
- 1,618 children have 'left' the scheme (not included in figures above). This is mainly as a result of: duplication/ addressee leaving property/ addressing moving out of Rotherham/child death/other.
- The total number of registrations over the last twelve months was 3,294 and the number of graduations 2,240. This meant an average of 327 registrations and 187 graduations per month. These figures can be compared with the average monthly figures last year of 415 registrations and 163 graduations. The figures, as predicted, show a reduction in the number of registrations but an increase in the number of graduations. This pattern is likely to continue.

Appendix A shows the number of registrations and graduations each month in Rotherham during 2011 - 2012.

Measuring Impact

One of RMBC's key aims for the Imagination Library is to enable children to become better prepared for school by developing their communication, language and literacy skills in the early years. One way of evidencing this is by looking at the differences in performance between those children registered with the Imagination Library and those who are not when children reach the age of five.

Imagination Library data has been added to the Education Management System for the last three years and this will enable impact to be measured over time. However, the project is still in its infancy and for the statistics to become reliable the performance of children needs to be viewed over the entire cycle of an Imagination Library programme - ie for a full five years.

In the summer of 2011 the CYPS Performance Team analysed the Early Years Foundation Stage Profiles once again to ascertain whether the attainment achievements for the Imagination Library members were any different to non-Imagination Library members. Overall there was a positive difference of 5.8% in the numbers of children reaching a good level of development and a 5.2% difference in the Communication Language and Literacy area of Learning. However there may be a number of other factors that are responsible for the Imagination Library children achieving higher scores. The number in the cohort examined was approximately 3,000 children.

Appendix B shows the attainment achievements for Imagination Library and non-Imagination Library children using the EYFS Profile Scores between 2009 and 2011.

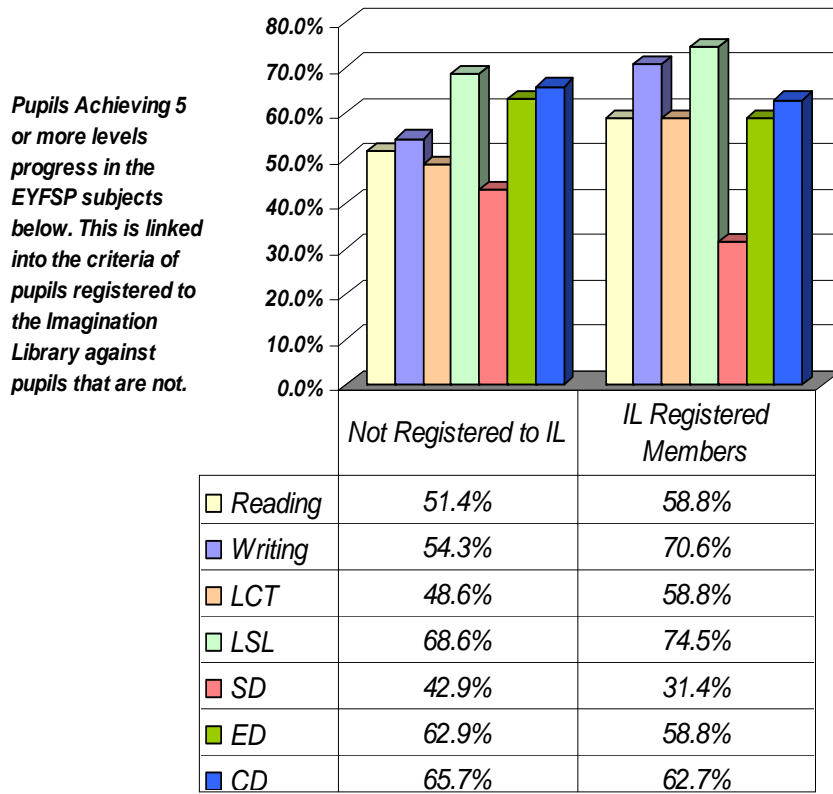
In 2011 another means of measuring impact was introduced using a school's E-Mags 'tracking' system. Children's progress in Foundation Stage 2 (children aged 4 - 5 years) was measured from their point of entry to school in September 2010 until their exit point assessment in June 2011. By tracking on a termly basis we could establish how much progress these pupils had made and could again see if there was any difference between children enrolled with the Imagination Library and those who were not. Teachers were not aware of which children were registered to the Imagination Library scheme. The progress of 86 pupils was examined. Out of these 86 pupils 51 were registered to the Imagination Library and 35 were not. The pilot exercise showed that pupils registered to the Imagination Library made higher rates of progress than non-registered children in the area of Communication, Language and Literacy. The biggest progress made with pupils at the school is within the 'Linking Sounds and Letters' area. 38 Imagination Library pupils out of 51 made 5 or more Levels of Progress (74.5%) from their On Entry Levels to their Exiting Levels - see table on next page.

