

Extended Services in and around schools

Tenbury Action Plan

2008-2009

The Tenbury Community and School Cluster Action Plan presents the work the Extended Schools Team will be focusing on in Tenbury 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, which has involved all schools and a wide range of partner agencies and organisations. It draws heavily on successful work from the Tenbury High School extended schools pilot where a strong ethos of partnership working was established amongst partners in the voluntary and statutory sector. Tenbury has now moved successfully towards a cluster arrangement involving all the primary schools and recent monitoring events have demonstrated the positive impact extended services is having on children and young people.

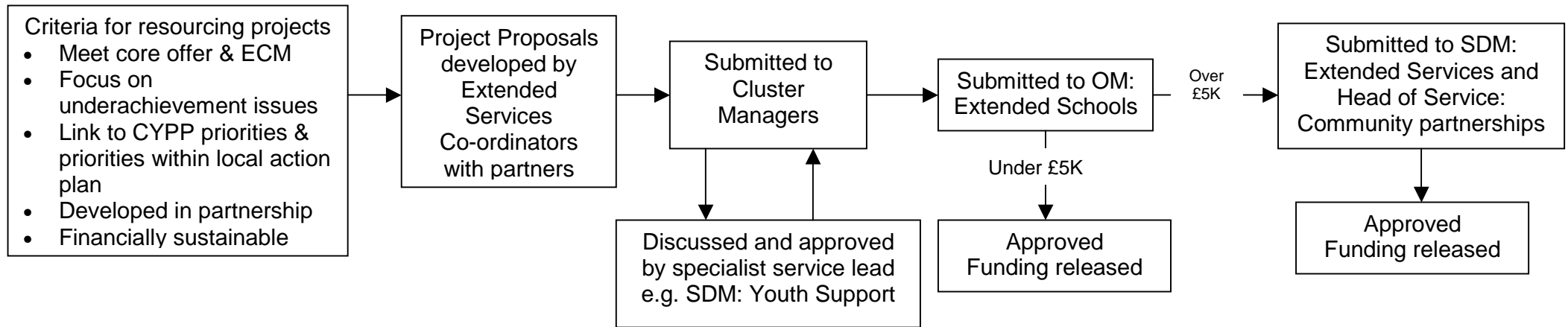
The plan also includes actions that build on local and national good practice, partnership working and supporting schools and/or the local authority to meet their statutory duties. All the financial costs identified next to projects are indicative at this stage and based on this financial year. More 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 Tenbury 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 make 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 Tenbury)

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 Matter's 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 Tenbury • 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 	£36,914
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				£36,914

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 PDM's and SDO's are actively involved in developing local plans for implementing the 5 hour 	<ul style="list-style-type: none"> Contract in place by June 08 Plans approved by June 08 	£5,000
2.2	Continue to support weekly trampoline sessions	<ul style="list-style-type: none"> Work with Tenbury High School PE Coordinator to identify further funding Liase with partners such as Health to identify children & young people who would benefit from physical activity Promote amongst schools 	<ul style="list-style-type: none"> Funding secured to continue weekly sessions inclusive to all children & young people 	£2,220 Children Fund-Oct08
Total				£7,220

3. More parents have access to information

Baseline information: Information taken from original research

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 Tenbury	<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 • EIFSW sustained 	£14,624
4.2	Support and monitor the effectiveness of the service provided by the Early Intervention Family Support Worker (EIFSW)	<ul style="list-style-type: none"> • Support the induction of the newly appointed EIFSW • Request monthly feedback from schools about the impact of the service in relation to a reduction in their work load • Attend regular TACT (Tenbury Area Community Team) meeting 	<ul style="list-style-type: none"> • All schools are aware of the service and confident to refer identified children and families to the EIFSW 	N/A
Total				£14,624

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 structure 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 EIA's 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
Total				TBC

