

# **Extended Services in and around schools Bromsgrove Action Plan**

## **2009-2010**

The Bromsgrove Community and School Cluster Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on in 2009/10 over the next 12 months to schools and partners. The objectives within the plan address the needs of the local community, support all schools in providing access to the full core offer of services and, most importantly, support all children and young people to achieve positive outcomes. This action plan builds on the 2008-09 action plan and progress reports and will continue to evolve to ensure we effectively narrow the gap in outcomes for specific groups of children and young people and improve the quality of life of every child's/young person's learning and achievement journey through early years settings, schools and colleges.

The content within this plan is building on a structured planning process that started in June 2007. Over the past two terms each school has been visited by their Extended Services Co-ordinator. These visits involved updating the data held on schools' progress towards providing access to the full core offer as well as discussing actions for future developments. These discussions have been added to the statistical information gathered on each Community and School Cluster and form the basis of this plan. The plan also includes actions that build on local and national good practice, partnership working and supporting schools and/or the local authority to meet their statutory duties.

Each action plan has been separated into the different elements of the core offer. It is expected that all of the actions within the plan will contribute towards the achievement levels of children and young people and narrowing the gap.

The action plan will be formally reviewed on a regular basis. However, the plans will remain flexible to enable the Extended Services Team to harness new innovative ideas and projects which will continue meeting the needs of Children and Young People in Worcestershire. Schools and partners will be kept informed of progress via the Extended Services Newsletter and by regular monitoring reports.

All the plans, supportive information and progress reports will be published on [www.worcestershire.gov.uk/extendedschools](http://www.worcestershire.gov.uk/extendedschools) or [www.edulink.networcs.net](http://www.edulink.networcs.net).

## Content – List of Actions

Section	Action number	Page Number	Action
<b>Varied Menu of Activities</b>	1.1	5	Support the joint planning process for the Sport Unlimited agenda (providing 5 hour of sporting opportunities for children and young people)
	1.2	5	Support the implementation of the Arts Extended Project at North Bromsgrove High School
	1.3	5	Supporting the setting up of a Homework Club at 'The Trunk' with South Bromsgrove High School
	1.4	5	Support the Waseley Pyramid Dance Project so that parents and children get the opportunity to try a variety of dance sessions
	1.5	5	Support the setting up of a Radio Station Project in the Woodrush Pyramid to offer opportunities for pupils at the three schools to support transition and engage in extra curricular clubs and community events.
	1.6	5	Implement the Positive Opportunities Worcestershire (POW) project across Bromsgrove
	1.7	5	To work with Bromsgrove District Council and the Waseley Pyramid to support the ECO project across the Waseley Hill Pyramid to help raise awareness of being Environmentally Friendly
	1.8	5	Support the North Bromsgrove Pyramid of Schools to develop an Art project to get various pieces of Artwork prepared so these can be displayed at the Drill Hall and the Market Hall in Bromsgrove Town Centre which are currently empty buildings
	1.9	5	Support Alvechurch, Pyramid First Schools to implement dance Project to raise awareness of multicultural diversity.
	1.10	6	Support North Bromsgrove High School Cooking Project with all five Middle Schools in Bromsgrove to raise awareness of multicultural diversity through foods from around the world.
	1.11	6	Support the sustainability of the C&T project at Meadows First School
<b>Parenting</b>	2.1	7	Support all schools to develop and maintain a parent information point (PIPs)
	2.2	7	Identify three schools to participate in offering the family learning taster sessions
	2.3	7	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents
	2.4	7	To develop parenting workshops across Charford to help improve reading levels of identified children
<b>Early Identification and Support</b>	3.1	8	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project
	3.2	8	Develop the 'We can do it' fine and gross motor skills project to improve reading and writing
	3.3	8	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan
	3.4	8	Develop a High School Break dancing Project with North Bromsgrove High, South Bromsgrove High, Waseley Hills High, Woodrush High and PRU's targeting Year 9 and 10 boys that are disengaged from learning
	3.5	8	Support the development of the Traveller Site Drop-In 'The Base' in Wythall, which will establish and support access to the schools and local services/agencies for the Community on the Site
	3.6	8	Support Middle Schools to identify Counselling Services that they can access
	3.7	8	Support the sustainability of the Homelessness Education Initiative
	3.8	8	Support identified first schools to develop and implement a whole-school approach to listening
<b>Community Access</b>	4.1	9	Support identified schools to pursue the development of community access through the Extended Services Capital Programme

