

TARGET 1: Further develop the quality of the core offer in each school**Analysis of school data, three year trends, pupil survey returns in each school, parental/carers consultation in each school.**

Ref	ACTIONS	SUCCESS CRITERIA/OUTCOMES	MONITORING AND EVALUATION
1.1	Analyse Survey Return 2009 from each school to determine resources 2009/10 in the context of the Core Offer.	<ul style="list-style-type: none">• Collaborative expenditure 2009/10 reflects school need in the context of Core Offer• Weakest core areas of learning are developed through Extended School Activities.	Plan produced and reviewed by Steering Group each meeting
1.2	Discuss with schools what is required to develop the quality of our collaborative core offer.	<ul style="list-style-type: none">• Summary of what is required to develop core offer produced.	Summary of requirement distributed to each school.
1.3	Develop Extended School action plans by working with each school based on the above (to become a strand in the School Improvement Plan).	<ul style="list-style-type: none">• Action plans outlining what each school needs to commit to develop the quality of the core offer that reflect parental/young persons' needs and the SDP.	Actions reviewed and met
1.4	Headteacher to meet with staff to agree and further develop action plan (staff meeting) and support it's implementation	<ul style="list-style-type: none">• Whole school staff own the action plan and undertake appropriate actions to reflect the schools need and further develop the quality of the core offer.	Staff aware of school action plan in order to develop quality of the core offer
1.5	Allocation of funding to sustain and develop individual school initiatives to raise standards and achievement.	<ul style="list-style-type: none">• Guru Primary After School Provision £2000• Brookside After School provision £2000• Minet Junr After School provision £2000• Guru Secondary After School Provision £2000• Minet Infant After School Provision £2000• The Willows After School Provision £2000• Dr Triplets After School £2000	Initiatives maintained/ further development of provision.

TARGET 2 : To improve provision for holidays and week ends in order to deliver the core offer in all our collaborative schools. Provision in line with enrichment requirements of each school and allows pupils to access a full range of learning out of hours.

Ref :	ACTIONS	SUCCESS CRITERIA/OUTCOMES	MONITORING AND EVALUATION
2.1	Salary of Community Worker to develop and co-ordinate Holiday and week end activities.	<ul style="list-style-type: none"> Community Worker provides enrichment activities to all collaborative schools and develops activities in line with school and collaborative priorities. 	All schools have support and access to enrichment activities led by the Community Worker.
2.3	Liaise with schools to plan new holiday/weekend provision	<ul style="list-style-type: none"> Each school suggests activities, particularly those that will support learning in the core areas and provide challenge for able pupils. Parental consultation and input to planning the programme. Family learning integral to the programme. Community facilities at each school benefits the community. 	<p>Programme drawn up and agreed in the collaborative.</p> <p>Programme supports learning in the core areas, provides challenge for able pupils and supports Family Learning.</p> <p>Report back to the Collaborative by Community Worker.</p>
2.4	Approach staff in schools to support implementation of the planning.	<ul style="list-style-type: none"> A range of staff involved in quality and diverse provision which meets the needs of pupils and families. Payment scheme developed. 	Activities have a safe PTR, CRB checked staff and all activities meet health and safety requirements.
2.5	Implement planned programme	<ul style="list-style-type: none"> Schools provided with a series of dates and publicity for activities. Schools authorise/endorse pupil participation. Community worker implements planned programme. 	<p>A comprehensive list of all holiday/weekend provision available to all schools in Collaborative.</p> <p>Good quality publicity materials support recruitment to the programme.</p> <p>Participants value the provision.</p>

**TARGET 3 : Meeting the needs of, and engaging our parents through Family Learning.
Parental/carers consultation about the range of activities that will contribute to Family Learning and support Community Cohesion.**