Table: Comparing rates of progress between Imagination Library pupils and non-Imagination Library pupils in one school's Foundation Stage Class - from their On Entry Levels to their Exiting Levels - in three areas of the EYFS curriculum (2011).

	Pupils	Subjects	2 - 4 Levels Progress Made		5 to 7 Levels Progress Made		8 & 9 Levels Progress Made		5+ Levels Progress Made		Ranking	
CLL - Communication, Language & Literacy	Not Registered to IL	Reading	17	48.6%	18	51.4%	0	0.0%	18	51.4%		
	IL Registered Members	Reading	21	41.2%	28	54.9%	2	3.9%	30	58.8%	4	
	Not Registered to IL	Writing	15	42.9%	17	48.6%	2	5.7%	19	54.3%		
	IL Registered Members	Writing	15	29.4%	36	70.6%	0	0.0%	36	70.6%	2	
	Not Registered to IL	LCT	17	48.6%	17	48.6%	0	0.0%	17	48.6%		
	IL Registered Members	LCT	20	39.2%	28	54.9%	2	3.9%	30	58.8%	4	
	Not Registered to IL	LSL	11	31.4%	24	68.6%	0	0.0%	24	68.6%		
	IL Registered Members	LSL	13	25.5%	34	66.7%	4	7.8%	38	74.5%	1	
	PSE - Personal, Social, Emotional Areas	Not Registered to IL	DA	13	37.1%	22	62.9%	0	0.0%	22	62.9%	
		IL Registered Members	DA	25	49.0%	23	45.1%	3	5.9%	26	51.0%	5
		Not Registered to IL	SD	20	57.1%	15	42.9%	0	0.0%	15	42.9%	
		IL Registered Members	SD	35	68.6%	16	31.4%	0	0.0%	16	31.4%	6
Not Registered to IL		ED	13	37.1%	22	62.9%	0	0.0%	22	62.9%		
IL Registered Members		ED	21	41.2%	29	56.9%	1	2.0%	30	58.8%	4	
Creative Development	Not Registered to IL	CD	12	34.3%	23	65.7%	0	0.0%	23	65.7%		
	IL Registered Members	CD	19	37.3%	30	58.8%	2	3.9%	32	62.7%	3	

The results above show higher levels of progress (5+ Levels of progress made) for the Imagination Library registered children in the area of Communication, Language and Literacy.

Pupils achieving 5 or more Levels of Progress from their ON Entry Levels when starting school in September 2010 to their Exiting Outcome levels in June 2011- which is the end of the Foundation Stage Profile.



- LCT Language and Communication for Thinking
- LSL Linking Sounds and Letters
- SD Social Development
- ED Emotional Development
- CD Creative Development

Although the initial results appear encouraging this exercise needs to be repeated with other schools before any patterns emerge or conclusions drawn. This summer we will track the progress of pupils in a further two schools - also situated within disadvantaged communities. E-Mags systems are to be reviewed across the borough in light of the new EYFS framework and as a result schools will be able to build in an Imagination Library factor into the E-Mags programme which will make future monitoring easier and more comprehensive.

Imagination Library Account Summary - 2011/2012

<u>Revenue Accounts:</u>	
E99801	Imagination Library - Books & Postage
Expenditure	
137,426.00	Total cost of books
178,445.26	Total cost of postage
315,871.26	Total Expenditure Books and P&P April 2011 to March 2012
Income	
42,202.00	Early Intervention Grant
40,000.00	Contributions - Other
1,957.12	Contributions - General
84,159.12	Total Income Books and P&P April 2011 to March 2012
231,712.14	Net contribution by RMBC
E99802	Imagination Library - General
Expenditure	
46,143.50	Total salary costs - Imagination Library team
1,084.72	Total other costs (Supplies & Services)
47,228.22	Total Expenditure April 2011 to March 2012
Income	
0	Total Income
47,228.22	Net contribution by RMBC
<u>Summary</u>	Total Expenditure April 2011 - March 2012
363,099.48	

Imagination Library – Governance

The Imagination Library Board was disbanded in January 2012. The aim of the Board was to oversee the implementation and development of the Imagination Library scheme in Rotherham. As the Imagination Library is now established, the project will in future report, as requested, to the Children, Young People and Families' Partnership.

