

Extended Services in and around schools

Evesham Action Plan

2008-2009

The Evesham Community and School Cluster Action Plan presents the work the Extended Schools Team will be focusing on in Evesham 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 development of extended services across the Evesham cluster is still at an early stage. A structured local planning process, which involved all schools and a wide range of partner agencies and organisations, began in September 2007 and concluded in February 2008. The planning process successfully identified key priorities for Evesham and this action plan focuses on identifying or piloting projects that will begin to address these priorities.

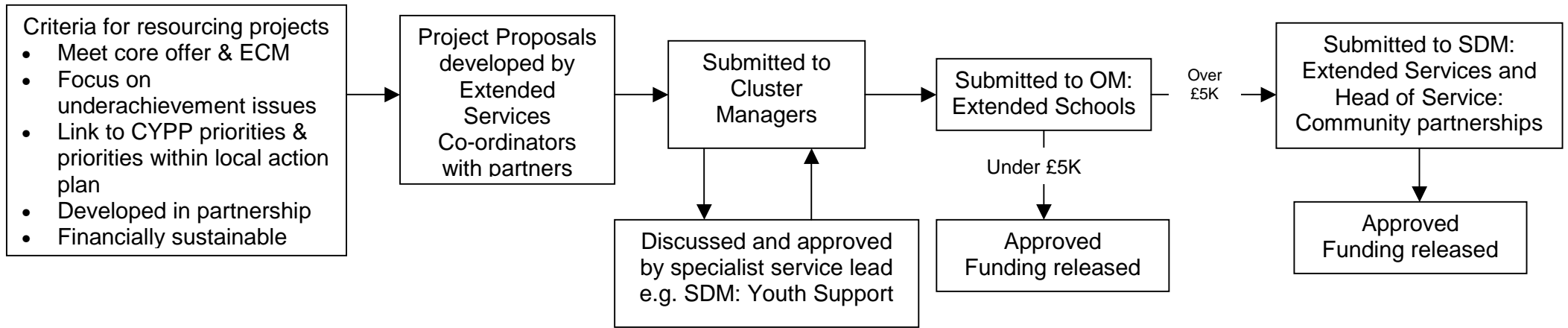
The plan also includes actions that build on local and national good practice, partnership working and supporting schools and/or the local authority to meet their statutory duties. All the financial costs identified next to projects are indicative at this stage and based on this financial year. More detail costs will be clarified through developing project proposals. 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 Evesham 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.networcs.net.

Approval process for projects



If funding is used to appoint County Council Staff, which includes staff based within schools, Children's Services Leadership Team will sign an official approval form.

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 Evesham)

| 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 1/6 Cluster Manager and 1 FTE Extended Services Co-ordinator to support developments across Evesham • 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 | £38,996 |
| 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 | £38,996 |

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 (post in structure) 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 are 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 Evesham | <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 ○ Clear exit strategy in place | <ul style="list-style-type: none"> • Plan in place | £11,956 estimated January 09 roll out |
| | | | Total | £11,956 |

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 new information system if needed | <ul style="list-style-type: none"> FSD is developed inline 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 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 |
|--------------|---|--|---|---------------|
| 8.1 | 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 |

9. 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 |
|-----------|--|--|---|---|
| 9.1 | 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 |
| | | | | TBC |

Section 2

These actions are a direct result of priorities identified through the Evesham 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. Increased opportunities for parents and carers to engage with schools | | | | | |
|--|---|-----------|---|---|----------------|
| | | Objective | Action | Success Criteria | Costs |
| <p><i>Baseline information: FFT and School Census data for pupil attainment data. Parental Engagement Officer data.</i></p> <p><i>Measures: Higher percentage of pupils attaining projected levels at Key Stages 1 and 2. Feedback from the Parental Engagement Officers concerning the use of the parental engagement toolkit</i></p> <p><i>Rationale: Parental engagement in schools has been identified as part of the planning process. Instant Atlas data shows the proportion of pupils reaching expected levels at Key Stages 1 and 2 are smaller than the Worcestershire average</i></p> | | | | | |
| 10.1 | Identify the needs of parents across the Evesham Cluster | | <ul style="list-style-type: none"> • Support the implementation of the parental engagement toolkit across the cluster • Support smaller groups /individual schools to consult with parents around single issues | <ul style="list-style-type: none"> • Increase in the number of parents who have been consulted | £1,000 |
| 10.2 | To offer a range of family learning opportunities to respond to and meet identified need | | <ul style="list-style-type: none"> • Identify current learning opportunities and ascertain gaps in provision • Work with Family Learning Co-ordinator and partner agencies to develop project to address further need | <ul style="list-style-type: none"> • Gap analysis complete • Project developed and implemented • % Increase in the number of parents engaged in FL opportunity | £10,000 |
| Total | | | | | £11,000 |

