



# *Curzon Crescent, Fawood & Challenge House Children's Centres Partnership*

## Partnership Development Plan

2018 / 2019

*'Working Together to Achieve More – Outstanding Outcomes for All'*

## **Introduction**

In April 2011, Curzon and Fawood entered into a temporary partnership. In July 2011, the Governing Bodies of both Centres began work with the National College to federate.

Through 2011, both sets of staff, Governors and partners set about creating a set of Aspirations that would form the basis of our vision for our work.

In January 2012 the Centres formally federated and the Partnership was embedded through shared governance and an integrated leadership team. The Partnership also maximises its resources by having integrated premises, administrative and extended services teams.

Our 6 Aspirations are based on the breadth and depth of the core purpose of Children's Centres, whilst retaining our status as Maintained Nursery Schools with outstanding education and care at the forefront of our work.

## **Our One Year Cycle**

We fully recognise that a one year planning cycle is not always desirable. However our work continues in response to local and national government policy and the needs of our community.

We approach our role as strategic leaders with passion and rigour and remain 'aspirational' in our vision and focused on annual strategic priorities, recognising our duty to remain flexible and creative in the light of far reaching change.

A changing landscape nationally...

- The future of Maintained Nursery Schools;

- The roll out of extended 30 core hours.

A developing landscape locally...

- The uncertainty around future full time places, the national funding formula and thus our viability;

- Working in partnership with Barnardo's to ensure that the right services are delivered in the right way at the right time in conjunction with all Brent Children's Centres, to ensure that these genuinely make a difference to local children and families;

- The increasing demand for 2 year old places and a changing provision.

## Values

Outstanding organisations are vision and values led. As a Partnership that has many distinct functions (maintained nursery schools, an ASD resourced provision for the borough, NEG 2 provision and 3 Children's Centre reach areas), we have worked tirelessly to integrate our work. Our Partnership Way characterises the values that drive 'how' we do 'what' we do.

Below are the Aspirations for each element of our core purpose and the strategic priorities within them. Our targets are data driven initiatives that have come about through reflective conversations with governors, staff, professional partners, parents and children.

### C1 – CHILD DEVELOPMENT

To create a culture where adults and children are working and thinking together in order to learn more. Children are supported and challenged by adults to develop a love of learning which inspires them to take pride in their achievements and build strong foundations for their future.

#### CURZON CRESCENT and FAWOOD PRIORITIES

- **C1i** – To sustain high standards in mathematics – Numbers 80%, Space, Shape & Measure 80%
- **C1ii** – To sustain high standards in Communication & Language – Speaking 80% ARE, Understanding 80%
- **C1iii** – Promote children's healthy lifestyle enabling them to develop resilience and a growth mind-set
- **C1iv** – Increase parents understanding of how children learn & the most effective way of supporting learning

#### RAINBOWS PRIORITIES

- **R1i** – To raise levels of wellbeing and communication in the Additionally Resourced Provision, namely Rainbows.
- **R1ii** - To maximise levels of attainment for all children with Special Educational Needs across the partnership and share outstanding inclusive practice.

### C2 – COMMUNITY PARTNERSHIPS

Build strong lasting relationships with all partners who work in our locality. We are committed to sharing our expertise and learning from others in a two way process that ensures that services offered have a positive impact on all.

#### PRIORITIES

- C2i – Engagement with Target Families

### **C3 - FAMILY HEALTH**

Promote a holistic approach to child and family health in partnership with Health professionals. We recognise the power of information, advice and support in helping families make choices that will lead to strong, active, happy and healthy children.

#### **PRIORITIES**

- C3i - Healthy Lifestyles

### **C4 – FAMILY INVOLVEMENT & ENGAGEMENT**

Ensure that parents and carers play an active role in the planning and evaluation of services. We recognise that some individuals/groups are often 'not heard' and we are committed, with our partners, to both reaching and removing barriers to participation for all.

#### **PRIORITIES**

- C4i - Registrations for Partnership catchment

### **C5 – FAMILY WELL BEING**

Recognise that from conception, the emotional, physical and mental well-being of the whole family is crucial in realising the child's full potential. We will work in partnership with families to ensure that advice and guidance proactively reduces risk, promotes safety and positive relationships.

#### **PRIORITIES**

- C5i - Health and Safety
- C5 ii - Well-being and good health
- C5iii - Domestic Abuse/ Violence
- C5iv – Parents increased access to information

### **C6 – FAMILY ASPIRATIONS**

To ensure that all adults within our community have equal access to the information, support & advice that can remove barriers to employment or training. Centres and partners will provide the shoulder, ear and helping hand that creates both opportunities & informed choices for families.

#### **PRIORITIES**

- C6i Training Progressions leading to higher economic Well-being

### **EQUALITY OBJECTIVE**

- Build on the principal that good practice has equality at its heart and further develop and improve in response to parent/carer requests, observed needs of children and information taken from data.