Section 2

These actions are a direct result of priorities identified through the Tenbury 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 families accessing childcare including out of school activities				
<i>Baseline information: ES Audit Data. ICHIS for current childcare providers. FIS enquiry data</i>				
<i>Measures: More schools offering Full or Sustainable services for VMA/Childcare element of the core offer. More valid childcare and an increase in FIS enquiries</i>				
<i>Rationale: Identified through the census 2001, Childcare Sufficiency Report and the planning process</i>				
	Objective	Action	Success Criteria	Costs
10.1	Identify and secure appropriate premises for full day care provision	<ul style="list-style-type: none"> Continue to support a working party tasked with the identification of a suitable site Support the completion of a feasibility study by June 2008 Secure funding if appropriate 	<ul style="list-style-type: none"> Working party in place and meeting regularly Feasibility study complete Funding secured 	£10,000 (AWM)
10.2	Monitor the development of identified all year round out of school hours provision within the cluster	<ul style="list-style-type: none"> Regular communication with the Childcare Development Officer Regular communication with local childminders Collect information through audit process Promote activities for the holiday clubs through regular contribution to school newsletters Ensuring information is shared with partner services such as the Family Information Service, Youth Support and Malvern Hills District Council Cultural Services 	<ul style="list-style-type: none"> Sustainable appropriate provision available within the cluster according to need All out of school hour provision is maximised according to local need 	N/A
10.3	Support and identify target areas where the Play Rangers & Mobile Unit should be utilised within the cluster to address low level anti-social behaviour	<ul style="list-style-type: none"> ESCo to attend PACT meetings within the cluster Feedback information to relevant partners Promote the activities provided Support consultation with young people to identify need Liase with local Police Service who coordinate PACT {Police and Community Together} to develop community consultation Liase with local Police Team who are supporting this initiative 	<ul style="list-style-type: none"> Relevant activities available in target areas and reduction in low level anti-social behaviour 	£500
10.4	Continue support Stay & Play sessions for identified families	<ul style="list-style-type: none"> Liase with Teme Valley Children's Centre (TVCC) to identify vulnerable families TVCC to promote this service to local Health Visitor and appropriate families TVCC to provide a break down of families {Children Centre National Indicators} Promote Stay & Play sessions through the newsletters to school, TVCC and service provider Invite appropriate agencies and organisations to attend sessions to provide information on services available to families where required 	<ul style="list-style-type: none"> Stay and Play sessions continue. Identified families accessing the service 	£1,200
Total				£11,700

11. Access to Early Intervention Family Support

Baseline information: RELATE attendance data

Measures: Sustainability of the RELATE family counselling service

Rationale: Identified through the planning process and pilot programme in Tenbury High School (2005-2007)

Objective		Action	Success Criteria	Costs
11.1	Support the continuation of the weekly RELATE family counselling service	<ul style="list-style-type: none"> • Liaise with RELATE CEO signposting to appropriate funding opportunities • Invite CEO to TACT meetings • Request feedback information regarding the effectiveness of the service • FIS to continue to promote this service to families 	<ul style="list-style-type: none"> • Service continues until 31.08.08 supported by Extended Services and then becomes sustainable 	£2,260
Total				£2,260

12. To increase the opportunities for parental engagement across the cluster

Baseline information: Current number of Parent Forums and Parent Councils. Parental Engagement Officer Data

Measures: Increase in the number of Parent Forums and Parent Councils. Feedback from the Parental Engagement Officers concerning the use of the parental engagement toolkit

Rationale: Identified through the planning process

Objective		Action	Success Criteria	Costs
12.1	Create more opportunities to engage parents in family learning programmes	<ul style="list-style-type: none"> • Develop innovative projects in partnership by investigating events co-ordinated by external partners and recommend collaborative project planning • Liaise with schools to ensure more parents are aware of creative ways of supporting their child's learning 	<ul style="list-style-type: none"> • Increased opportunities to engage parents in supporting their child's learning 	£2,500
Total				£2,500

13. More children and young people are being supported with preventative services at an early stage

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 through the planning process