## Process for developing and approving projects

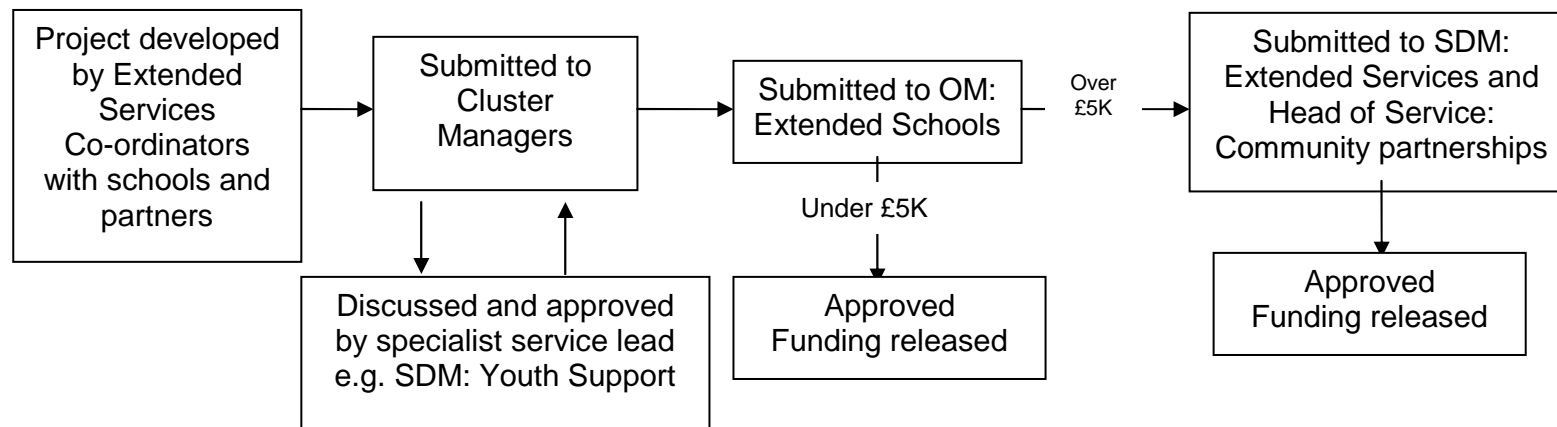
These guiding principles will be used across the Extended Services Team for the following reasons:

- Prioritising workload of team members
- Allocating financial resources to local areas

All projects / areas of work are expected to meet the first four principles for funding to be released. Priority will then be given to those projects / areas of work that meet a number of other principles

1. **Core Offer:** Projects / areas of work must directly support schools in providing access to the core offer
2. **Meeting need:** Projects / areas of work must directly support school improvement and / or support wider community needs
3. **Partnership working:** Projects / areas of work must be based on groups of schools and / or partners working together
4. **Sustainability:** Projects / areas of work should clearly demonstrate how they intend to continue after the funding period
5. **Additionality / Capacity building:** Projects / areas of work should work towards increasing the range, availability and quality of services
6. **Involvement:** Projects / areas of work should demonstrate that the “target audience” (e.g. parents / vulnerable young people) are fully involved in the design and delivery of services
7. **Community Cohesion:** Project / areas of work should be fully inclusive, promote equity of access and support schools in promoting community cohesion
8. **Narrowing the gap:** Projects / areas of work should clearly demonstrate how they contribute towards narrowing the achievement gap

If projects / areas of work meet the following principles the flow chart below demonstrates the approval process for releasing funding



## Extended Services Financial Resources for Bromsgrove

Each Cluster will receive an allocation of funding to enable schools and partners to work together to respond to changing needs. The amount devolved down to Clusters is decided after deducting all known expenditure (e.g. Early Intervention Family Support Project) from the total amount received from central government. This figure is £200,000. A formula is then applied to allocate an indicative amount to each Cluster.

The indicative amount allocated to each Cluster is meant to be used as a guideline only and should be allocated in accordance to the guiding principles on page 3. This will ensure focus remains on meeting local need and building on existing practice rather than spending resources. It will also allow some flexibility for projects to evolve over the course of the year.

