

Read On - Write Away!

# Corporate Plan

September 2008 - August 2011



a strategy to improve literacy in Derbyshire  
and Derby City

# Contents

Introduction from the Chair of the ROWA! Board	3
ROWA! Introduction	4
ROWA! Mission Statement	5
Constitutional Aims	5
ROWA! Definition of Literacy	5
Community-based Learning and Development – ROWA!s Role	6
Six Key ROWA! Operations	6
Three Key Service Areas through which the Mission is achieved	11
Leadership and Management	15
Statement of ROWA! Performance Indicators	18
Appendix 1 – Areas where ROWA! Activity adds to or supports partners’ goals	24

# Introduction

Eleven years ago, when partnership working was new, Derbyshire began an initiative called 'Read On - Write Away!' to improve and celebrate literacy in Derbyshire and to contribute to the development of the workforce. ROWA! went from strength to strength and became nationally recognised for its community based learning support.

For ROWA! 2007 was a year of contradictions. At the same time as celebrating our tenth year of success we began the process of reorganising to face a different kind of future. In this future, more public money is being spent on educational structures but grant funding is tighter and the opportunities to create community based solutions to literacy needs become more important. There is still a need for cradle to grave literacy support but this is a future of commissioning, partnership working to add value, target led outcomes and rigorous evaluation.

This Corporate Plan shows that ROWA! is ready to work within this setting. Growing from our commitment to partnership working, responding to identified needs, working alongside our learners and recording impacts, we are planning to develop new working partnerships and widen the understanding of the key role literacy has on the development of individuals and communities.

The Plan shows how ROWA! will encourage families to develop reading cultures at home, and support people, directly or indirectly, to gain more reading confidence and enjoyment. This is ROWA!'s approach for addressing disadvantage, increasing opportunities and developing community engagement; it is the basis from which we will operate in the future.



**David Connor**  
**Chair of the ROWA! Board**

## **ROWA! Corporate Plan 2008- 2011**

Read On-Write Away! (ROWA!) is a not for profit Independent Partnership, which aims to improve literacy and basic skills in Derbyshire and Derby City.

ROWA! works in a context of changing targets and resources which makes medium and long term planning difficult to achieve. This Corporate Plan describes the 'direction of travel' for ROWA! over a three year period. It does not include specific targets - these are described, year by year in the annual business plans.

This Corporate Plan includes:

- The Mission Statement
- The Constitutional Aims of the organisation
- A ROWA! definition of literacy
- Community-based Learning and Development – ROWA!'s role
- Six key ROWA! operations – strategic approach, partnership working, communications and intelligence, funding policy, research-based activity and volunteer strategy
- Three service areas through which the mission is achieved
- Leadership and Management
- A statement of ROWA! performance indicators against which all activity will be monitored
- Appendix I showing the areas where ROWA!'s activity adds to or supports partners' goals

## **Mission Statement:**

ROWA! works with partners to identify, develop, promote and disseminate innovative and effective community literacy practice, from cradle to grave, to optimise access to 'lives of opportunity'.

## **Constitutional Aims:**

1. to make significant improvements in the levels of literacy and basic skills, especially of those most disadvantaged by lower literacy skills
2. to promote a culture of enjoyment, achievement and celebration of literacy in all its forms
3. to contribute to the economic development of the region by improving the skills of the current and future workforce

## **ROWA! Definition of Literacy:**

At its heart literacy is about the ability to read and write to levels which sustain day to day life, learning, work, culture and participation in society. The acquisition of literacy skills requires an adequate preparation for learning, sufficient opportunity to practice literacy skills, compatibility with institutional learning, openness to learning and confidence in ability. These pre-requisites can be summarised as a 'disposition to learn'. ROWA! seeks to find 'community solutions' to address literacy deficiencies caused by 'disposition to learn' problems.

