

ROTHERHAM'S

IMAGINATION LIBRARY



ANNUAL REPORT 2009-2010



**ROTHERHAM'S IMAGINATION LIBRARY
ANNUAL REPORT
2009 – 2010**

Contents	Page(s)
1. Background	3
2. Aims	4
3. Local Need - Why Rotherham? Why Literacy?	5
4. The national need to improve Literacy	6 - 8
5. What does the Imagination Library have to offer?	9
6. Achievements and Progress	10 - 12
7. Registrations	13
8. Fundraising & Donations	14 - 15
9. Finance - Balance Sheet	16
10. Measuring Impact	17 - 18
11. Challenges	19
12. Governance	20
13. Contacts	21
Appendix A	Imagination Library poster
Appendix B	Chart: Registrations & Graduations per month
Appendix C	Family Learning Delivery



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 means that Rotherham has done 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

Local Need – Why Rotherham? Why Literacy?

Child Well Being

In terms of Child Well-Being, Rotherham ranks 305 out of 354 districts in England (within 14% lowest well-being), suggesting many Rotherham children are disadvantaged from the outset.

Children

Publication of past Early Years Foundation Stage Profile¹ results for five-year-olds has shown that the communication, language and literacy gap between children in Rotherham and those in the rest of the UK is already marked by the time they start school.

Educational attainment 2007-2009						
Early Years Foundation Stage – age five						
The 'National' columns reflect the % achieving the expected level						
	2007		2008		2009	
	National	Rotherham	National	Rotherham	National	Rotherham
Language for communication and thinking	81	65	79	70.2	82	79.3
Linking sounds and letters	63	53	71	64.1	74	71
Reading	72	59	70	62.3	72	66.8
Writing	61	48.6	61	52.6	62	58.9

Adults

Current analysis suggests about 40% of the adult population in Rotherham have some difficulty with literacy skills.

Rotherham has a 42% lower proportion of adults qualified to Level 4, and a 56% higher proportion with no qualifications, compared to England.

Employability

Rotherham has a poorly qualified workforce and needs to improve so that higher skilled employment can develop in the long term.

¹ The Foundation Stage Profile records each child's progress and learning needs at the end of the Foundation Stage. Profiles must be completed in any government-funded setting in which children complete the Foundation Stage. For most children, this is at the end of the reception year in primary school. The Foundation Stage Profile is based on early childhood practitioners' observations and assessments in six areas of learning: personal, social and emotional (PSE) development; communications, language and literacy (CLL); mathematical development; knowledge and through effective practices in the early years understanding of the world; physical development; and creative development. Staff must complete summary profiles for each child reaching the end of the Foundation Stage, four weeks before the end of the summer term (when children are four to five years old).

The national need to improve Literacy

Literacy is the combination of reading, writing, speaking and listening skills we all need to fulfil our potential. These life skills are essential to the happiness, health and wealth of individuals and society.

In the UK, 40-50% of children are starting primary school without the basic speech and language skills they need to learn and make friends. A quarter of young people do not recognise a link between reading and success.

One in six people in the UK struggle with literacy. This means their literacy is below the level expected of an eleven year old.

Which is the most significant reason for focusing on literacy skills in the UK today?

23% Economic competitiveness
25% Social mobility
25% Community cohesion
28% Happiness/ health

(National Literacy Trust Poll - February 2010)

Literacy in the Workplace

Concerns over staff literacy are widespread. Of employers who rate the competency of their low-skilled staff as poor or satisfactory, over half report problems with literacy.

Concern about basic numeracy and literacy is especially acute in retail and manufacturing – 69% of firms in retail and 50% in manufacturing report problems with literacy.

Men and women with poor literacy are least likely to be in full-time employment at the age of thirty.

Poor literacy skills can also be a serious barrier to progressing once in employment. 63% of men and 75% of women with very low literacy skills have never received a promotion.

There are too many adults who lack basic literacy skills. In 2006 a Government sponsored review into basic skills, found that more than five million adults lack functional literacy, the level needed to get by in life and at work.