## Countywide actions

One expectation from central government is the extended services funding is used to support co-ordination costs. Within Worcestershire we have aimed to keep these costs to a minimum whilst still offering a valuable service. (The ESCo team including Managers and on costs, travel and phone equals £738K or £3,103 per school). Other than implement the actions outlined within this plan, the ESCOs are responsible for carrying out the following tasks

- Maintain information on each school in relation to progress on providing access to the full core offer
- Develop and deliver the extended services actions plans in partnership with schools and providers and in accordance to local need
- Facilitate briefing sessions for governors
- Produce case studies, newsletter articles, press releases on extended services developments across Worcestershire
- Support individual parent councils or forums
- Support the roll out of the SHARE family learning programme
- Promote Plug and Play within schools
- Support those schools who are piloting the Leading Parent Partnership Award (LPPA)
- Support schools to promote community cohesion through the facilitation of local networks
- Be an advocate for all elements of the core offer including CAF and the Early Intervention Budget.

Other countywide areas of work that are funded from extended services that aren't included in this plan are included below. These areas amount to £200,000.

- Parent Engagement
- Community Cohesion – relationship with iCoCo
- Development of play
- Early Intervention Budget (A budget to support the implementation of practical solutions identified through a CAF).

## Varied menu of activities including study support and play

Giving children a choice of opportunities to enjoy and excel at outside the classroom

Schools should offer access to a varied menu of study support activities, including:

- 'Catch up' and 'stretch' activities; homework clubs
- Arts activities, eg. dance, drama, arts and crafts
- Sports activities (at least two hours a week for those who want it)
- Other recreational activities, eg. special-interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries

	Action	Baseline	Outcome/Measure
1.1	Support the joint planning process for the Sport Unlimited (SU) agenda (providing 5 hour of sporting opportunities for children and young people)	<ul style="list-style-type: none"> <li>• 1895 children and young people participated in SU in 2008-09</li> <li>• 580 of the 1895 were retained in activities</li> </ul>	<ul style="list-style-type: none"> <li>• 2518 children and young people participate in 5 hours of sports activities</li> <li>• 1511 children and young people continue to participate in 5 hours of sports activities</li> </ul>
1.2	Support the implementation of the Arts Extended Project at North Bromsgrove High School	To be collected at the start of the project following the consultation phase	Arts are embedded into extended services
1.3	Supporting the setting up of a Homework Club at 'The Trunk' with South Bromsgrove High School	Currently no homework club in the area	Club set up and children from local schools accessing it
1.4	Support the Waseley Pyramid Dance Project so that parents and children get the opportunity to try a variety of dance sessions	Number of parents and children currently participating in a variety of dance sessions	Increased number of parents and children taking part in a variety of dance sessions
1.5	Support the setting up of a Radio Station Project in the Woodrush Pyramid to offer opportunities for pupils at the three schools to support transition and engage in extra curricular clubs and community events.	There is currently no Radio Station project	Project is running successfully and is sustainable
1.6	Implement the Positive Opportunities Worcestershire (POW) project across Bromsgrove	POW funding currently not available in Bromsgrove	60% of target group accessing POW funding
1.7	To work with Bromsgrove District Council and the Waseley Pyramid to support the ECO project across the Waseley Hill Pyramid to help raise awareness of being Environmentally Friendly	Number of children aware of the issues in their community (to be collected)	Increased awareness of ECO in the local community
1.8	Support the North Bromsgrove Pyramid of Schools to develop an Art project to get various pieces of Artwork prepared so these can be displayed at the Drill Hall and the Market Hall in Bromsgrove Town Centre which are currently empty buildings	Currently there is no display or artwork in the Drill Hall and Market Hall	<ul style="list-style-type: none"> <li>• Artwork displayed in Drill Hall and Market Hall</li> <li>• Increased profile of local businesses with North Brom pyramid pupils</li> </ul>
1.9	Support Alvechurch, Pyramid First Schools to implement dance Project to raise awareness of multicultural diversity.	Current awareness levels of multicultural diversity (to be collected)	<ul style="list-style-type: none"> <li>• Increase in children taking up dance</li> <li>• Increased awareness of cultural dancing</li> </ul>
1.10	Support North Bromsgrove High School Cooking Project with all five Middle Schools in Bromsgrove to raise awareness of multicultural diversity through foods from around the world.	Current awareness levels of foods from around the world (to be collected)	<ul style="list-style-type: none"> <li>• Increase in children taking up cooking sessions</li> <li>• Increased awareness of foods from around the world</li> </ul>
1.11	Support the sustainability of the C&T project at Meadows First School	Meadows First School fully funded in year 1	Meadows First School fully sustainable in year 2

## Parenting support

Helping parents engage with their children's learning by offering support where needed

Schools should provide access to support for parents, including relevant information on services, information around transition, signposting to services, parenting groups and family learning sessions.