The actual skills which the term 'literacy' encompasses are:

- listening and speaking
- reading and writing, using various media including ICT
- computation and problem solving

These skills are the foundation of participation in day to day life, education, employment, culture and democracy. ROWA! will promote reading and writing as both necessary skills and creative experiences.

## **Community-based Learning and Development – ROWA!’s**

### **Role:**

ROWA! works with partners to deliver a range of literacy interventions. Within this partnership, ROWA! recognises its specific skill base as community- based learning. ROWA! supports learning in community settings and with community based partners, with volunteers, employers and community leadership.

The exception to this is in offering Continuing Professional Development to share skills and experience. This happens within school based services, adult education and library development.

ROWA!’s recognisable and exemplary practice has been to value and recognise the skills and experiences of people with basic skills needs and to develop sensitive and collaborative ways of encouraging them to take ‘next steps’. Constant vigilance is required to engage reluctant learners, show respect for their experiences and tailor courses to make them interesting and challenging to meet their learning needs. To achieve this ROWA! has been flexible and innovative, responding to learners and finding new ways to support them. ROWA! will continue to find ways of engaging and supporting reluctant learners through inventiveness and tailoring. ROWA! will continue to celebrate and reward all learner achievements that work towards becoming engaged with literacy and acquiring skills.

### **Six Key ROWA! Operations:**

1. A Strategic Approach
2. Partnership Working
3. Communications and Intelligence
4. Funding Policy
5. Research-based Activity
6. Volunteer Strategy

## **1. A Strategic Approach:**

Our main area of strategic work will be in Derbyshire and Derby City although consultancy work and training will be offered wider afield. We will take the opportunity to develop programmes and products wherever we can. ROWA! will continue to focus its work on socio-economically disadvantaged communities and with individuals who have literacy problems throughout Derbyshire and Derby City. Literacy problems are recognised by identifying:

- groups of people who are habitually at risk of not achieving nationally defined literacy targets within available educational frameworks
- individuals who are at risk of not achieving nationally defined literacy targets within available educational frameworks
- parents and carers who need support to encourage their children to develop positive literacy skills

To maximise the advantages of partnership working and focus activity, ROWA! has undertaken to prepare a literacy strategy for Derbyshire. This strategy will provide the vision for delivering literacy skills to those people identified above. The strategy will not define the work of partners, although it will 'map' their role as part of the literacy provision landscape. It will, however, identify gaps in service where need is unmet or outcomes inadequate.

*During this period ROWA! will:*

- through partnership working and intelligence, develop a strategic plan to deliver a literacy programme to the people who need additional literacy support
- find new groups to support through non-accredited 'bridge' or 'taster' programmes
- support the attainment of nationally defined literacy targets by those at risk of not achieving them
- find sustainable ways of supporting parents, and other family members in their role as literacy guides

## **2. Partnership Working:**

ROWA! will maintain its reputation as an excellent partnership operator by valuing and encouraging partnership working. Through partnership arrangements ROWA! gains information, access to local people, inspiration to be innovative, access to shared resources, opportunities to promote literacy and literacy support skills, and, increased scope for dissemination and sustainable work.

ROWA! will work in partnership to scope and research the need for literacy development in three service areas which are listed on Page 6. By mapping the work of partners, ROWA! will help to identify gaps and areas where further development is needed. ROWA! will look for opportunities to develop service delivery projects in areas of community-based learning.

ROWA! will consult with partners and take time to understand their aims and objectives. We will explain our purpose and share information about literacy. We will invite partners to be part of our consultation and evaluation processes and be generous with sharing our expertise. ROWA! is mindful of the need to respect partner's professional territory and to work in partnership where mutual benefits are possible.

*During this period ROWA! will:*

- increase the number of active partners in the public, private and Voluntary, Community and Independent (VCI) sectors. An active partner is one which works with ROWA! to achieve shared and complementary aims through activity, information or resources.