92% of the British public say literacy is vital to the economy, and essential for getting a good job.

Literacy as an agent of social change

Literacy is frequently seen as solely relating to individuals and educational structures but it is also an agent of social change. It can change the lives of communities as well as individuals.

Evidence shows that individuals with good literacy are significantly more likely to trust people in their own community. This trust translates into a feeling of safety.

Individuals with poor basic skills are more likely to report being “not at all” interested in politics (42% for men with poor basic skills and 17% for men with good basic skills and 50% and 21% respectively for women).

Low levels of literacy impact on participation in democracy. Men and women with the lowest literacy skills were the least likely to have voted in the 1987 and 1997 general elections.

Partnerships beyond the school have a role to play in raising literacy standards.

(National Literacy Trust, June 2009)

**Gordon Brown, Prime Minister
January 2008**

“It’s not just the joy of reading, father-to-son or in the classroom, it’s also the benefits of reading. It’s probably one of the best anti-poverty, anti-deprivation, anti-crime, anti-vandalism policies you can think of....”

A survey of nursery workers showed that 89% are worried that the occurrence of speech, language and communication difficulties amongst pre-school children is growing. **The lack of adult and child time spent talking together** was highlighted as the key reason by 92% of them.

ICAN, 2004

Poor children do worse academically and make less progress in learning throughout the early years. The differences between poor children and others are greatest for communication, language and literacy; mathematical development; and personal, social and emotional development.

Children with a positive home learning environment achieve better in the early years and throughout primary school, and this can really help counter the effects of poverty on children's learning and development.

Narrowing the gap in outcomes for young children through effective practices in the early years. 2009. C4EO

Although the average age for babies' first words is ten to eleven months, almost one in six parents reported their children had problems learning to talk and four per cent had not spoken by the age of three.
YouGov Poll

We need to develop more active, fun, stigma-free, 'non-educational' and non-judgemental reading activities that involve the whole family in reading and give members of the household the chance to develop positive and pleasurable associations with reading.

Honor Wilson-Fletcher, May 2009

The worst scenario (unfortunately far too common) is those children who get to age seven, find that most of their peers are reading fairly well, recognise that they are failing, and turn to other ways of "being somebody". School, though compulsory, becomes boring. Even remedial lessons, though helpful, tend to underline their lack of success. Such children in their unhappiness often become classroom problems and playground bullies. They eventually enter secondary school without enthusiasm, begin to truant, find trouble, (or trouble finds them) and so on.

*Erica Hailstone,
Literacy through Storybooks*

"I don't think parents are aware that what they do with their baby at six months affects their GCSE results,"

Mary Campbell, Talk Matters, Leicester

What does the Imagination Library have to offer?

The Imagination Library:

- encourages a love of books
- is available to all families of under-fives living in Rotherham – eliminating any potential stigma
- helps to develop bonding between a child and a parent/carer
- 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
- 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
- posts book to the home address – making literacy ‘convenient’ for the reluctant or ‘stuck’ families
- is consistent, long-term and encourages a ‘reading’ routine - starting from birth and lasting for five years
- is available at the most crucial formative years of a child’s life
- provides up to 59 good quality books, free of charge to the family
- creates ‘Book Families’ and a language rich home environment
- engages parents, who are the first and most important educators of their children, to share stories and rhymes with their children
- 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

Achievements & Progress 2009 – 2010

- **A 20% increase of take-up which means that 66% of the under-five cohort are registered with the Imagination Library**
- **Registrations ahead of predicted figures**

Rotherham's target take-up was originally set at 70% of its under-five population. This population has risen from 15,200 in 2007 to approximately 15,400 today.

70% of 15,400 = 10,780

30% of the target figure by the end of Year 1 would have equated to 3,234 children.

Growth was then predicted at 20% a year, on average, which would mean that by the end of Year 2 we should have reached 50% (5,390 children).

By the end of Year 3 most projects would have reached 60% of their projected target (6,468).

Two and a half years following its launch Rotherham's Imagination Library is sending out books to 10,000+ children, which exceeds the predicted target figure.

