

# Chilton Trinity Technology College

## Extended Schools Policy



## **National Policy Context**

Extended Schools are part of the government's aim to promote social inclusion, diversity and address inequalities in health, education and opportunity within the context of Every Child Matters. Legislation and national objectives provide policy direction, freedoms and flexibilities for schools to provide extended services.

The government's overall vision will see all schools offer a core set of extended services by 2010. The core offer includes:-

- A varied range of activities including study support, sport and music clubs, combined with childcare in primary school.
- Parenting and family support;
- Swift and easy access to targeted and specialist services;
- Community access to facilities including adult and family learning, ICT and sports grounds.

## **AIM**

To meet the needs of children, young people, parents/carers, the local community, the Extended Schools Agenda and the Every Child Matters framework by working in partnership with schools, the LA, local partners, e.g. SLA and the private and voluntary sector to shape services that take place in and around Bridgwater schools thus contributing to improve levels of achievement, motivation, aspirations, community cohesion and fitness.

## **OBJECTIVES**

To bring together and work collaboratively with other Bridgwater schools, the Local Authority and private and voluntary local providers to provide a range of services within the Bridgwater area that best meets the needs of children, young people, their families and the communities they serve.

1. To continually audit services operating and assess the potential for wider use of school premises
2. To assess gaps and develop/shape services in line with local need
3. Meaningful and early consultation with students, families and local communities backed up by frequent communication
4. To work in partnership to create appropriate sustainable services which integrate with CTTC and the communities it serves.
5. Develop communication methods to inform students, families and the local communities of services available
6. Develop extended services in a way that is integral to school improvement.
7. To continually improve the service we provide for children, their families and the local community by continuous monitoring and evaluation.

## **INTENDED OUTCOMES**

1. To have a greater knowledge and understanding of services operating within Bridgwater which would ensure that signposting can take place. To maximise the use of school premises to enable schools to be seen as a 'hub' for services to take place
2. To shape services around local need. This will ensure that CTTC is offering a good variety of activities and study support beyond the school day, families are being supported and equipped with the necessary skills to enable them to be good parents, access to services is easy and quicker and the wider community can access the school site to use our facilities
3. Giving students, families and the community a voice and an opportunity to have a say in the services that they want and need which will help to create and sustainable, empowered communities
4. Services are created which are sustainable and can continue long into the future
5. Methods of communication are effective and people know about services available and can access them
6. Chilton Trinity attainment levels rise as does the aspirations of students
7. Monitoring and evaluation of this policy will enable continuous review of the way services are delivered and shaped and allow for changes in the way this is carried out which will best meet the needs of the communities served.

**Chilton Trinity Technology College: Extended School Action Plan 2010/13**  
**GENERIC OBJECTIVES**

		Lead
<b>Objective 1:</b>	<b>Develop extended services in a way that is integral to school improvement.</b> (Version 1: Ob 6) Continue to engage and contribute towards ES initiatives driven by SLA, SCC and DfE	AB
<b>Objective 2:</b>	<b>Communicate effectively with client groups</b> (Version 1: Ob8.5, 1.1,5.1,) Communicate through traditional and "new media" with client groups, providers and the Community about ES opportunity	AB
<b>Objective 3</b>	<b>Audit provision and requests for future development.</b> (Version 1: Ob 1,2, &3) Audit CTTC student participation in ES and OoSHL provision, with reference to attendance and attainment criteria Audit requests for ES provision both by parents and students Audit CTTC service provision through SSAT Tool or similar annually, in the key areas of: Community Access Swift and easy Access to targeted and specialist services Current Provision Varied menu of Activities Parenting Support Specific Action Plans for 2-3 key areas to do developed These results to form the basis of the annual "Specific Objectives" for each year	AB
<b>Objective 4</b>	<b>Quality Support</b> (Version 1: Ob 8) Keep up to date with current changes and "best practice" relating to ES Ensure QiSS quality mark is maintained and further developed.	AB/JT

<b>SPECIFIC OBJECTIVES (2010/11)</b>	2011/12	Lead
<b>c1</b> <b>c2</b> <b>c3</b> <b>c4</b>	<b>Community Access</b> Arts Mark Award for students and adult groups Develop as a hub for local adult ed provision with a focus on the specialist subject(s) Improving access to learning in rural (catchment) areas Develop use of video conferencing equipment.	JW PC AB All
<b>a1</b> <b>a2</b>	<b>Swift and easy Access to targeted and specialist services</b> Further target services to children looked after & FSM Attempt partnership funding bids to create sustainability for service provision	AB AB
<b>ecm1</b>	<b>Current Provision</b> Ensure ECM criteria continue to be met	AB
<b>m1</b> <b>m2</b> <b>m3</b> <b>m4</b>	<b>Varied menu of Activities</b> Coordinate activities which require team building, communication and leadership skills Coordinate flexible holiday provision Signpost to third party providers, play schemes, classes etc Encourage MFL to run ES opportunity	AB AB AB AB
<b>p1</b> <b>p2</b> <b>p3</b> <b>p4</b>	<b>Parenting Support</b> Create a culture where fathers and mothers are engaged and feel able to ask for support if they need it Take steps to further reach excluded parents, initially through informal activities. Continue to develop intelligent reporting and email between home and school. Provide a range of parenting support documents to parents	JT JT JT JT
	<b>Specific Action Plans for 2-3 key areas to do developed ("What we want to do")</b> Fishing Club ("Fish Wish") m1;a1;a2 ecm1 Bush Craft Holiday Days (Somerset Wildlife Trust) m2 ecm1 Parenting IT and GCSE programmes p2; c2 "Community Forum" at St George's Hall for Parents (monthly) c3; m3; p2; p4	AB AB JT/PC/PS JT