

Extended Services in and around schools

Droitwich Action Plan

2008-2009

The Droitwich Community and School Cluster Action Plan presents the work the Extended Schools Team will be focusing on in Droitwich 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. Over time the action plans will strengthen 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 a direct result of a structured local planning process that began in May 2007 with subsequent events in October 2007 and December 2007. This process has involved all schools and a wide range of partner agencies and organisations and the priorities for this Cluster have come from those events.

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. All the financial costs identified next to projects are indicative at this stage and based on this financial year. More detailed costs will be clarified as project proposals develop. The approval process for this release of funding is outlined over the page.

On reviewing the emerging priorities of all 12 Community and School Clusters, it became evident that, while the Cluster structures are still evolving, a number of services would be best developed across the county to ensure consistency and best value. This supports Worcestershire in meeting the central government target of all schools providing access to a 'core offer' of services by 2010. Therefore, all 12 Community and School Cluster action plans have been divided into three main sections. Section 1 focuses on those areas of work to be implemented locally to meet specific needs but which will benefit from countywide co-ordination. Section 2 outlines priorities and actions that are being developed to address issues that are specific to the Droitwich Cluster and which will be delivered through local arrangements. Section 3 contains projects, which have been identified as priorities but require further exploration regarding how to implement them locally: it is likely these areas of work will move into Section 1 and 2 when the plans are reviewed.

The action plan will be formally reviewed on a regular basis. However, the plans will remain flexible to enable the Extended Schools Team to harness new innovative ideas and projects, which 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/extendedservices or www.edulink.networks.net.

Section 1

This section of the plan outlines those actions that will be locally delivered but supported by central co-ordination. 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. For consistency and best value, it makes sense to co-ordinate these actions centrally working with each Cluster to identify local delivery mechanisms. A three-year approach has been taken for all of these projects building in a clear sustainability strategy: it is anticipated that after this time a co-ordinated countywide approach may not be necessary.

The resources within this section reflect individual Cluster allocations (i.e. specific to Droitwich)

1. All schools are providing access to the full core offer of services by 2010				
<i>Baseline information: Extended Schools audit</i>				
<i>Measures: Extended Schools audit</i>				
<i>Rationale: Local authority extended schools target. Supports all elements of the Every Child Matters agenda. Supports schools to address aspects of underachievement</i>				
Objective		Action	Success Criteria	Costs
1.1	To continue to manage an Extended Schools Team which provides schools with direct support for developing and delivering extended services	<ul style="list-style-type: none"> Deploy ¼ Cluster Manager and ½ FTE Extended Services Co-ordinators to support developments across Droitwich Ensure each member of the team has access to the appropriate support e.g. phones, laptops and travel 	<ul style="list-style-type: none"> Schools meet the core offer 	£31,720
1.2	Monitor the progress of extended services developments including the impact on Children and Young People	<ul style="list-style-type: none"> Develop an electronic web-based audit tool that monitors the level of services on offer Develop a monitoring system that allows schools to monitor the impact of extended services on students 	<ul style="list-style-type: none"> Audit tool in place and populated Schools using information from the tool in their SEFs 	Resources may be allocated locally to support schools to use audit tool
Total				£31,720

2. More children and young people are accessing 5 hours of sporting activities a week

Baseline information: Gathered through the Community Sports Partnership

Measures: Gathered through the Community Sports Partnership

Rationale: Supports the Youth Matters agenda, positive activities for young people has been identified as a priority through the Extended Services Planning Process, relies on match funding from Sport England, Trailblazer Authority

Objective		Action	Success Criteria	Costs
2.1	Work in partnership with the County Sports Partnership and Youth Support to offer a 5 hour entitlement to "Extended Activities" for children and young people	<ul style="list-style-type: none"> Develop requirements of usage of funding and draw up an appropriate contract Ensure all Cluster Managers, Youth Team Managers, PDMs and SDOs are actively involved in developing local plans for implementing the 5 hour offer 	<ul style="list-style-type: none"> Contract in place by June 08 Plans approved by June 08 	£6,666
Total				£6,666

3. More parents have access to information

Baseline information: Information taken from Information to Parents Strategy

Measures: Yearly consultation with parents, Extended Schools Audit

Rationale: Identified as a priority through the Extended Services Planning Process, elements of the Information to Parents Strategy and is a Local Authority Duty within the Childcare Act 2006

Objective		Action	Success Criteria	Costs
3.1	Develop information sessions for parents at key transition points in <u>all</u> schools in Worcestershire	<ul style="list-style-type: none"> Contribute towards the salary of Information Session Co-ordinator Develop and implement a training and resource package for 'information champions' within schools Monitor and evaluate information sessions delivered 	<ul style="list-style-type: none"> All schools delivering information sessions Positive feedback from parents 	£1,904
Total				£1,904