The predicted target take-up is based upon norms for the USA and Canada and it may prove to be different for UK projects. However at present there are no other authorities in the UK that have been operating on the same scale, or for the same length of time, so it is hard to demonstrate 'like for like'. Rotherham's registration figures, together with details of participating schemes in the UK, are listed on page 13.

- **Establishment of Imagination Library Steering Group and Board**
- **Excellent support from the Registrars 'Tell Us Once' team and NHS Rotherham Health Visitors.**
The 'Tell Us Once' team have supported the Imagination Library above and beyond the call of duty. In 2009, in addition to the distribution of Imagination Library forms, the Tell Us Once team began completing forms on parents' behalf when they came to register their child's birth. This, together with the same advocacy and support from the NHS Health Visitors, has meant that we are now capturing the majority of new-borns.
- **Creation of an IDeA Podcast**
Made by the Podcast Company for IDeA - Partnership and Places library http://www.youtube.com/watch?v=f0i1jfzuK_I

- **Inclusion of the Imagination Library Registration Form in the back of the NHS Rotherham Baby Book.**
- **Communication Friendly Spaces Training programme.** *CFS™ Bags for Families* helps parents and carers to explore ways to maximise the use of space within the home context to facilitate and enhance communication skills. The training programme operated between May and July 2009 and twenty colleagues from a range of Services across Children and Young People's Services took part. The initiative was financed by Inspire Rotherham.



Creation of Communication Friendly Spaces

- **Imagination Library DVD July 2009**
Twelve Year 10 students on work experience at Rawmarsh City Learning Centre's Media Department spent two weeks scripting, shooting and editing a short film on Rotherham's Imagination Library. NB Figures in the film refer to July 2009. The DVD can be viewed by visiting: www.rotherham.gov.uk/imaginationlibrary
- **Expenditure (outside of Books, Postage and Salaries) was kept to under £600)**
- **Family Learning Delivery (See Appendix C)**
- **Design of an Imagination Library poster – produced by RCAT students and printed free of charge by B&B Press, Parkgate. See Appendix A**
- **A comprehensive analysis of take-up across Rotherham**
- **On-line Registrations and Change of Address facility**
www.rotherham.gov.uk/imaginationlibrary
- **A £30,000 donation from NHS in March 2010**
- **The creation of a six month Apprenticeship Post**

- **BBC documentary on Dolly Parton (including reference to Rotherham's Imagination Library October/November 2009)**
- **An 'Inspire Rotherham' research project to explore the use of Imagination Library books within the home**
- **Imagination Library Fundraising Week**
- **Distribution of monthly Imagination Library Update by e-mail**
- **Accolades**

RMBC's Imagination Library won the Local Government Yorkshire and Humber Make a Difference Awards in the 'Looking Beyond Our Shores' category in November 2009. The award recognises where authorities have successfully worked with individuals, partners and organisations outside of the UK to exchange knowledge and experience and/or develop new practice and improve outcomes.



**Making a Difference in Yorkshire and Humber
'Looking Beyond Our Shores' Award, November 2009**



**CYPS Team of the Month
February 2010**



**Rotherham Ambassadors
December 2009**

Imagination Library Registrations 2009 – 2010

- By the end of March 2010 a total of 12,416 children had registered with Rotherham's Imagination Library since the scheme was launched
- 10,105 children were 'active' members of the Imagination Library
- Of these 10,105 children - 4809 were female and 5296 were male
- 10,105 is 66% of Rotherham's under-five population of 15,200
- 2,402 children have 'graduated' from the scheme
- 367 children have 'left' the scheme
- Over the last twelve months the average number of registrations and graduations per month were 444 and 122, respectively.