## **3. Communications and Intelligence:**

ROWA! requires links at local, regional and national levels to keep up with trends, make the most of opportunities and develop creative local partnerships. The fundamental purpose of these links is to:

- identify local need
- develop solutions from banks of existing resources and new ideas
- draw down funds to develop and evaluate projects

- share experience
- sustain good practice

Similarly ROWA! needs a healthy communications network through which it can promote its activity and contribute its own experience to the development of literacy expertise and knowledge.

*During this period ROWA! will:*

- strengthen the communications and intelligence links in each of the three service areas
- develop a communications strategy to market ROWA! and disseminate experience

#### **4. Funding Policy:**

ROWA! receives about 20% of its funding (£160K/£800K) to fund core activities and 'seed' innovation from key partners within Derbyshire County Council and Derby City. To fund other activities (projects), ROWA! obtains finance through:

1. income generation: the sale of products, programmes and consultancy
2. grant aid: by applying to funding bodies
3. being commissioned to provide services

*During this period ROWA! will:*

- secure funding to cover the cost of core functions through partner donations, sale of goods and services, full cost recovery on project funds and other sources as allowed by the constitution
- achieve project funding to deliver the annual business plans

#### **5. Research-based Activity:**

ROWA! needs to keep good records of both practice and outcomes. We will seek to develop strong and sustainable partnerships with recognised research bodies, to undertake

original research and to evaluate the impacts of our interventions. The impact of the Literacy Strategy will be measured by these impact evaluations.

*During this period ROWA! will:*

- strengthen the capacity within ROWA! to track, evaluate and measure the impact of our actions
- seek to carry out original research to support the development of community-based solutions
- seek research partnerships with literacy organisations to trial and develop new approaches to supporting literacy

## **6. Volunteering Strategy:**

Increasingly ROWA! requires a strong team of skilled volunteers to deliver literacy skills in community settings. ROWA! has a volunteer policy, updated for this plan, and an 'Investing in Volunteers', award. ROWA! will maintain a strong support and development service for volunteers.

*During this period ROWA! will:*

- develop our work which helps people make positive contributions through community action, mentoring and volunteering and to sustain ROWA! as a centre of excellence for volunteer management
- increase the skill base of volunteers to deliver and support literacy development

### **Three Key Service Areas:**

To achieve its mission, ROWA! will work in three key service areas:

1. Working with schools to support the achievement and enjoyment of literacy through intervention programmes, family and community approaches
2. Working inter-generationally with children and other family members, including carers, to support the acquisition and enjoyment of literacy through family activity
3. Working with school leavers and adults to support literacy for employability, citizenship and community engagement

**Service Area 1: Working with schools to support the achievement and enjoyment of literacy in schools through intervention programmes, family and community approaches.**

**Areas to develop with partners within a literacy strategy:**

1. Promote and support the use of literacy programmes in Derbyshire and Derby City which have been developed by ROWA!, the National Literacy Trust or other agencies.
2. Research schools' current need for community-based literacy development. Identify ways in which community, or family engagement in schools can support the achievement and enjoyment of literacy throughout the school or with identified pupil groups and map these to the Primary Literacy Framework.
3. Re-visit the support given to secondary schools to consider increasing it for this age group mapped against curriculum review for KS3 and the National Secondary Framework.
4. Tailor ROWA! products and school based programmes to support the needs of individual schools as identified above.
5. Layer ROWA! products and programmes with other interventions in schools.
6. Improve communications with schools by identifying a link person in each and by working with the School Improvement Teams to publicise ROWA! work. Join with external consultancies to benefit from wider marketing.
7. Research and respond to issues arising at the period of transitions between schools to support vulnerable pupils and keeping parents/carers connected to their children's learning needs.
8. Raise an income through the consultancy service given to schools throughout the UK based on the products and programmes developed by ROWA! to resource ROWA! development and activity.