Objective		Action	Success Criteria	Costs
13.1	Develop a programme of music therapies relevant to children and young people with specific needs	<ul style="list-style-type: none"> • Liaise with relevant schools staff e.g. SENCo, Pastoral and Gifted & Talented Co-ordinator to identify pupils • Identify gaps in appropriate provision • Source relevant tutors through Worcestershire Youth Music (WYM) or independently • Monitor the provision and feedback to TACT 	<ul style="list-style-type: none"> • Music therapy in place • Reduction in referrals to specialist services 	£7,000
13.2	Continue to develop a sustainable programme of pupil counselling in and around the cluster	<ul style="list-style-type: none"> • Monitor the effectiveness of the existing service • Ensure existing service provider provides regular feedback at TACT meetings • Identify any gaps in provision • Support service provider to source appropriate funding 	<ul style="list-style-type: none"> • Counselling service continues beyond October 2008 fulfilling identified need 	£20,000
13.3	Work with the Common Assessment Framework (CAF) Co-ordinator to further develop TACT	<ul style="list-style-type: none"> • Support CAF Co-ordinator in the co-ordination of regular meetings • Develop the membership of TACT • Support the develop TACT information leaflet for distribution in and around the cluster 	<ul style="list-style-type: none"> • Regular TACT meetings are held to share appropriate information and refer relevant individual cases • Raised level of awareness of TACT 	£500
13.4	To access the monitoring meeting of the existing Time4U sessions at Tenbury High School	<ul style="list-style-type: none"> • Liaise with sexual health unit and school nurse to enable attendance at termly monitoring meetings to offer the support of Extended Services 	<ul style="list-style-type: none"> • Attend termly meeting at Tenbury High School 	N/A
13.5	To increase open access sessions at Café 27	<ul style="list-style-type: none"> • Liaise with Café 27 Project Manager to determine gaps in provision • Provide support to extend existing services available in schools to be made available in the Youth Café, such as Young Person Counselling and study support at key exam times • Promote Café 27 service to other organisations 	<ul style="list-style-type: none"> • Local young people have a safe and secure place to go after school 	£4000
13.6	To increase engagement between local Police Team and young people in the area	<ul style="list-style-type: none"> • Local Police Team to work closely with local primary schools especially in the more rural villages • Provide opportunities for young people to socialise safely without inconveniencing other elements of the community • Support the development of a youth shelter in Tenbury Wells 	<ul style="list-style-type: none"> • Young people feel valued by local Police Team and wider community 	N/A
Total				£31,500

14. Improved learning opportunities for all children and young people

Baseline information: ES Audit data. RaiseOnline for unauthorised absence figures. School Census/RaiseOnline for core subject attainment levels and FSP for primary age core subject achievement

Measures: More schools offering full or sustainable services in the VMA element of the core offer. Lower unauthorised absence figures. Better pupil achievement in core subjects

Rationale: Identified through data available to schools

Objective		Action	Success Criteria	Costs
14.1	To continue to develop problem solving, team building sessions including a summer school for identified children and young people	<ul style="list-style-type: none"> Work with individual schools to identify appropriate children and young people Support Gifted and Talented cluster lead teacher to source funding Investigate ways of providing innovative activities Support providing Gifted and Talented taster sessions for all cluster primary schools Year 6 children at Tenbury High School to utilise the specialist facilities Promote summer schools amongst cluster schools Investigate appropriate facilities and transportation including costs Liaise with Lead Inspector in methods of monitoring and evaluation 	<ul style="list-style-type: none"> Build on existing provision. Increased skills and self confidence in children and young people 	£1,500
14.2	Monitor the impact of Tenbury Primary School breakfast club on targeted children	<ul style="list-style-type: none"> Request information from Head Teacher on numbers of targeted children accessing breakfast club Support a system that tracks individual children on RAISE-On line to assess progress 	<ul style="list-style-type: none"> Children attending Attitudes towards learning 	N/A
14.3	Continue to develop family learning programmes that provide stimulus for raising standards in core subjects	<ul style="list-style-type: none"> Liaise with HT in cluster schools to provide base line information on core skills Investigate ways of providing innovative activities 	<ul style="list-style-type: none"> Core skills in Maths, English & Science have increased 	N/A
14.4	Support identified school staff to undertake Forest School {FS} training to develop the initiative into KS2	<ul style="list-style-type: none"> Work with schools to identify key staff Identify training dates Request regular feedback on Forest School activities. Two children accessing FS to be tracked in Tenbury Primary School from September 	<ul style="list-style-type: none"> Identified school staff successfully trained to deliver FS into all key stages 	£1,725
14.5	Continue to develop IT skills for children and young people identified as needing additional support	<ul style="list-style-type: none"> Work with cluster school IT Coordinator to identify gaps in IT skills Support out of school hour IT clubs including out reach provision to those who do not have access to IT Investigate innovative IT initiatives such as IT for Girls 	<ul style="list-style-type: none"> Increased confidence in using IT across curricula Better out reach provision in identified isolated areas 	N/A
14.6	Monitor the existing Media Club at Tenbury High School to ensure wide circulation of Community Newspaper	<ul style="list-style-type: none"> Request regular updates from Tenbury High School Librarian who facilitates the group Collect a sample of community newspapers for evidence Request invitation to participate in one of the meetings Support the group in identifying suitable funding to sustain the newspaper 	<ul style="list-style-type: none"> Established Community Newspaper 	N/A
14.7	Support cluster schools in providing a programme of "Creative Art" activities to identified children and young people whose self-confidence is low	<ul style="list-style-type: none"> Ask cluster schools to Identify children and young people who would benefit from creative art activities, such as drama and music to increase self confidence Source companies and groups who could offer specialised activities such as Royal Shakespeare Company Provide support to teachers to engage in these innovative projects 	<ul style="list-style-type: none"> Full programme of "Creative Arts" programmes across the cluster Identified children and young people increases self confidence 	£5000
Total				£8,225