4. More families, with school aged children, have access to Early Intervention Family Support

Baseline information: **Number of EIFSW currently in place**

Measures: **Number of Referrals**

Rationale: **Main priority identified by schools and partners, research demonstrates significant impact of raising achievement, requirement of use of funding**

Objective		Action	Success Criteria	Costs
4.1	Develop additional capacity to deliver early intervention family support in and around <u>all</u> schools across Droitwich	<ul style="list-style-type: none"> • Develop a project proposal and plan which defines the following <ul style="list-style-type: none"> ○ The type of EIFSW needed e.g. EIFSW posts ○ Local management arrangements should new posts be established ○ Budget Holding Lead Professional Role ○ Links to the CAF process ○ Impact measures ○ Gather baseline information ○ How family support work links to other work / activity in local areas a. Clear exit strategy in place • Continue to support the EIFSW current in place and develop a sustainability plan for maintaining the post long term • Investigate ways schools can access existing provision at WANDS • Develop better communication systems between family support (all agencies) and schools 	<ul style="list-style-type: none"> • Plan in place • Additional EIFSW capacity created if necessary • Existing EIFSW sustained • 100% of schools aware of family support services • Wider range of referrals 	£28,892
4.2	Improve schools / families understanding of early intervention family support	<ul style="list-style-type: none"> • Develop better communication systems between family support (all agencies) and schools 	<ul style="list-style-type: none"> • 100% of schools aware of family support services 	TBC
Total				£28,892

5. More parents accessing parenting courses

Baseline information: *Information gathered through mapping*

Measures: **Record of training**

Rationale: **Identified as a priority through the Extended Services Planning Process, elements of the Parenting Strategy**

Objective		Action	Success Criteria	Costs
5.1	Develop an appropriate range of training opportunities for practitioners providing parenting support	<ul style="list-style-type: none"> Work with those leading on parenting workforce development to develop an appropriate plan for the ongoing training of practitioners 	<ul style="list-style-type: none"> More parents trained in delivering parenting programmes 	To be determined once appropriate plan is in place
Total				TBC

6. More schools and partners are involved in the development and delivery of extended services

Baseline information: *Number of meetings, attendance at planning days*

Measures: **Number of meetings, attendance at planning days**

Rationale: **Underpins the Extended Services In and Around Schools Strategy**

Objective		Action	Success Criteria	Costs
6.1	Develop a structured planning process delivered through Community and School Clusters that allows schools and partners to lead the development of local action plans	<ul style="list-style-type: none"> Work with EIAs and the TDA to design a suitable planning process Organise and implement the planning process, including booking venues, organising delegate packs 	<ul style="list-style-type: none"> Planning process developed Positive attendance at planning events 	£2,000
6.2	Develop a regular meeting pattern with all schools to ensure plans support aspects of underachievement	<ul style="list-style-type: none"> Build relationships with school pyramids (where this is an appropriate structure) and regularly attend meetings Develop meetings for 'families' of schools 	<ul style="list-style-type: none"> Frequency of meetings of schools 	N/A
Total				£2,000

7. More parents and practitioners, including schools, are using the Family Services Directory (FSD)

Baseline information: Website hits, information collected at planning events

Measures: Website hits

Rationale: Identified as a priority through the Extended Services Planning Process, elements of the Information to Parents Strategy and is a Local Authority Duty within the Childcare Act 2006

Objective		Action	Success Criteria	Costs
7.1	Develop the FSD to enable schools to use it more effectively	<ul style="list-style-type: none"> Contribute towards the salary of a project manager who will lead the developments Contribute towards the cost of a new information system if needed 	<ul style="list-style-type: none"> FSD is developed in line with feedback from schools 	£835
7.2	Promote the FSD through schools	<ul style="list-style-type: none"> Drop leaflets and marketing material off in schools Promote the FSD at meetings Put weblink to FSD onto schools websites 	<ul style="list-style-type: none"> More schools are aware of FSD 	N/A
Total				£835

8. More children and young people are engaged in learning

Baseline information: FFT and School Census data for pupil achievement levels. FSP data

Measures: Increase in pupils attaining their projected attainment levels, percentage of primary school children who score 6 or better in CLL with a minimum of 78 overall

Rationale: Identified as priority through the Extended Services Planning Process

Objective		Action	Success Criteria	Costs
8.1	Develop a mentoring scheme for children and young people who are becoming disengaged from learning	<ul style="list-style-type: none"> Map existing mentoring services currently on offer across Worcestershire Identify target schools Develop a project specification Commission project 	<ul style="list-style-type: none"> Mentoring scheme in place 	Costs identified once project has been identified
Total				TBC

9. More schools are engaging parents in decision making

Baseline information: **Number of schools with Parent Councils**

Measures: **Number of schools with Parent Councils**

Rationale: **Identified as an area for development through the Extended Services Planning Process and is an element of the Parent Engagement Strategy**