**Service Area 2: Working inter-generationally with children and other family members, including carers, to support the acquisition and enjoyment of literacy through family activity.**

**Areas to develop with partners within a literacy strategy:**

1. Work with DACE and other partners to deliver family learning and re-develop family learning to offer a more flexible range of learning opportunities to suit a wider set of learning needs. In particular ROWA! would like to support disadvantaged families who are reluctant to join programmes, to find ways to offer sustained support to families who complete programmes, to offer family learning in literacy which does not necessarily have to be linked to adult qualifications, and to encourage the enjoyment of reading and writing within families.
2. Support the development of the role of fathers in encouraging reading, and writing and enjoyment of these skills.
3. Enhance the literacy support for families using Children's Centres to improve literacy readiness prior to school.
4. Develop, as a project or in partnership with other providers, volunteer literacy support in home settings to boost the confidence of parents or carers with reading difficulties and/or to help parents/carers support their children's developing literacy.
5. Use literacy projects to support and encourage parent/carers involvement in their children's education including transfer between educational settings.
6. Work with families who have the most difficulty in supporting their children's literacy including Traveller and Gypsy families, families of offenders in prison or of those serving community sentences.
7. Find ways of supporting the literacy achievements of Looked After Children through home settings.
8. Work with the Voluntary, Community and Independent (VCI) sector to find ways of supporting their delivery of family learning in order to maximise the potential benefits.

**Service Area 3: Working with school leavers and adults to support literacy for employability, citizenship and community engagement.**

**Areas to develop with partners within a literacy strategy:**

1. Continue to support DACE in improving the skill level of the DCC workforce through the GO award, by offering Level 1 and 2 Level courses in Literacy and Entry Level 3 in Numeracy.
2. Continue delivery of Basic Skills Awareness raising events.
3. Following the 'Reaching Out' element of the Continuing Professional Development project, continue to support the development of Basic Skills provision in the Voluntary, Community and Independent (VCI) sector.
4. Seek opportunities to extend workforce basic skill support to settings other than DCC.
5. Develop an Inter-generational project in collaboration with Adult Social Services to support well-being in older adults and the development of new ways to support literacy skills in both older and younger participants.
6. Complete existing Quality Library Award commitments but, at the same time, look for options to re-develop and update this programme to make it more capable of raising an income whilst maintaining the current high standard of sharing good practice.
7. The Buddy Plus project will continue to recruit and support mentors for young offenders and young people at risk of exclusion. Mentors will offer encouragement and support and be trained to offer literacy or numeracy coaching. The project is to be extended and offered to Looked After Children.

## **Leadership and Management**

**Leadership:** The Board is established by the constitution and its members are taken from the following organisations:

- Children and Young Adults Department, Derbyshire County Council
- Cultural and Community Services Department, Derbyshire County Council
- Children and Young People's Department, Derby City Council
- Almond Associates, private sector
- East Midlands Business Link, Business Support
- National Literacy Trust
- Staff representative
- Volunteer representative

The Board meets at least three times a year and is responsible for the strategic direction of ROWA!, monitoring progress against strategic targets and activity against the budget.

**Management:** ROWA! is managed by a Director and an Assistant Director who, with the Business Manager, form the Senior Management Team (SMT). The director is accountable to the Deputy Director of CAYA and the Board.

ROWA! SMT plan the business of ROWA!, make bids for funding, monitor project activity and budgets in addition to managing staff. The SMT meets every fortnight.

All ROWA! staff have a project-based workload and a 'corporate' interest in future developments. Active projects are described by project guides, which, once approved, give project managers considerable delegated responsibility for implementation within the guidelines and policies of ROWA! and the relevant funders.

All staff are managed and have open access to their line manager and the Director. Communication is channelled through Team Meetings (4 x year), Supervision and Development Meetings (2 x year) and Project Meetings (at least 1 x month).

In order to maintain leadership standards within the organisation, efforts are made to uphold the principles of Investors in People (IIP) and Investing in Volunteers (IIV).