Membership of the Imagination Library Board:

RMBC

Cllr Paul Lakin	Cabinet Member for Safeguarding and Developing Learning Opportunities for Children (Chair)
Cllr Amy Rushforth	Cabinet Member for Lifelong Learning and Culture
Joyce Thacker	Strategic Director, CYPS
Dorothy Smith	Senior Director, Schools and Lifelong Learning, CYPS

Chamber of Commerce

Chris MacCormac	President
Rob Hannon	Past President
John Wainwright	Past President
Andrew Denniff	Executive Director
Dominic Beck	Policy Officer

Imagination Library – Contacts

Dollywood Foundation / Imagination Library Contact Details:

The Dollywood Foundation of the United Kingdom

Natalie Turnbull,
60 Louisville Road,
London
SW17 8RU
07984 346592
nturnbull.imaginationlibraryuk@gmx.com

The Dollywood Foundation of the USA

David Dotson,
1020 Dollywood Lane,
Pigeon Forge,
TN 37863,
USA 865-428-9604
ddotson@dollyfoundation.com

Imagination Library – Rotherham

Project Manager – Alison Lilburn
01709 822623
alison.lilburn@rotherham.gov.uk
RMBC, Wing 1A, Riverside House, Main Street, Rotherham, S60 1AE

Admin Assistant – Emily Wright
01709 822463
emily.wright@rotherham.gov.uk
RMBC, Wing 1A, Riverside House, Main Street, Rotherham, S60 1AE

Acknowledgments

Thanks go to the following for their support in 2011-2012:

We would like to thank

- Louise Savage and The Tell Us Once team - Register Office
- Health Visitors
- Staff at Rotherham's Children's Centres & Early Years settings - Private, Voluntary and Independent Sector
- Childminders
- Helena Szczepkowski & The Get Real team
- Independent Reviewing Officers

for all of their registrations, notifications of change of address and their advocacy

For helping us to measure take-up and impact we would like to thank

- Lynsey Sylvester, Lee Dodson and members of the Performance Management Team

For celebrating the 5,000th graduation

- The Burden family, Wath Central Primary, Magna and the Chamber of Commerce

For preparing and supporting our move to Riverside House

- Emma Heyes, Sue Gray, Mark Heaton and Maltby Library

For their support of the scheme and the inclusion of Imagination Library books within the curriculum

- Lead Teachers & Foundation Stage Units

For their contributions to reports, photographs, websites and media coverage

- Steve Pearson, Ray Globe, Annie Todd, Tom Sweetman & David Barker

For financial sponsorship

- Chamber of Commerce and Private Sponsors

For governance

- The Imagination Library Board

For budget monitoring advice and assistance

- Andrea Baldwin

For informing practitioners and parents of the Imagination Library book titles each month via The Directory we would like to thank

- Families Information Service

For enabling the Imagination Library to become a part of a book-sharing and reading process