	Action	Baseline	Outcome/Measure
2.1	Support all schools to develop and maintain a parent information point (PIPs)	5 schools have PIPs	<ul style="list-style-type: none"> <li>All schools have PIPs</li> <li>Parents feel better informed</li> </ul>
2.2	Identify three schools to participate in offering the family learning taster sessions	Current levels of parent engagement or take up of family learning opportunities (to be collected)	Improved parental engagement or progression onto formal family learning depending on identified needs of school
2.3	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents	No parenting programmes available (to be confirmed)	<ul style="list-style-type: none"> <li>Increase number of EBPs</li> <li>Improved parents confidence /ability in parenting</li> </ul>
2.4	To develop parenting workshops across Charford to help improve reading levels of identified children	Current reading levels of identified children	Improved reading levels of identified children

## Early Identification and Support

Working in partnership to ensure the well-being of all children

Early identification and support begins with preventative work to ensure the health and well-being of all pupils. For children with additional needs, schools should work closely with multi-agency or locality teams developed under the children's trust arrangements to ensure that these are identified and supported in school as early as possible. In more serious cases, the child or young person will need to be referred to services outside the school. In those cases, effective early identification and support arrangements will ensure timely and accurate assessment, referral and intervention, and good links between the child, family, school and the service providers concerned.

	Action	Baseline	Outcome/Measure
3.1	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project	Number of families that currently accessing service (to be collected)	<ul style="list-style-type: none"> <li>• Increased number of families benefiting from EIFS</li> <li>• Positive feedback from families</li> </ul>
3.2	Develop the 'We can do it' fine and gross motor skills project to improve reading and writing	Current levels of identified children with poor fine and gross motor skills (To be collected Chadsgrove)	Reduction in the number of children identified with poor fine and gross motor skills
3.3	Provide additional targeted activities/projects to vulnerable children & young people (8-19yrs) within hot-spot areas in line with the Targeted Youth Support Action Plan	Current levels of targeted activities/projects (to be collected)	Increased number of activities/projects available
3.4	Develop a High School Break dancing Project with North Bromsgrove High, South Bromsgrove High, Waseley Hills High, Woodrush High and PRU's targeting Year 9 and 10 boys that are disengaged from learning	Boys' attitudes towards learning before Dance sessions. Collate data using SOUL (to be collected)	Improved attitudes towards learning after the dance sessions have taken place
3.5	Support the development of the Traveller Site Drop-In 'The Base' in Wythall, which will establish and support access to the schools and local services/agencies for the Community on the Site	Report on the current situation to be collected	Community is positively engaged with schools and services
3.6	Support Middle Schools to identify Counselling Services that they can access	Schools have expressed a need for access to Counselling Services	Schools having information on ways to access Counselling Services
3.7	Support the sustainability of the Homelessness Education Initiative	There is currently no sustainability plan in place to follow up from phase 1 of the project	Project is sustainable
3.8	Support identified first schools to develop and implement a whole-school approach to listening	10 schools have adopted a whole-school approach	12 schools have adopted a whole-school approach

## Community access

### Opening the doors to the community

Schools ensure they provide community access to appropriate facilities, such as ICT suites, sports and arts facilities, and also to adult learning in accordance to local need and demand.

	Action	Baseline	Outcome /Measure
4.1	Support identified schools (see below) to pursue the development community access through the Extended Services Capital Programme <ul style="list-style-type: none"><li>- Lickey End First School</li><li>- Holywell Primary School</li><li>- Alvechurch/Crown Meadow (joint)</li><li>- Beaconside</li><li>- The Coppice Primary School</li></ul>	Current community facilities available on school sites	Improved community facilities on school sites