

Extended Services in and around schools

Wyre Forest and Hagley Action Plan

2009-2010

The Wyre Forest and Hagley Community and School Cluster Action Plan presents the work that the Extended Services in and around Schools Team will be focusing on in the Wyre Forest and Hagley over the next 12 months. 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 or www.edulink.networcs.net.

Content – List of actions

Section	Action number	Page Number	Action
General Actions	1.1	5	Identify pyramid wide Community Cohesion projects to raise awareness of multicultural diversity in the Stourport and Wolverley Pyramids
	1.2	5	Identify projects to support the improvement of writing skills across the Bewdley and Stourport Pyramids
	1.3	5	Support the Bewdley Pyramid to develop an arts project for targeted young people to raise awareness of cultural diversity
Childcare	2.1	5	Work with the Early Years and Childcare Service to support Bewdley and Lickhill Primaries to develop before and after school provision
Varied Menu of Activities	3.1	6	Support the joint planning process for the Sport Unlimited agenda (providing 5 hour of sporting opportunities for children and young people)
	3.2	6	Support the implementation of the Arts Extended Project within King Charles 1 pyramid and across the Traveller community to embed arts into Extended Services
	3.3	6	Support the sustainability of the C&T project in Blakedown Primary and the development of year 1 in St Mary's Primary
	3.4	6	Support the Baxter College pyramid in the development of sustainable study support sessions to improve literacy and numeracy levels for targeted children and young people
	3.5	6	Support the Haybridge and Hagley pyramids to work collaboratively to provide sustainable opportunities for holiday arts workshops for identified G&T pupils
	3.6	6	Manage the implementation of POW (Positive Opportunities Worcestershire) across Wyre Forest and Hagley
Parenting	4.1	7	Support all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies
	4.2	7	Identify one further school to participate in offering the family learning taster sessions in addition to Birchen Coppice Primary School and Lickhill Primary Schools
Early Identification and Support	5.1	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
	5.2	8	Hold regular update meetings with the WHP project manager to share information
	5.3	8	Support schools across the King Charles 1 Pyramid to develop sustainable mentoring provision for targeted children and young people.
Community Access	6.1	8	Support Franche, Offmore, Birchen Coppice, Blakedown, Hagley and St. Bartholomew's Primary Schools in Kidderminster to pursue the development of community access through the Extended Services Capital Programme

Process for developing and approving projects

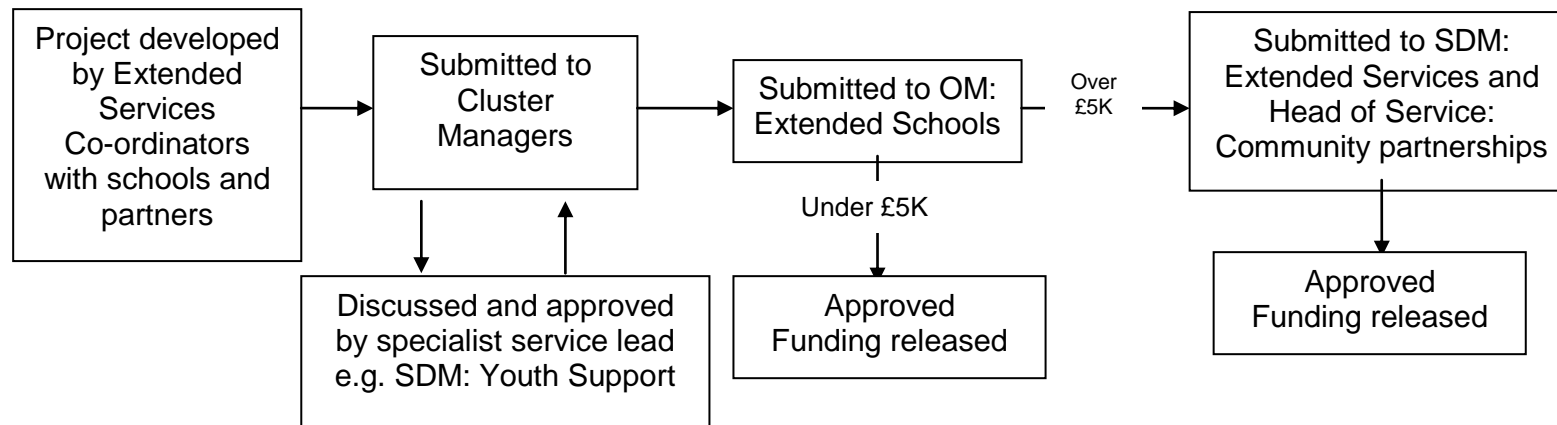
These guiding principles will be used across the Extended Services Team for the following reasons:

- 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 Wyre Forest & Hagley

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. The figure for Worcestershire 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 role 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 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.	Identify pyramid wide Community Cohesion projects to raise awareness of multicultural diversity in the Stourport and Wolverley Pyramids	Current attitude/opinion and understanding of multicultural diversity (to be collected)	Improved students understanding and attitude towards multicultural diversity
1.2	Identify projects to support the improvement of writing skills across the Bewdley and Stourport Pyramids	Current attitude/confidence/ability in writing (to be collected)	Improved writing skills
1.3	Support the Bewdley Pyramid to develop an arts project for targeted young people to raise awareness of cultural diversity	Current attitude/opinion and understanding of cultural diversity (to be collected)	Improved students understanding and attitude towards cultural diversity

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 Bewdley and Lickhill Primaries to develop before and after school provision	Current childcare provision needs relocating to ensure parents needs continue to be met	Sustaining current childcare provision

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
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"> • 542 children and young people participated in Sport Unlimited • 199 of the 542 were retained 	<ul style="list-style-type: none"> • 2271 children and young people participate in 5 hours of sports activities • 1363 children and young people continue to participate in 5 hours of sports activities
3.2	Support the implementation of the Arts Extended Project within King Charles 1 pyramid and across the Traveller community to embed arts into Extended Services	To be collected at the start of the project following the consultation phase	<ul style="list-style-type: none"> • Arts are embedded into extended services • Increased confidence and self esteem in identified children and young people across the King Charles 1 pyramid
3.3	Support the sustainability of the C&T project in Blakedown Primary and the development of year 1 in St Mary's Primary	St Mary's & Blakedown fully funded in year 1	<ul style="list-style-type: none"> • Blakedown fully sustainable in year 2 • St Mary's sustainable through POW in year 2
3.4	Support the Baxter College pyramid in the development of sustainable study support sessions to improve literacy and numeracy levels for targeted children and young people	Current attitude/confidence/ability in literacy and numeracy of targeted children and young people (to be collected)	Improved numeracy and literacy of targeted children and young people
3.5	Support the Haybridge and Hagley pyramids to work collaboratively to provide sustainable opportunities for holiday arts workshops for identified G&T pupils	<ul style="list-style-type: none"> • Project was previously co-ordinated by ESCo • A leader for the project has been identified from one of the schools involved and is assuming the role of project co-ordinator 	Project is sustained by the schools involved
3.6	Manage the implementation of POW (Positive Opportunities Worcestershire) across Wyre Forest and Hagley	POW funding currently not available in Wyre Forest and Hagley	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 all schools to develop and maintain parent information points (PIPs) and collect impact information and good practice case studies	<ul style="list-style-type: none"> • 16 out of the 18 Kidderminster schools have recently had PIPs installed(the remaining 2 schools already have designated information areas for parents) • 16 out of 21 schools in Bewdley, Stourport, Hagley and Catholic pyramids have recently had PIPs installed 	<ul style="list-style-type: none"> • All schools have PIPs • Parents feel better informed
4.2	Identify one further school to participate in offering the family learning taster sessions in addition to Birchen Coppice Primary School and Lickhill Primary Schools	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

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	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
5.2	Hold regular update meetings with the WHP project manager to share information	Early Intervention Family Support Project Manager sits on WFH project group	<ul style="list-style-type: none"> Increased communication with WFH project Outcomes outlined in the service specification are achieved
5.3	Support schools across the King Charles 1 Pyramid to develop sustainable mentoring provision for targeted children and young people.	Current levels of provision to be mapped/collated	<ul style="list-style-type: none"> A sustainable model of mentoring is established

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 Franche, Offmore, Birchen Coppice, Blakedown, Hagley and St. Bartholomew's Primary Schools in Kidderminster to develop community access through the Extended Services Capital Programme.	Current community facilities available on school sites	Improved community facilities on school sites