List of UK schemes, eligible under-five populations and take-up rates (April 2010)

(NB Strategy: N = Newborn and U = Universal)

Community	Eligible Population	Current Enrolment (April 2010)	Strategy	Months Mailing	% of Eligible Registered	Rate or Registration (Number of Children Per Month)	% of Registration (% of Eligible Population Registered Per Month)
Luton	15800 (3,100 births /year)	30	N	1	1%	30	1%
Reading	445 (90 births/year)	175	N	8	194%	22	24%
Wigtown	300	130	U	23	43%	6	2%
Sheerness	800 (160 births/year)	27	N	8	17%	3	2%
Bryn	600	98	U	3	16%	33	5%
Ince	700	104	U	3	15%	35	5%
White City	500	174	U	12	35%	15	3%
Westbourne	150	75	U	5	50%	15	10%
Fernwood	500	108	U	11	22%	10	2%
Rotherham	15,200	10,442	U	29	69%	360	2%

Appendix B shows the number of registrations and graduations each month in Rotherham during 2009 - 2010.

Fundraising & Donations

- The Barnsley and Rotherham Chamber of Commerce funded the Imagination Library activity prior to the completion of the formal procurement process (£53,183) in 2007 and contributed a further £21,817 in the financial year 2008-09. A further £75,000 has been promised for the lifetime of the initial Dollywood contract (June 2012). £25,000 was donated in 2009-2010.
- Gifts and donations have been received totalling £1,231.50 to date.
- The Payroll Deduction scheme for RMBC employees has raised £1,319.42.
- An Imagination Library fundraising pack was introduced and Early Years settings, Children's Centres and Foundation Stage Units in Schools were invited to raise funds for the Imagination Library during the first week of March, raising in excess of £1,000.
- NHS Rotherham have made a donation of £30,000.
- An LAA Reward Grant of £250,000 has been awarded for a two year period 2010–2012 (to cover the cost of books, postage and project work).

Fund Raising Week 1 – 7 March 2010

The Meadows Children's Centre at Catcliffe put a magnificent fundraising week together - deciding to link their fundraising activities for the Imagination Library with the launch of the 'Every Child A Talker' (ECAT) Parent Packs. During the week the Children's Centre organised a variety of events including: a Nursery Rhyme Trail, Sponsored Nursery Rhymes, a Bring and Buy Book Sale and a Fancy Dress day based around favourite characters from story books.





Above & Left: Meadow's Children's Centre' Fund-Raising week.

Cortonwood Children's Centre

Cortonwood Children's Centre organised a Book Character Fancy Dress & Sing-a-long Day on 4th March (see below).



Imagination Library - Balance Sheet 2009-2010

Holding Account:	
EL0126	Imagination Library Holding Account
-	
-1,319.42	Donations made by RMBC employees via payroll deductions
-1,000.00	Donation from a school
-231.50	Private donations
-30,000.00	NHS Income
-928.25	Donations raised during the fundraising week
-33,479.17	Total donations to 31st March 2010

Revenue Accounts:	
E99801	Imagination Library - Books
85,230.04	Total cost of Books
122,032.04	Total cost of Postage
207,262.08	Total cost of Books and P&P April 2009 to March 2010
207,262.08	Balance to be covered by Labgi funding
E99802	Imagination Library - General
49,291.59	Total salary costs
548.44	Total other costs (training, travel, supplies & services)
49,840.03	Total expenditure April 2009 to March 2010
49,840.03	Balance to be covered by Labgi funding

Summary	
-250,654.00	Total Labgi funding carried forward from 2008-09
257,102.11	Total expenditure April 2009 - March 2010
6,448.11	Labgi funding fully spent - balance covered by Chamber of Commerce Income
-25,000.00	Chamber of Commerce Income
-18,551.89	Balance to be carried forward to 2010-11

Measuring Impact

The Rotherham Imagination Library is still in its infancy and so it is too early to secure substantial quantitative evidence of impact on reading standards in the borough. In time, the success of the Imagination Library will be evidenced through the KS1 and KS2 results.

However Early Years Foundation Stage Profile results, regarding communication, language and literacy, for five-year-olds in Rotherham, already demonstrate steady improvements (see table on page 5). This is due to a number of complementary initiatives: a focus on Language (Every Child a Talker); a Phonics programme – delivery of Letters and Sounds; ‘Communication Friendly Spaces’ and the introduction of the Imagination Library.