<b>Aspiration:</b> Child Development	Strategic Area: C1i To sustain high standards in mathematics – Numbers 80%, Space, Shape & Measure 80%				<b>Lead:</b> Deputy Head Teacher	
<b>Key Objectives:</b> Most children will attain typical development on exit in both aspects of Mathematical development		<b>Outcomes:</b> <ul style="list-style-type: none"> <li>All children will make sustained progress in maths aspects of learning across the year with the majority making substantial levels of progress from various starting points.</li> <li>Staff demonstrate a deep knowledge and understanding of maths and are able to maximise potential mathematical learning in interaction with children.</li> </ul>				
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Refresher in-house training on how to incorporate mathematics into the learning environment- 3-4	EYP	10 <sup>th</sup> Sept	14 <sup>th</sup> Sept	N/A	Environment creates opportunities for mathematical thinking	Evaluations Learning Walk
Provide in-house training for practitioners working with 2 year olds focusing on the appropriate promotion of mathematical thinking with this age	DHT	Sept 18	July 19	N/A	Most children exit working within typical development in maths	Evaluations Learning Walk Data
Embed the promotion of mathematical thinking within mind-mapping, with specific reference to number, comparisons of size and shape, time, place, distance when selecting & using core text.	DHT LL	Sept 18	July 19	N/A	Children will use maths concepts in daily play and interactions. Increase in children's understanding of maths concepts & knowledge and understanding of number and SSM	QTS observations
Attend outside training - 'Big, big maths – working in a large scale'	DHT	3 <sup>rd</sup> Dec 18	April 19	Early E £70 per school	2 trained practitioners will cascade information to teams Children working confidently on large scale projects	Attendance & evaluation  Learning walk -
Review provision to ensure that mathematical opportunities are present in all areas of learning including outside	DHT/ LL	Oct 18	June 19	N/A	High quality learning environment maintained High ECER's rating + WB & I rating	Monitoring report of completion of actions from review
Use range of music to stimulate children's understanding of pattern, rhythm, beat & number	DHT	Oct 18	July 19	£100	Increased use of everyday mathematical language when exploring and discussing music	Observations Planning GB Monitoring visit
Fawood – Create and promote maths story sacks Share with parents and children on weekly basis Update & support development of Fawood collection	DHT	Oct18	July 19	£500	65% of parents using the sacks report deeper understanding & enthusiasm for maths with children	Review of usage Start/exit evaluations
QTS and Practitioner CPD to review all good and outstanding teaching for individual development points. All teaching development points evidenced in subsequent observations.	DHT/ LL	Oct 18	July 19	N/A	Pedagogical development points within PM targets for good teaching met by all practitioners.	EHT report to GB - PM Mid-year and end of year PM

<b>Aspiration:</b> Child Development	<b>Strategic Area:</b> C1ii. To sustain high standards in Communication & Language – Speaking 80% ARE, Understanding 80%			<b>Lead:</b> Deputy Head Teacher		
<b>Key Objectives:</b> To maintain our focus on the teaching and learning of Communication and Language with a particular focus on children's development of Speaking and Understanding		<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Most children will attain or exceed TD in all aspects of Communication &amp; Language ~ Listening &amp; Attention, Understanding, Speaking</li> <li>A large majority of children will make substantial and sustained levels of progress from starting points in all aspects of Communication &amp; Language - Listening &amp; Attention, Understanding, and Speaking.</li> </ul>				
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Embed the use of mind mapping as a tool/provocation to extend children's vocabulary and attainment	LL	Nov 18	July 19	£50 yellow lines of talk, speech bubbles	All children's vocabulary will be enhanced. Children entered at ARE will make substantial progress.	QTS observations GB Monitoring
Review provision to ensure that provocations for talk are present in all areas of learning including outside	DHT	Nov 18	July 19	N/A	High quality learning environment maintained. High ECER's rating + WB & I rating	Monitoring report actions from review
Practitioners audit – where talk is happening  CPD to review findings & recreate action plan	DHT	Dec 18	July 19	N/A	Practitioners reflect on audit and review provision	Feedback notes Staff meeting Action plan
Early Talk Boost trainers prepare 2 more staff to deliver programme & monitor progress	LL SEND CO	Oct 18	July 19		5 groups are delivered a year	Data QTS Observations
Attend outside training – 'Literacy in the Early Years' - BSP	DHT	15 <sup>th</sup> Jan 19	July 19	N/A	2 trained practitioners will cascade information to teams. Children writing everywhere	Attendance & evaluation Learning walk
CPD – Refresher training on Makaton. Create a central Makaton board – learn 2 new words a week. Shared with staff, children & parents.	DHT SEND CO	Oct 18	July 19	N/A	Makaton used regularly by staff. Most children understand & respond to Makaton.	Learning walk Questionnaires start/end
QTS and Practitioner CPD to review all good and outstanding teaching for individual development points. All teaching development points evidenced in subsequent observations.	DHT/ LL	Oct 18	July 19	N/A	Pedagogical development points within PM targets for good teaching met by all practitioners.	EHT report to GB re: PM Mid-year and end of year PM