**Staffing:** This can be variable according to funding. At the start of 2008-09 there are 16 permanent members of staff and four temporary staff. Of these, three are SMT (2.5 FTE), ten are project managers (7.1 FTE), five are administrative staff (3.7 FTE), there is one adult tutor (0.5 FTE) and one bus driver (1 FTE). The majority of staff are on part time contracts.

Staff have a development plan identified through both their supervision and development meetings and the skills audit of the organisation. Staff are encouraged to expand their skills and qualifications and to attend professional meetings and conferences to keep up to date.

**Financial information and monitoring:** The ROWA! accounts are maintained by CAYA Accountancy Service which is a service paid for by ROWA! through central recharges. ROWA! uses DCC banking and its financial framework and regulations in its financial administration.

Monthly budget monitoring, budget planning and summaries for the Board and monthly financial activity on each project is available to ROWA! through this service.

**Facilities:** Staff are based in the ROWA! headquarters in Matlock or in the Area Education Office in Chesterfield. In addition ROWA! has a converted double-decker bus which it uses as a mobile classroom. Room 127 is privately rented by ROWA! and used as a CAYA meeting room and storage facility.

**Areas to develop during this period:**

1. Expand the expertise available to ROWA! via the Board, or through sub-groups, in each of the three service areas.
2. Develop service area specialisms within the ROWA! staff and partners to ensure that the expertise required by ROWA! to carry out its corporate plan is available to the organisation.
3. Develop evaluation tools and processes for all ROWA! service and essential core activity.

4. Review the added value of the mobile classroom and, on the basis of a cost/benefit analysis make arrangements to replace these beneficial functions at a cost which ROWA! can afford.
5. Consider the structure and status of ROWA! to make sure that it is well positioned to attract funding and develop as an organisation.
6. Identify similar organisations in other regions to share marketing opportunities and broaden the range of resources on offer in Derbyshire.

**Statement of ROWA! Performance Indicators –  
Current Projects**

		<b>Schools/ Pupils</b>	<b>Families</b>	<b>ECCE</b>
		EY/ KS1/ KS2/KS3/ LAC/YOS/at risk	CC/ schools/ VCI/ Traveller + Gypsy/ Offender/ Fathers/ Grandparents/LAC	NEET/ Libraries/ Unemployed/ Workforce/ CCE/ Particular Need
<b>TARGET</b>	<b>AIMS</b>			
<b>A1</b>	<b><i>Significant Improvements to Levels of Literacy</i></b>			
A1a	No. of people taking ‘first steps’ or non-accredited learning			
A1b	Of A1a, no. of people reporting a sustainable development in skill, confidence, willingness to progress			
A1c	No. of people beginning a programme to obtain an appropriate level qualification			
A1d	No. of A1c participants gaining an appropriate level qualification based on national targets			
A1e	No. of A1c who progressed in education, training, employment or engagement			

<b>A2</b>	<b><i>Enjoyment, Achievement and Celebration</i></b>			
A2a	No. of times existing programmes are delivered			
A2b	No. of people who participate in existing programmes			
A2c	No. of new programmes (tailored responses) developed to meet identified need			
A2d	No. of people who participate in new programmes			
<b>A3</b>	<b><i>Improving Workforce Skills</i></b>			
A3a	No of Basic Skills Awareness Raising programmes being delivered			
A3b	No. of employer organisations working with ROWA! to support literacy initiatives			
A3c	How is the regional capacity for delivery of S4L being improved?			
	<b>OPERATIONS</b>			
	<b><i>Partnership Working</i></b>			
P1	No. and type (Public, Private, VCI) and name of organisations working with ROWA! to achieve ROWA! mission			

P2	No. of new sustainable partnerships being developed			
	<b>Strategy</b>			
S1	No. of programmes being delivered in Derbyshire and, of these, proportion delivered to most disadvantaged i.e to a disadvantaged target group or in the 30% of most deprived wards			
S2	No. of programmes being delivered in Derby and, of these, proportion delivered to most disadvantaged i.e to a disadvantaged target group or in the 30% of most deprived wards			
S3	No. of programmes being delivered elsewhere			
	<b>Funding</b>			
F1	Proportion and type of project funding from funds other than core, eg funding bid, commissioning, earned income			
F2	No. of new funding bids made in response to identified need			
F3	No. of successful bids			
	<b>Research and Evaluation</b>			
R1	Are programme outcomes/(Impact Assessment) monitored?			