- The Book Awards Committee

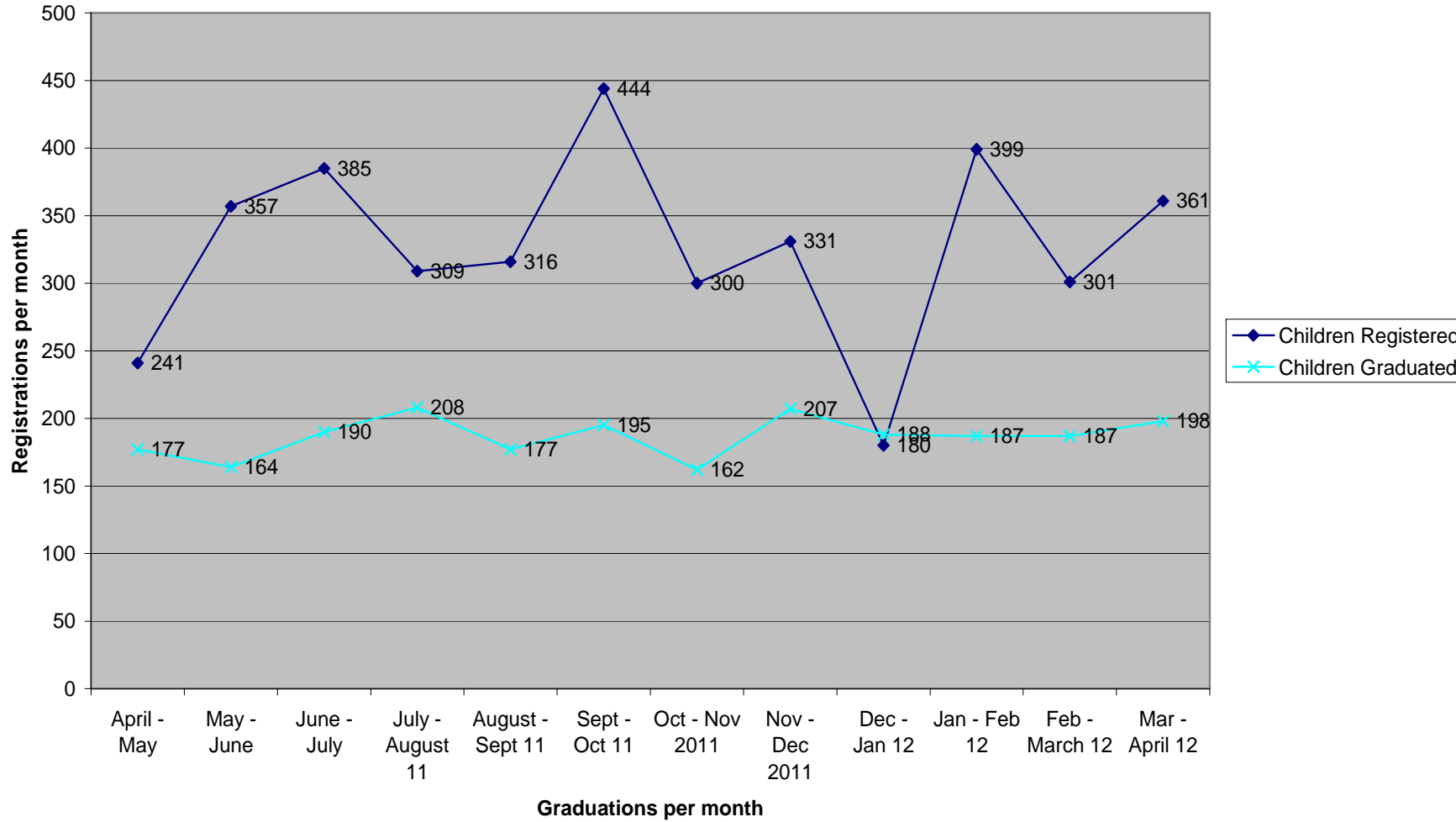
For operations in the UK

- Natalie Turnbull, Doreen McCammon, Sherry French and the Dollywood Foundation

And finally, a big thank you to Joyce Thacker, Dorothy Smith and Kathy Higson

Appendix A Monthly Registrations and Graduations for 2011-2012

Graduations and Registrations Per Month



Appendix B Early Years Foundation Stage Profile Results 2009 - 2011

Early Years Foundation Stage Profile Results

Attainment achievements of those Children who are members of the Imagination Library against those children who are not registered.