Objective		Action	Success Criteria	Costs
9.1	Continue to support schools to develop their expertise in engaging with parents	<ul style="list-style-type: none"> Continue to contribute towards the salary of the Parent Engagement Adviser Invest in a Parent Engagement Worker (2 years) to actively support schools to develop Parent Councils Develop a Parent Engagement Toolkit Ensure all ESCos are offering appropriate support to schools Develop a common questionnaire for schools to use when consulting with parents 	<ul style="list-style-type: none"> More Parent Councils Evidence of improved practice within schools Feedback from parents 	£3,753
Total				£3,753

Section 2

These actions are a direct result of priorities identified through the Droitwich Community and School Cluster Planning Process, conversations with schools and partners, engagement with children and young people and interrogation of statistical needs analysis information.

The resources allocated against actions will be devolved locally

10. More children and young people have greater levels of literacy and numeracy				
<i>Baseline information: Cohort performance levels in English and Mathematics through FFT and RaiseOnline</i>				
<i>Measures: Increased performance levels across all Key Stages in English and Mathematics</i>				
<i>Rationale: Identified by data available to schools and Improvement Advisors</i>				
Objective		Action	Success Criteria	Costs
10.1	Introduce alternative ideas to support the literacy curriculum in school	<ul style="list-style-type: none"> • Develop a regular school page for pupils to write articles for the local newspaper 	<ul style="list-style-type: none"> • 100% school participation 	N/A
10.2	To increase involvement of the traveller community with local schools	<ul style="list-style-type: none"> • Work with WMCESTC to identify a project/programme for engaging traveller parents and carers 	<ul style="list-style-type: none"> • Project identified and implemented 	£500
10.3	Increase the capacity and support in the classroom	<ul style="list-style-type: none"> • Form an interagency working party to help recruit volunteers, particularly from parents at school to: <ul style="list-style-type: none"> ○ Recognise need and identify skills required ○ Clearly identify the roles required 	<ul style="list-style-type: none"> • Volunteers recruited and working in schools 	£500
10.4	Increase family learning in schools	<ul style="list-style-type: none"> • Form an interagency working party to: <ul style="list-style-type: none"> ○ Identify appropriate family learning programme throughout all schools 	<ul style="list-style-type: none"> • Family learning programme identified 	N/A
Total				£1,000

11. More children and young people have greater communication and language skills

Baseline information: Speech and language data from FSP for reception figures. Key Stage 1 and 2 figures for transition figures

Measures: Increased scores on the CLL for school entry (6 or better with a minimum of 78 overall). Improved figures at Key Stages

Rationale: Identified through the planning process

Objective		Action	Success Criteria	Costs
11.1	Increase SALT provision in schools for targeted children and their parents	<ul style="list-style-type: none"> Evaluate Chawson First School pilot project Roll out project across other schools 	<ul style="list-style-type: none"> Project rolled out 	£10,000
		<ul style="list-style-type: none"> Investigate Speech and Language Link 	<ul style="list-style-type: none"> Project available in schools if appropriate 	TBC
11.2	Raise awareness of the importance of communicating with babies and young children	<ul style="list-style-type: none"> Work with the high school to investigate the possibilities of incorporating, within the curriculum, the importance of communicating with your baby and young children 	<ul style="list-style-type: none"> Included in the high school curriculum 	TBC
Total				£10,000

12. More children with challenging behaviour engaged within school – particularly Y5-Y7

Baseline information: Fixed term and permanent exclusions. Unauthorised absence data

Measures: Reduction in fixed term and permanent exclusion figures. Lower unauthorised absence figures

Rationale: Identified through the planning process

Objective		Action	Success Criteria	Costs
12.1	Look at existing provision in the area and build on good practice	<ul style="list-style-type: none"> Evaluate existing provision Create joint working party to investigate and implement 'inclusion' scheme within the pyramid 	<ul style="list-style-type: none"> Project available in schools if appropriate 	£20,000
12.2	Raise aspirations of Children and Young People to achieve	<ul style="list-style-type: none"> Consult with young people and consider their needs Give ownership to young people 	<ul style="list-style-type: none"> Young people engaged 	TBC
Total				£20,000

13. More children and Young People have healthy diets

Baseline information: Healthy Schools Team data, Obesity data

Measures: Number of children who are overweight or obese

Rationale: Identified through data available to schools

Objective		Action	Success Criteria	Costs
13.1	Increase the number of alternative activities available to C & YP in the area	<ul style="list-style-type: none"> Work with the schools to introduce a varied menu of activities 	<ul style="list-style-type: none"> More activities available and children engaged 	£5,000
13.2	Introduce family learning opportunities looking at healthy eating	<ul style="list-style-type: none"> Investigate and introduce family cookery courses and healthy lunch box seminars 	<ul style="list-style-type: none"> Courses available and utilised 	TBC
Total				£2,000