“As Curriculum Adviser for Early Years Foundation Stage I can state that the Imagination Library is a very important partner in Rotherham LA - achieving the targets set within the Early Years Outcome Duty especially ‘narrowing the gap’. The Imagination Library encourages and supports parental involvement in their child’s learning from birth to five. Not only does the initiative support the love of books and the development of communication, language and literacy for children and families but it also supports the development of personal, social and emotional aspects of a child and parents well-being which underpin all learning. The Imagination Library has also contributed to the Every Child a Talker programme that Rotherham CYPS are part of. Looking at books; developing communication friendly spaces and encouraging parents to talk to children has had an impact on the conversational language of children which in turn has impacted on the improved Early Years Foundation Stage Profile results for 2009.”

**Kathy Higson, Early Years Adviser, School Effectiveness Service,
RMBC September 2009**

“GROW works with families living in the most disadvantaged communities of Rotherham. Many of the families do not have any books in the house, or would not consider reading time as a valuable family experience - “reading is done at school”.

Increasingly we are finding that parents and children are talking about the “parcels” that arrive, the children are thrilled that it’s for them. The parents who initially were suspicious “Why are they being sent? What is it for?” etc, now eagerly await the next stories to arrive.

We welcome the Imagination Library as a partner in our work with families. The books give us a hook to talk about the benefits of families learning together.”

**Sue Barratt, Chief Executive, GROW (Women Making Informed Choices)
Rotherham**

“The Imagination Library provides the children who access the Refuge an opportunity to develop an understanding and love of books. Mothers have commented that receiving a book regularly encourages them to think about the importance of books, and how much they enjoy sharing the experience of reading with their child. Receiving a book in the post is an important and exciting time for the Mother and Child and is a huge benefit for families who often have very little.”

Sue Wynne, Rotherham Women’s Refuge

“Health Visiting teams promote the benefits of imagination library to families as the benefits of introducing books to a child’s routine include positive time where parents can read and interact with their child, building on not only a positive parent child interaction but stimulating imagination and educational attainment. The books are high quality, interesting and interactive. It is a pleasure to promote, with the confidence that children look forward to a new adventure arriving in the post.”

Debbie Carter, Advanced Practitioner - Health Visitor, Rotherham NHS

Parental endorsement

“I would like to take this opportunity to thank you for these wonderful books, my daughter is now three years old and has been receiving them since you first started. We eagerly await the post every month to see what book is going to arrive and Hollie sits and lets me read them to her all day, then her brother reads them to her when he comes home from school.

I am a great believer in reading as I am an avid reader myself, and think it is really great that more children are being offered the love of books just as I was when I was a child.”

Imagination Library research project

Louise Ritchie and Margaret Lewis from the University of Sheffield are currently setting up a research project exploring how Imagination Library books are used and shared in Rotherham homes. They are in the process of recruiting 10 practitioners who work with families with babies and young children and who would like to take part in the project, which will take place between March and April 2010.

Throughout the research process, support will be provided by the university researchers as and when requested by each practitioner. The families themselves will be the key data gatherers, using FLIP video and disposable cameras to capture the ways in which Imagination Library books are used and shared; the research should be an enjoyable experience for both the families and the practitioners. In addition, it will provide valuable knowledge about book-sharing practices in Rotherham families, as well as enhancing the personal and professional development of the practitioners who take part.

Challenges 2010 - 2011

- To encourage take-up:
 - in the most disadvantaged geographical areas of Rotherham
 - by the families/guardians of the most vulnerable children
- To spread key messages re: the importance of sharing books with under-fives
- To identify long-term sources of income
- To embed the Imagination Library in elements of the Early Years' curriculum
- To develop the use of the Imagination Library books in the home environment
- To secure sufficient administrative support
- To ensure there is the capacity to transfer the Imagination Library registration data to an appropriate database to enable future measurements of impact
- To develop a progression route for children once they graduate from the scheme

Imagination Library – Governance

The Imagination Library has both a Board and a Steering Group.