R2	How are programme outcomes monitored for long term affect?			
R3	Proportion of satisfied 'customers', participants, partners, funders			
	<b><i>Volunteering</i></b>			
V1	No of volunteers/ mentors being recruited			
V2	No. of people being supported through volunteer/mentor activity			
V3	No. of volunteers being sustained and supported to liV standards			
V4	No of volunteers being trained to offer skills in literacy support			
	<b><i>Organisational Activity</i></b>			
OA1	Which local/regional/national networks is each project linked to?			
OA2	Which projects have a dissemination plan to share good practice learned at local and or regional and or national level?			
OA3	ROWA! has an active up to date website which is frequently visited.			

OA4	Project guides completed by June each year or within one month of project approval			
OA5	Supervision with all staff carried out twice a year			
OA6	A development plan for staff is updated twice a year			
OA7	Team meetings held four times per year			
OA8	Board meets three times a year			



## Appendix 1

### Where ROWA! Activity Supports the Targets/Activities of Key Partners

<b>Key Plan</b>	<b>Main Goals or Pertinent Targets</b>	<b>ROWA! Activity</b>	<b>Performance Monitoring</b>
Derbyshire Sustainable Community Strategy.  4 goals:	1. Safer and stronger communities		
	2. Children and young people, 'Children Matter': <ul style="list-style-type: none"> <li>• Healthy</li> <li>• Safe</li> <li>• Enjoy and Achieve</li> <li>• Positive Contribution</li> <li>• Economic Wellbeing</li> </ul>		
	3. Sustainable Communities		
	4. Healthier Communities and Older People		
Local Area Agreement Priority Indicators:	Young people's participation in positive activities*		
	16 to 18 year olds who are not in education, training or employment*		
	Working age population qualified to at least Level 2 or higher.*		
	Use of public libraries*		
Local Area Agreement Mandatory Indicators:	Early Years (EYFSP): to narrow the achievement gap at age 5		
	Early Years (EYFSP): to increase achievement for all children at age 5		
	Key Stage 2: to increase proportion		

Derbyshire County and Derby City Councils:	achieving level 4+ in both English and Maths *		
	Key Stage 1-2: to improve proportion progressing 2 national curriculum levels in English*		
	Key Stage 1-2: to improve proportion progressing 2 national curriculum levels in Maths*		
	Key Stage 3: to increase proportion achieving level 5+ in both English and Maths *		
	Key Stage 3: to increase proportion achieving level 5 in Science *		
	Key Stage 2-3: to improve proportion progressing 2 national curriculum levels in English*		
	Key Stage 2-3: to improve proportion progressing 2 national curriculum levels in Maths*		
	Key Stage 4: to increase proportion achieving 5 A*-C grades at GCSE and equiv incl GCSE English and Maths*		
	Key Stage 3-4: to improve proportion progressing equivalent of 2 national curriculum levels in English*		
	Key Stage 3-4: to improve proportion progressing equivalent of 2 national curriculum levels in Maths*		

