

# **Extended Services in and around schools**

## **Tenbury Action Plan**

### **2009-2010**

The Tenbury Community and School Cluster Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on in Tenbury over the next 12 months with 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. A sixth and general section has also been added to include the projects that underpin the development of extended services or span all five elements. 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>General Actions</b>	1.1	5	Develop a community cohesion cluster project to raise awareness of culture and identity
<b>Childcare</b>	2.1	5	Work with the Early Years and Childcare Service to support Tenbury Primary School to develop appropriate childcare to meet the needs of their parents
<b>Varied Menu of Activities</b>	3.1	6	Support the joint planning process for the Sport Unlimited agenda [providing 5 hours of sporting opportunities for children and young people]
	3.2	6	Support Tenbury High School to offer a range of activities support raising achievement in identified middle ability girls recommended by Ofsted
	3.3	6	Facilitate the development of a steering group to research the need for sustained local dance programmes: for targeted groups across the cluster
	3.4	6	Manage the implementation of the POW (Positive Opportunities Worcestershire) across Tenbury
	4.1	7	Support the schools to maintain their parent information points (PIPs)
<b>Parenting</b>	4.2	7	Support Lindridge Primary School to offer family learning taster sessions
	4.3	7	Develop and deliver evidence based parenting programmes (EBPs) which meet the needs of identified parents
	5.1	7	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project
<b>Early Identification and Support</b>	5.2	7	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
	5.3	7	Support the cluster to develop a sustainable Intervention and Preventative Strategy
<b>Community Access</b>	6.1	8	Support Tenbury Primary School to pursue the development of community access through the Extended Services Capital Programme

## Process for developing and approving projects

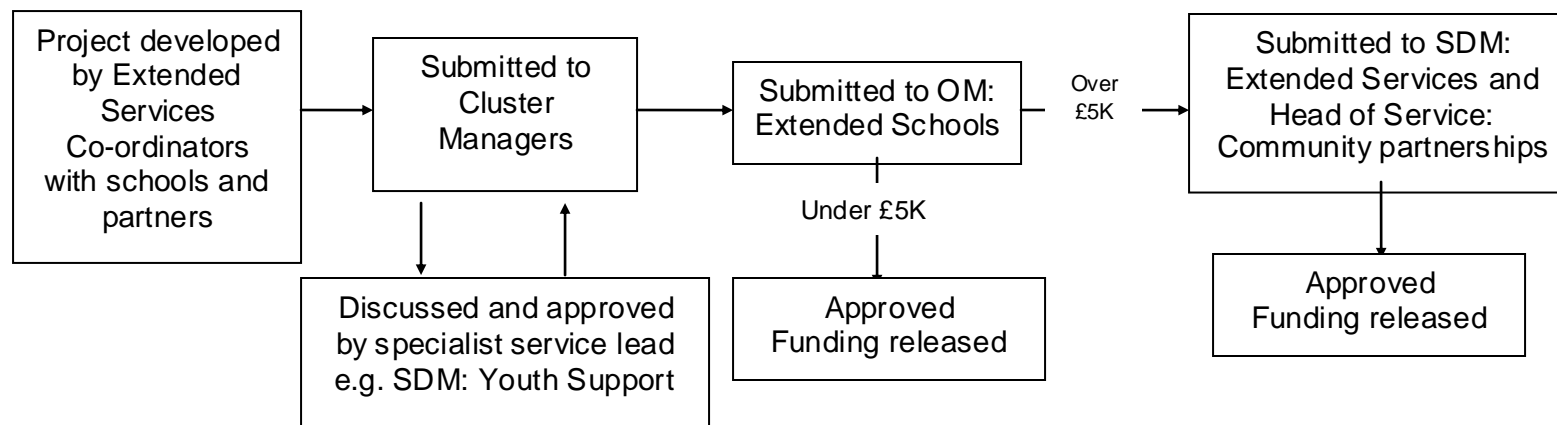
These guiding principles will be used across the Extended Services Team for the following reasons:

- 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 Tenbury

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 & 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 outlined 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).

## **General actions**

This section of the plan outlines those actions that underpin the development of extended services or span all five elements. These actions are a direct result of priorities identified across the county through the Community and School Cluster planning process. The actions also build upon knowledge of existing gaps in provision in relation to the Extended Services Core Offer.

	Action	Baseline	Outcome/Measure
1.1.	Develop a community cohesion cluster project to raise awareness of culture and identity	Current attitude, opinion and understanding of culture and identity	Improve students attitude understanding and attitude towards culture and identity

### Childcare

Giving children a good start in the crucial early years, supporting working parents to the benefit of the whole family

Primary schools should provide access to high-quality childcare, 8am–6pm, five days a week, 48 weeks a year, based on community need. Secondary schools do not need to provide formal childcare – although some choose to do so – but their activity programmes before and after school need to provide a safe, supervised place to be.

	Action	Baseline	Outcome/Measure
2.1	Work with the Early Years and Childcare Service to support Tenbury Primary School to develop appropriate childcare to meet the needs of their parents	Current levels of parental need (to be collected)	Parents needs (from consultation) have been met

### 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

	<b>Action</b>	<b>Baseline</b>	<b>Outcome/Measure</b>
3.1	Support the joint planning process for the Sport Unlimited agenda (providing 5 hour of sporting opportunities for children and young people)	<ul style="list-style-type: none"> <li>• 1569 children and young people participated in Sport Unlimited (MHDC figure)</li> <li>• 1396 of the 1569 were retained (MHDC figure)</li> </ul>	<ul style="list-style-type: none"> <li>• 2494 children and young people participate in 5 hours of sports activities</li> <li>• 1497 children and young people continue to participate in 5 hours of sports activities</li> </ul>
3.2	Support Tenbury High School to offer a range of activities support raising achievement in identified middle ability girls recommended by Ofsted	Current attitude/confidence/ability of targeted group (to be collected)	Improved attitude/confidence/ability resulting in greater attainment at GCSE
3.3	Facilitate the development of a steering group to research the need for sustained local dance programmes: for targeted groups across the cluster	Current levels of need within target groups (to be collected)	Appropriate sustainable dance programmes are available across the cluster
3.4	Manage the implementation of the POW (Positive Opportunities Worcestershire) across Tenbury	POW funding currently not available in Tenbury	60% of target group accessing POW funding (will have a figure)

## 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
4.1	Support the schools to maintain their parent information points (PIPs)	All schools have PIPS	Parents feel better informed
4.2	Support Lindridge Primary School to offer family learning taster sessions	Current levels of parent engagement and progression on to formal family learning programmes ( to be collected)	Improved parental engagement and progression on to formal family learning programmes
4.3	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>

## 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
5.1	Meet the needs of families by implementing the Early Intervention Family Support (EIFS) Project	Number of families that currently access the service	<ul style="list-style-type: none"> <li>• Increased number of families benefiting from EIFS</li> <li>• Positive feedback from families</li> </ul>
5.2	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
5.3	Support the cluster to develop a sustainable Intervention and Preventative Strategy	No strategy currently in place	Sustainable Intervention and Preventative Strategy is in place

## 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
6.1	Support Tenbury Primary School to pursue the development of community access through the Extended Services Capital Programme	Current community facilities available on school sites	Improved community facilities on school sites