Imagination Library Board

The aim of the Board is to oversee the implementation and development of the Imagination Library scheme in Rotherham.

The current membership is:

RMBC

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

BRCC

John Lewis	(Chief Executive)
Chris MacCormac	(President)
Rob Hannon	(Past President)
John Wainwright	(Past President)

Imagination Library Steering Group

The aim of the Steering Group is to provide a forum for steering the work of the Imagination Library, sharing information and ideas and generating practical suggestions for improving performance, delivery and the quality.

It will also ensure that the objectives of the project are achieved, on time and within the approved budget, and that the project is managed in a manner consistent with RMBC's policies and procedures and in keeping with the details outlined in any Service Level Agreements/Partnership arrangements.

The current membership is:

CYPS	Dorothy Smith (Chair)
Community Learning & Well Being	Helen Shaw
Imagination Library Project Manager	Alison Lilburn
Imagination Library Admin Officer	Kate Ashton
School Effectiveness	Frances Hunt
Finance	Donna King
Libraries/Bookstart	Mark Heaton
Communication	Steve Pearson
Family Learning	Sarah Cairns
Educational Psychologist	Adela Bingham
Inspire Rotherham	Deborah Bullivant

Imagination Library – Contacts

Dollywood Foundation / Imagination Library Contact Details:

The Dollywood Foundation of the United Kingdom

Natalie Hunter, 60 Louisville Road, London SW17 8RU

07984 346592

nhunter.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

First Floor, Norfolk House, Walker Place, Rotherham, S65 1AS

Admin Assistant – Kate Ashton

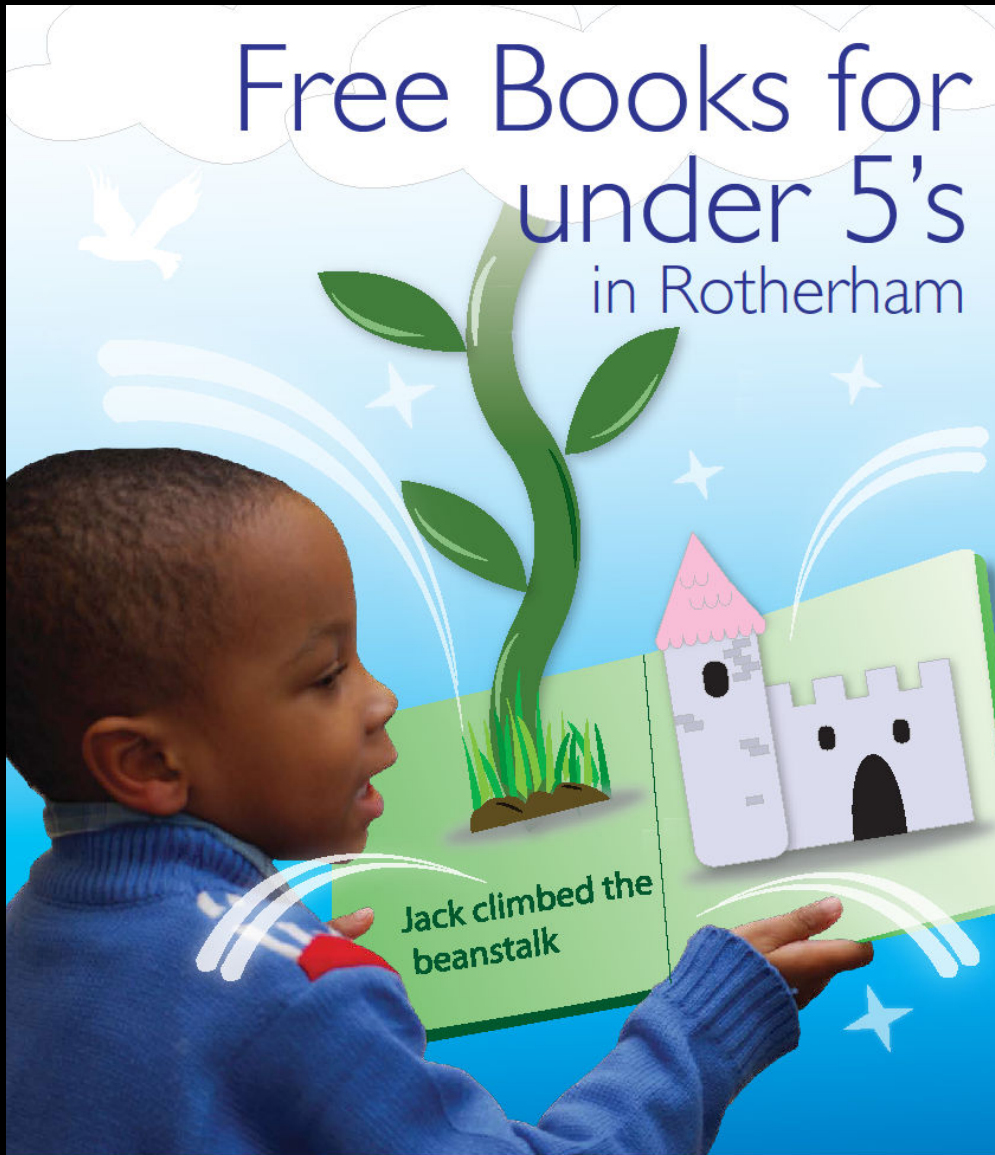
01709 822463

kate.ashton@rotherham.gov.uk

First Floor, Norfolk House, Walker Place, Rotherham, S65 1AS





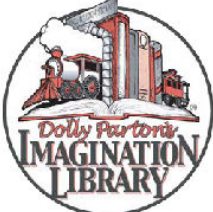
Appendix A

IMAGINATION LIBRARY POSTER



Free Books for under 5's in Rotherham

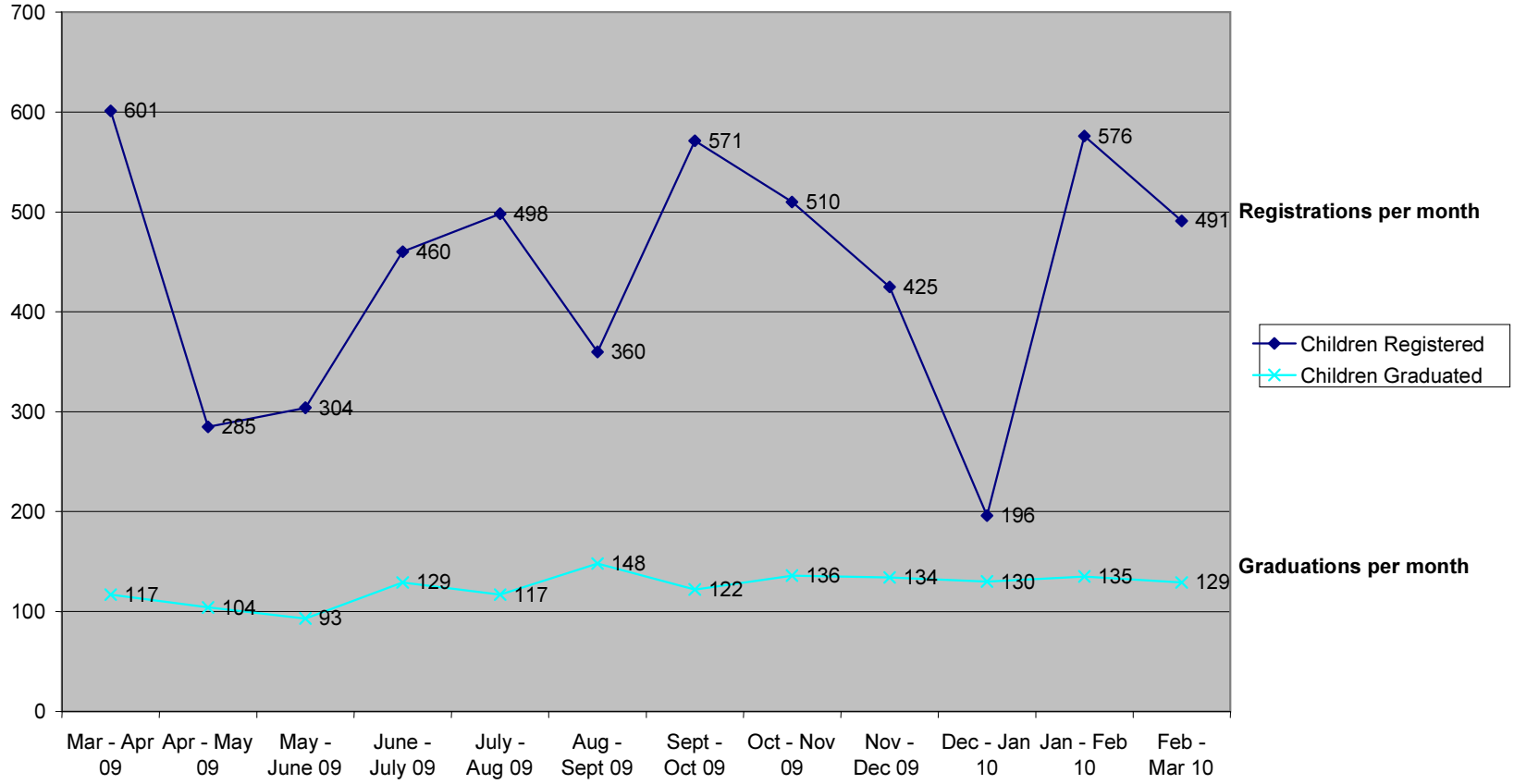
Jack climbed the
beanstalk



To register for the Imagination Library please visit:
www.rotherham.gov.uk/imaginationlibrary
or telephone 01709 822463 or 822623

The Rotherham Imagination Library is available to children living within the borough of Rotherham. Registered members receive a good quality, age-appropriate book once a month until their fifth birthday. Books are personally addressed to the child at their home address.

Appendix B **Number of Graduations and Registrations per month 2009-2010**



Appendix C

Family Learning Delivery

Family Learning Delivery Jan 2009 - April 2010

'Imagination Library' and 'Riddle and Rhyme' workshops are 3 – 4 week courses delivered to the parents and carers whose children are in the Foundation Stage.

The emphasis is on the value of using nursery rhymes and sharing and reading books from an early age. A selection of 'Imagination Library' books is used in the delivery of the course and parents and carers are encouraged to share how their children have benefitted from the scheme.