15. Increase access to adult learning and employment opportunities for the wider community

Baseline information: *DWP data for unemployment figures. Uptake data from Adult Learning Centres and Connexions. NEET Data*

Measures: **Number of individuals accessing adult learning provision**

Rationale: **Identified through the planning process, Census 2001 and Tenbury Area Partnership action plan**

Objective		Action	Success Criteria	Costs
15.1	Continue to support Tenbury Community Education Partnership {TENCEP} to provide key skills to the local population in IT, Maths and English, Information and Guidance sessions	<ul style="list-style-type: none"> • Work closely with TENCEP trustees to increase awareness of relevant courses • Signpost to partners and organisations providing courses • Support TENCEP in identifying local people who want information and guidance to promote their learning • Provide support for TENCEP Learning Mentor whose aim is to support vulnerable adult learners 	<ul style="list-style-type: none"> • Increased skill levels • Increase in average earnings 	N/A
15.2	Continue to promote local initiatives and information sharing	<ul style="list-style-type: none"> • Support Community Action Malvern Hills District to promote an open meeting for public, private and community groups to share information • Continue to support TENCEP by promoting Business Start Up courses for local people who want to set up their own business • Work with Worcester College of Technology in partnership with Business Link to promote local courses • FIS promote training for Childcare opportunities 	<ul style="list-style-type: none"> • More local entrepreneurs • Support local economy 	N/A
15.3	Continue to promote the regular Marches Job Bus visits	<ul style="list-style-type: none"> • Support TENCEP in promoting this monthly service • Liase with Teme Valley Children's Centre to promote to young families • Provide a gateway for Jobcentre Plus to work with the cluster of schools to provide information to non working parents • Support Jobcentre Plus with innovative ways to increase involvement with the local community • Marches Housing Association to promote TVCC to new tenants 	<ul style="list-style-type: none"> • Continued support for local unemployed people • Increased awareness of JCP 	N/A
15.4	Continue to promote English as an Additional Language (EAL) courses as identified	<ul style="list-style-type: none"> • Support TENCEP in promoting course provided by partner organisations • Liase with colleges and other organisations to identify non English speaking learners • Identify appropriate venues for these courses and support child care issues by signposting to Teme Valley Children's Centre • Marches Housing Association has a small community room in Cornwall Gardens, Tenbury Wells which could be used for group work • FIS advise contact with the access centre for language translation assistance • FIS information needs to be advertised in relevant languages • Local Health Visitor to work closely with TVCC to provide a support group for EAL families who have been identified as being isolated 	<ul style="list-style-type: none"> • Provision of and attendance at EAL courses 	N/A
15.5	Continue to support Basic Food Hygiene and First Aid Courses as need demands	<ul style="list-style-type: none"> • Support Learning Mentor in identifying learners • Develop a school programme of these courses for Y10 and 11 at Tenbury High School • Support TENCEP in promoting these courses provided by external training provider • FIS provide First Aid Courses for Childcare Providers 	<ul style="list-style-type: none"> • Programme of courses in place and attended by Y10 and 11 Tenbury High School pupils and local community 	N/A
Total				N/A

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 costs for covering 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: Number of 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
18.1	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
19.1	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 Tenbury
£90,000	£123,435

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.