14. More children and young people access positive activities in rural areas

Baseline information: Number of Young People accessing services in rural areas and access to services from rural areas

Measures: The number of children using transport to access out-of-school activities

Rationale: Identified through Youth Action Planning and planning process

Objective		Action	Success Criteria	Costs
14.1	Work with partners in two identified areas to increase opportunities for YP to access mainstream provision	<ul style="list-style-type: none"> Work with Wychbold and Ombersley Schools to increase access to positive activities 	<ul style="list-style-type: none"> Increased opportunities for YP in Ombersley and Wychbold 	£1,000
14.2	Work with partners to look at feasibility of mobile youth provision in the rural areas	<ul style="list-style-type: none"> Work with Youth Service to investigate possibilities of a Youth Bus or mobile trailer for use in rural areas 	<ul style="list-style-type: none"> Feasibility study undertaken 	TBC
14.3	Develop Time 4U provision in the High School	<ul style="list-style-type: none"> Work with partners and High School to introduce scheme 	<ul style="list-style-type: none"> Time 4U available in school 	TBC
Total				£1,000

15. Improved profile of children and young people in the area

Baseline information: Current positive media stories, number of intergenerational projects

Measures: Increase in positive media stories, increase in the number of intergenerational projects

Rationale: Identified through the planning process and Youth Action Plan

Objective		Action	Success Criteria	Costs
15.1	Increase the amount of intergenerational work in the area	<ul style="list-style-type: none"> Investigate current examples of intergenerational work and support other schools to develop them 	<ul style="list-style-type: none"> More intergenerational work in schools 	TBC
15.2	Work with local media to raise the profile of C & YP in the area	<ul style="list-style-type: none"> Develop a local schools page in local newspaper promoting positive image of children and young people 	<ul style="list-style-type: none"> 100% school participation 	N/A
Total				TBC

Section 3

This section of the plan outlines priorities and actions that require further central exploration as to how to implement them locally. These actions build on good practice, locally and nationally, and will support schools and/or the local authority to meet their statutory duties. It is envisaged over time these actions will be delivered locally.

Resources allocated against these actions are countywide costs (total across all 12 Clusters)

16. All schools are actively promoting Community Cohesion			
<i>Baseline information: Content with School Development Plans, SEFs,</i>			
<i>Measures: Content with SDP, SEFs and Cluster Action Plans, case studies of good practice, feedback from OfSTED</i>			
<i>Rationale: Legal duty, identified as an area for development through the extended services planning process, supports other areas of Children's Services</i>			
Objective	Action	Success Criteria	Costs
16.1	Provide ongoing support for a Community Cohesion strategy, which supports Worcestershire schools to meet the new duty to promote community cohesion	<ul style="list-style-type: none"> Support schools to develop implementation plans designed to meet the duty to promote community cohesion Develop a network of schools that can cascade information to other schools 	<ul style="list-style-type: none"> Positive OfSTED reports on schools implementing community cohesion duty
Total			£5,000

17. More school leaders are community leaders			
<i>Baseline information: To be developed</i>			
<i>Measures: School leaders accessing community leadership training</i>			
<i>Rationale: Good quality community leadership in schools has been widely documented as a key success factor in the extended services agenda</i>			
Objective	Action	Success Criteria	Costs
17.1	Support the development of school leaders as community leaders	<ul style="list-style-type: none"> Work with the Operational Manager: Professional Learning and Development, to develop a strategy and subsequent action plan 	<ul style="list-style-type: none"> To be determined by OM:PLD
Total			£20,000

18. More parents have access to information

Baseline information: Information taken from Information to Parents Strategy

Measures: Yearly consultation with parents, Extended Schools Audit

Rationale: Identified as a priority through the Extended Services Planning Process, elements of the Information to Parents Strategy and is a Local Authority Duty within the Childcare Act 2006

Objective		Action	Success Criteria	Costs
18.1	Develop information areas for parents in schools and other appropriate community venues	<ul style="list-style-type: none"> Install leaflet racks and notice boards in most schools. Train appropriate members of staff to ensure areas are maintained Maintain electronic information kiosks in schools 	<ul style="list-style-type: none"> All schools have a parent information area 	£65,000 (approx figures to support all 250 schools)
Total				£65,000

Total Resource Allocation

Section 3 Centrally led projects (Countywide costs)	Resources allocated to Droitwich
£90,000	£109,770

The funding amounts are only estimates at this stage and are likely to change once projects / services develop. The change in these amounts will be reflected in the formal review of this plan. Additional resources may well be identified to support areas of work yet to be identified, once again these will be reflected when the plan is refreshed. In the event that there should be any funding remaining consideration will be given to supporting emerging priorities or devolving funding directly to individual schools.