Full LA datasets includes Special Schools

Results from 2011			EYFSP 6+ Analysis																				
2011 EYFSP Attainment Data Performance	Cohort	*30% Deprived SOA in Rotherham	DA	SD	ED	PSE AOL	LCT	LSL	Read	Write	CLL AOL	NLC	CAL	SSM	Math	KUW	PHY	CRE	78+ Points	PSE & CLL 6+	A Good Level of Development	20% Lowest achieving Pupils	20% Highest achieving Pupils
Full LA 2011	3021	55.2%	89.1 %	85.8 %	81.8 %	79.0 %	84.0 %	76.8 %	71.8 %	64.9 %	60.3 %	89.2 %	77.5 %	83.9 %	75.1 %	82.6 %	91.6 %	83.1 %	75.8 %	58.3 %	58.3%	593	590
Imagination Library Members	1933	49.0%	90.7 %	87.6 %	83.7 %	83.3 %	85.3 %	79.2 %	73.6 %	66.6 %	68.9 %	90.6 %	79.6 %	85.9 %	83.1 %	84.2 %	91.6 %	84.9 %	78.0 %	60.4 %	60.4%	57.0% (338)	68.8% (406)
Pupils not registered to the IL	1088	53.0%	86.3 %	82.7 %	78.4 %	77.7 %	81.7 %	72.6 %	68.6 %	61.9 %	63.7 %	86.9 %	73.9 %	80.4 %	76.9 %	79.7 %	91.5 %	79.8 %	71.8 %	54.6 %	54.6%	43.0% (255)	31.2% (184)
Difference in performance	845	-	4.4%	4.9%	5.3%	5.6%	3.6%	6.6%	5.0%	4.7%	5.2%	3.7%	5.7%	5.5%	6.2%	4.5%	0.1%	5.1%	6.2%	5.8%	5.8%	14.0%	37.6%
Results from 2010			EYFSP 6+ Analysis																				
2010 EYFSP Attainment Data Performance	Cohort	*30% Deprived SOA in Rotherham	DA	SD	ED	PSE AOL	LCT	LSL	Read	Write	CLL AOL	NLC	CAL	SSM	Math	KUW	PHY	CRE	78+ Points	PSE & CLL 6+	A Good Level of Development	20% Lowest achieving Pupils	20% Highest achieving Pupils
Full LA 2010	2990	53.5%	90.1 %	86.4 %	81.1 %	81.9 %	83.9 %	75.2 %	70.6 %	62.8 %	65.1 %	88.4 %	73.9 %	83.3 %	78.9 %	81.8 %	90.3 %	80.1 %	76.1 %	56.4 %	56.4%	598	581
Imagination Library Members	1334	48.7%	91.3 %	87.6 %	83.3 %	83.9 %	86.0 %	79.5 %	75.0 %	68.0 %	69.6 %	91.0 %	78.3 %	85.8 %	82.8 %	84.8 %	90.8 %	83.0 %	80.4 %	60.6 %	60.5%	41.5% (248)	57.1% (332)
Pupils not registered to the IL	1656	57.4%	89.1 %	85.3 %	79.3 %	80.3 %	82.2 %	71.8 %	67.0 %	58.7 %	61.5 %	86.4 %	70.4 %	81.3 %	75.7 %	79.4 %	90.0 %	77.8 %	72.6 %	53.1 %	53.0%	58.5% (350)	42.9% (249)
Difference in performance	322	-	2.2%	2.3%	4.0%	3.6%	3.8%	7.7%	8.0%	9.3%	8.1%	4.6%	7.9%	4.5%	7.1%	5.4%	0.8%	5.2%	7.8%	7.5%	7.5%	-17.0%	14.2%
Results from 2009			EYFSP 6+ Analysis																				
2009 EYFSP Attainment Data Performance	Cohort	*30% Deprived SOA in Rotherham	DA	SD	ED	PSE AOL	LCT	LSL	Read	Write	CLL AOL	NLC	CAL	SSM	Math	KUW	PHY	CRE	78+ Points	PSE & CLL 6+	A Good Level of Development	20% Lowest achieving Pupils	20% Highest achieving Pupils
Full LA 2009	2911	52.8%	88.5 %	82.2 %	78.3 %	79.6 %	79.3 %	71.0 %	66.8 %	58.9 %	61.7 %	87.4 %	71.0 %	79.5 %	75.8 %	78.9 %	91.2 %	78.7 %	72.1 %	50.4 %	50.4%	599	618
Imagination Library Members	969	48.6%	92.5 %	86.5 %	82.4 %	84.8 %	83.0 %	74.6 %	72.9 %	62.2 %	66.7 %	90.7 %	74.8 %	82.9 %	74.9 %	83.5 %	92.1 %	80.6 %	77.0 %	54.9 %	54.9%	29.7% (178)	43.2% (267)
Pupils not registered to the IL	1942	54.8%	86.6 %	80.1 %	76.2 %	77.0 %	77.4 %	69.2 %	63.9 %	57.3 %	59.2 %	85.7 %	69.1 %	77.9 %	74.0 %	76.6 %	90.8 %	77.8 %	69.6 %	48.2 %	48.2%	70.3% (421)	56.8% (351)
Difference in performance	973	-	5.9%	6.4%	6.2%	7.8%	5.6%	5.4%	9.0%	4.9%	7.5%	5.0%	5.7%	5.0%	0.9%	6.9%	1.3%	2.8%	7.4%	6.7%	6.7%	-40.6%	-13.6%

Results from 2008 are not included as the Imagination Library Scheme didn't start operating until March 2008

*30% Deprived SOA in Rotherham = Pupils falling within the most 30% SOA for Rotherham - based on where they live.

Results show that the pupils accessing the Imagination Library have made better progress than pupils not on the Imagination Library scheme - especially in the area of Communication, Language and Literacy.

Overall the Pupils accessing the IL scheme have out-performed the pupils that are not on the Scheme.