11. More schools and families with access to early intervention support

Baseline information: ES Audit data. CAF Co-ordinator data

Measures: Increase in schools offering Full or Sustainable services in the early intervention and support element of the core offer. Feedback from the CAF Co-ordinator regarding the implementation of the CAF

Rationale: Identified during the audit process and planning process

| Objective | | Action | Success Criteria | Costs |
|--------------|--|--|---|----------------|
| 11.1 | Develop partnerships to provide early intervention and support | <ul style="list-style-type: none"> To pilot multi agency support to identified yr 9 students at Prince Henry's High School | <ul style="list-style-type: none"> Attendance and achievement of identified students | £10,000 |
| | | <ul style="list-style-type: none"> To work with Speech and Language Services to provide training to frontline staff in schools and early years settings | <ul style="list-style-type: none"> Staff trained | £10,000 |
| Total | | | | £20,000 |

12. Improved support for Families for whom English is not their first language/ are new arrivals

Baseline information: School Census data and Instant Atlas EAL figures

Measures: Increase in EAL families accessing schools and/or activities

Rationale Identified by schools. Instant Atlas data shows 169 school pupils in Evesham speak English as an additional language

| Objective | | Action | Success Criteria | Costs |
|--------------|--|---|---|---------------|
| 12.1 | To improve support for schools working with new arrivals | <ul style="list-style-type: none"> To work with the New Arrivals Working Group to establish common themes that can be addressed across Worcestershire To support schools to use additional resources to support families with EAL | <ul style="list-style-type: none"> Attendance and achievement of identified students | £3,000 |
| 12.2 | To improve support for families as new arrivals | <ul style="list-style-type: none"> To liase closely with the Polish community and partners to establish a Saturday morning Polish School in Evesham | <ul style="list-style-type: none"> Number of Polish Students accessing the school | £500 |
| Total | | | | £3,500 |

13. Children and young people have access to a range of diverse positive activities.

Baseline information: ES Audit data (VMA and Childcare). FIS contact numbers/website hits. Capacity figures for local childcare providers

Measures: More schools delivering Full or Sustainable services for the Childcare and VMA core offer element. Greater uptake in local childcare and more use of the FIS

Rationale: Planning process. School audit forms Instant Atlas data shows 8.5% of 13-19 year olds have been reached by publicly funded Youth Services Central Evesham, Fairfield and the area surrounding Norton have been identified as childcare sufficiency areas. 14% of households do not have access to a car or van

| Objective | | Action | Success Criteria | Costs |
|--------------|--|--|--|----------------|
| 13.1 | To increase the provision and take up of wrap around childcare in response to locally identified need | <ul style="list-style-type: none"> To work closely with Early Years and Childcare Service to support the development of appropriate childcare | <ul style="list-style-type: none"> Increase in number of places for childcare in identified areas Percentage of occupancy | TBC |
| 13.2 | To increase the range of provision and take up of positive activities available to children and young people | <ul style="list-style-type: none"> Develop a broader range of out of school hours learning opportunities | <ul style="list-style-type: none"> Increase in number of children and young people participating in these activities Increase in the range of activities available | £15,000 |
| | | <ul style="list-style-type: none"> Support a Travellers Play Support Session and develop sustainability plan for maintaining the session long term | <ul style="list-style-type: none"> Number of adults and children attending | £8,310 |
| | | <ul style="list-style-type: none"> Work with partners to produce information leaflet for summer holiday provision | <ul style="list-style-type: none"> Leaflet completed summer 2008 | £1,000 |
| 13.3 | To improve access to positive activities | <ul style="list-style-type: none"> Liaise with integrated passenger transport working group and partner organisations to explore solutions to transport issues including EPIC | <ul style="list-style-type: none"> Increase in number of children and young people participating in these activities | £7,500 |
| Total | | | | £31,810 |

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)

| 14. All schools are actively promoting Community Cohesion | | | |
|---|---|---|---------------|
| <i>Baseline information: Content with School Development Plans (SDP), Self Evaluation Forms (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 |
| 14.1 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 | Positive OfSTED reports on schools implementing community cohesion duty | £5,000 |
| Total | | | £5,000 |

| 15. 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 |
| 15.1 Support the development of school leaders as community leaders | Work with the Operational Manager: Professional Learning and Development (OM:PLD), to develop a strategy and subsequent action plan | To be determined by OM:PLD | £20,000 |
| Totals | | | £20,000 |

16. 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 |
|------|---|---|--|----------------|
| 16.1 | 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 | All schools have a parent information area | £65,000 |
| | | | | £65,000 |

Total Resource Allocation

| Section 3 Centrally led projects (Countywide costs) | Resources allocated to Evesham |
|---|--------------------------------|
| £90,000 | £132,420 |

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.