Ref :	ACTIONS	SUCCESS CRITERIA/OUTCOMES	MONITORING AND EVALUATION
3.1	Identify key contact in the school to lead on the initiative.	<ul style="list-style-type: none"> • Appropriate person identified and links made with each school • Exploration of Possibilities for the Family Learning Programme. • Sharing of ideas across the collaborative. 	Input from all schools regarding parenting need, Family Learning, likely equipment/resources to support initiative.
3.2	Individual school meetings arranged to consider possible programmes. Parent representatives engage with the process.	<ul style="list-style-type: none"> • Parents are consulted. • Parents engaged in school • Family Learning Programme agreed for each school. E.g. Family Reading, Family Cinema, Family Cooking, Using the Internet Together, Lets Do Science. Learning English Together. 	Proposals as to what is required in order to support parents/Family Learning effectively in the collaborative agreed for every school.
3.3	Identify any common themes through the collaborative and consider how the collaborative can support this	<ul style="list-style-type: none"> • All parents are offered a range of Family Learning 	Programme drawn up both for the individual schools and across the collaborative.
3.4	Liaison with schools to plan and implement provision	<ul style="list-style-type: none"> • Key areas focused on and provision planned that will support parents/Family Learning. • Impact on child/young persons' well being and academic progress • All our schools have quality provision in place. 	School feedback Number of parents/children engaged in Family Learning. Evaluations as to parents view s on the programme.

TARGET 4 : To better meet the Learning Needs of our Parents and Community.**Consultation with parents and the local community as to their requirements for learning. Initial feedback highlights English language classes and ICT.**

Ref :	ACTIONS	SUCCESS CRITERIA/OUTCOMES	MONITORING AND EVALUATION
4.1	Approach Adult Education, Uxbridge College, Hillingdon Education Business Partnership and staff in our schools. Approach any other possible source of tutors.	<ul style="list-style-type: none">• Identification of a range of tutors for Adult Learning.	List of tutors drawn up.
4.2	Consult with staff, parents and Community Groups on their Learning needs.	<ul style="list-style-type: none">• Learning needs of parents and community identified.	Learning needs of parents and community identified for the Collaborative.
4.3	Draw up a programme of Adult Learning for the Collaborative that meets identified needs.	<ul style="list-style-type: none">• Range of training/courses provided for parents and adults in the community that meets their learning needs.	Good match between consultation and programme.
4.4	Implement a programme of adult learning across the collaborative to benefit our parents and local community.	<ul style="list-style-type: none">• A range of adult courses is available.• Take up rate on courses is good.	Course evaluations show that participants value the programme.

TARGET 5 : To better meet the equality and inclusion agenda for our pupils.**No child to be excluded from an activity on the basis of cost. Early work to narrow the attainment gap between the highest and lowest performing pupils in our schools.**

Ref :	ACTIONS	SUCCESS CRITERIA/OUTCOMES	MONITORING AND EVALUATION
5.1	Meet with the Steering Group to identify areas in each school that need support. Please note that the success criteria will be dependent on which area the school identifies for support but likely outcomes for probable areas have been included. The thrust of the initiative will be to narrow the gap between the highest and lowest performing pupils.	<ul style="list-style-type: none">• Pupils in danger of exclusion are better supported• FSM pupils perform to expectations or better.• Attendance improves for identified schools, targeted pupils.• Pupils have equal access to enrichment activities and extended services that contribute to the learners enjoyment and achievement. e.g. school journey, residential experiences, holiday activities, through financial support.• Schools where appropriate receive support in developing behaviour policy and practice, e.g. training for support staff.• Vulnerable children e.g. LAC, child carers, under performing pupils, sick pupils are well supported in our schools.• Able pupils are supported through a Gifted and Talented programme.	Steering Group Minutes.
5.2	Each school to draw up and implement an action plan for Equality and Inclusion that enables them to be graded good or better when judged against the SIP guidance 2009/10	<ul style="list-style-type: none">• See above.	Feedback from SENCOs/Inclusion Manager. Expenditure records. Report to the Governing Body of each school by the link governor. SIP report from each school.
5.3	Follow up meeting with each school to discuss progression of this next academic year	<ul style="list-style-type: none">• Evaluate effectiveness of the initiative and how to move it forward• More effective support for all pupils.	Implications considered for 2009/10.