	Attendance: to reduce persistent absentee pupils in secondary schools		
	Children in Care: to increase proportion achieving level 4+ in English at Key Stage 2		
	Children in Care: to increase proportion achieving level 4+ in Maths at Key Stage 2		
	Children in Care: to increase proportion achieving 5 A*-C grades at GCSE and equiv incl GCSE English and Maths		
CAYA Service Plan:	<b>Staying Healthy:</b> <ul style="list-style-type: none"> <li>• Reducing pregnancy</li> <li>• Tackling obesity</li> <li>• Mental health and well-being</li> </ul>		
	<b>Staying Safe:</b>		
	<b>Enjoying and Achieving:</b> Improve Continuity Transition and Progression 0-11 (CAYA 046) Improve Attainment of Vulnerable Groups (CAYA 049) A range of Positive Activities (CAYA053) School Attendance (CAYA056) Raise Standards (CAYA060) Improve Boys Achievement in Writing		

	<p>(CAYA066) Support Extended Services (CAYA 067) Expand Intergenerational Learning (CAYA 068) Vulnerable Children and Young People;</p> <ul style="list-style-type: none"> <li>• Children and Families</li> <li>• Engagement and Skills</li> </ul>		
	<p><b>Making a Positive Contribution:</b> Including children and young people in decisions about their lives Volunteering Volunteering opportunities for parents and carers Reduce offending</p>		
	<p><b>Economic Well-being:</b> Increase the number of 19 year olds leaving with level 2 quals (CAYA 096) Training to Early years, childcare staff and teaching assistants (CAYA 106)</p>		
Cultural and Community Services:	<p><b>Improve Participation in Cultural Activities:</b></p>		
	<p><b>Improve Learning and Skills of Local People</b></p> <ul style="list-style-type: none"> <li>• No. of new learners into libraries</li> <li>• No. of visits to museums</li> </ul>		
Adult Social Services:	<p><b>Services to promote independence and support people to live a fulfilled</b></p>		

	<p><b>life making the most of their capacity and potential:</b></p> <p><b>People are encouraged to participate fully in their community:</b></p> <ul style="list-style-type: none"> <li>• Improving health and well-being</li> <li>• Improved quality of life</li> <li>• Making a positive contribution</li> </ul>		
Derby City Partnership Agreement 3 Themes:	<ol style="list-style-type: none"> <li>1. Raising Aspiration</li> <li>2. Improving and Strengthening Derby's Communities</li> <li>3. Creating Wealth for All</li> </ol>		
Derby LAA Priority Themes:	Reduction of 16-18 year olds who are NEET		
	Use of Public Libraries		
Derby Children and Young People's Plan:	<p><b>Be Healthy:</b> Early intervention and access to opportunities</p> <p><b>Stay Safe:</b> Promote School attendance</p> <p><b>Enjoy and Achieve:</b> Improve information advice and support services to parents Better management of transitions Support all schools and settings in raising standards</p>		

	<p><b>Positive Contribution:</b> Target support to identified families where children are at risk of offending</p>		
	<p><b>Economic well-being:</b></p>		
<p>Derby City Council:  Corporate Plan 2008-11:</p>	<p>Supporting everyone in learning and achieving: Implementing primary and secondary improvement strategies:</p> <ul style="list-style-type: none"> <li>• Support to all schools</li> <li>• Targeted support to identified schools and underachieving groups</li> </ul>		
LSC:	To raise levels of participation and attainment amongst young people		
	To reduce the no of NEET and NET young people		
	To raise levels of attainment among Adults at first full Level 2		
	Reduce the number of people with poor literacy and numeracy skills		
National Literacy Trust: does not set targets as above but we contribute to a number of projects:	Strategic Forum		
	Vital Link		
	Reading Connects		
	Reading is Fundamental		
	Family Reading Campaign		
	Everybody Writes		

For more information about  
Read On - Write Away!  
please contact:

Read On - Write Away!  
County Hall  
Matlock  
Derbyshire DE4 3AG

Tel: 01629 585603

Fax: 01629 585402

Email: [info@rowa.org.uk](mailto:info@rowa.org.uk)

Or visit our website: [www.rowa.org.uk](http://www.rowa.org.uk)



a strategy to improve literacy in Derbyshire  
and Derby City