The majority of workshops have been delivered in Children's Centres but they have also taken place in Primary Schools and the Rowan Centre for young parents.

Parents make a Nursery Rhyme sack to use with their child – which extends learning in the home. The activities promote and develop children's early communication skills. The workshops promote the reading of books from an early age and encourage parental involvement in their child's learning and development from birth.

Julie Ripley, Family Learning

Family Learning delivery

Jan 2009 - April 2010

Imagination Library Workshop Jan 2009 - July 2009

23 courses delivered	Families attended
Thrybergh Rainbow CC	8
Dinnington CC	8
Cortonwood CC	7
The Brookfield Centre	9
The Arnold Centre	11
The Valley CC	7
Silver Birch CC	8
Rockingham CC	11
Maltby Stepping Stones CC	7
Kimberworth Community CC	13
Rawmarsh CC	8
Sue Walker CC	9

Meadowview Primary	5
The Meadows CC	7
Thornhill Young People's Centre	7
Aughton Early Years	8
Aughton Early Years	7
Wath Victoria CC	9
Park View CC	4
Thornhill Primary	4
The Willow Tree CC	7
The Rowan Centre	6
The Rowan Centre	12

Total: 182 families

Riddle and Rhyme September 2009 - Feb 2010

8 courses delivered	Families attended
The Willow Tree CC	6
Dinnington CC	6
Valley CC	6
Kimberworth Community CC	8
The Brookfield Centre	5
Thorpe Hesley CC	8
Rockingham CC	7
Rawmarsh CC	3

Total: 49 families