<b>Aspiration:</b> Child Development	<b>Strategic Area:</b> C1iii Promote children's healthy lifestyle enabling them to develop resilience and a growth mind-set		<b>Lead:</b> Deputy Head Teacher			
<b>Key Objectives:</b> To ensure that children maintain a healthy lifestyle, develop resilience and a growth mind-set.	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Most children sustain high levels of Involvement and Wellbeing (Level 3+ on the Leuven Scales)</li> <li>• Most children will reach or exceed TD in all aspects of Personal, Social and Emotional Development</li> <li>• Children's progress through the Characteristics of Effective Learning is reflected in all areas of EYFS</li> </ul>					
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Embed healthy smiles initiative across Partnership by liaising with the Whittington Hospital. Invite dental practitioners to lead a workshop with parents/carers/children	QTS / LL	Sept 18	July 19		Promotion of oral health resulting in fewer referrals for tooth extractions, and a lower incidence of dental cavities	Whittington Hospital monitoring  GB Monitoring
Review of practitioners application of growth mind-set training when working with children	DHT	Nov 18	July 19		Deeper reflection on children's thinking and resilience levels	Learning walk and peer to peer observations
Introduction of programme of daily vigorous physical movement sessions or dance sessions to promote cardio vascular exercise	DHT / LL	Nov 18	July 19	Robust Cd players	All children are engaged in daily physical exercise	DHT review of provision
Re-introduce 'Write Dance' and ensure the developmental approach is followed	DHT / LL	Oct 18	April 19		Most children confidently using language associated with writing whilst making large physical movements in response to music	Weekly monitoring until well established in all classes
QTS and Practitioner CPD to review all good and outstanding teaching for individual development points. All teaching development points evidenced in subsequent observations.	DHT/LL	Oct 18	July 19	N/A	Pedagogical development points within PM targets for good teaching met by all practitioners.	EHT report to GB re: PM  Mid-year and end of year PM

<b>Aspiration:</b> Child Development		<b>Strategic Area:</b> - C1iv Increase parents understanding of how children learn & the most effective way of supporting learning		<b>Lead:</b> Family Services Manager & Deputy Head Teacher		
<b>Key Objectives:</b> To work alongside parents of children under three to ensure their children are making sustained progress especially in the three prime areas of learning in the EYFS.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>65% of parents/carers completing questionnaires confirm they have seen their children make sustained progress in the prime areas of learning</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Early years Practitioners to work closely with SaLT to support all children's CLL development and identify and make timely referrals for children who need additional support	FSM DHT SEND CO	Sept 2018	July 2019	N/A	Referrals being made to SaLT increased by 10% of Termly meetings with SaLT	SaLT Data Notes of meetings GB Monitoring
Provide regular support and training by SENDCO to further develop practitioners level of understanding and expertise	SEND CO & ARP staff DHT/ FSM	Nov 18	July 19	N/A	Increase level of referrals to Early Help with children accessing services to support their needs	Data
Consistently use a variety of communication strategies with children in all sessions including Pecs, Makaton and props to support non-verbal and verbal communication	FSM DHT SEND CO	Sept 2018	July 2019	N/A	Increase in children's both verbal and non-verbal communication skills	Learning walks Questionnaires
EYP's model how parents/carers can support their children to self-regulate and self-sooth, during Stay and Play sessions. Taking the opportunity to discuss how children's behaviour is a reflection of their feelings and stage of development.	FSM Snr FSW	Sept 2018	July 2019	N/A	Parents/carers have increased awareness that children's behaviour is a way of communicating feelings & anxieties. They are more knowledgeable about developmental stages that children go through.	Questionnaires

<b>Aspiration:</b> Child Development		<b>Strategic Area:</b> Rii To raise levels of wellbeing and communication in the Additionally Resourced Provision, namely Rainbows.		<b>Lead:</b> Teacher in charge of Rainbows		
<b>Key Objectives:</b> Develop the use of music as a therapeutic approach to supporting children with Special Educational Needs and Disabilities.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Staff observations will demonstrate that children have higher levels of wellbeing, move more and use music and song to support the development of vocalisations and language.</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Rainbows staff will observe individual and small group activities led by the music therapist from Resources for Autism.	TiC ARP	Oct 18	July 19	N/A	Staff will show more confidence to use music and song in their interactions with children.	Performance Management.
Rainbows staff will incorporate the use of musical instruments to their existing high quality Intensive Interaction interventions.	TiC ARP	Oct 18	July 19	Musical instruments £100	Children will show high levels of physical and emotional wellbeing.	Leuven scales on EY log. GB Monitoring
Song bags will be available for loan to families to sing with their children at home.	TiC ARP & EYP	Oct 18	July 19	Upkeep of props and books for bags £100	Parents will be encouraged to interact with their children in a playful way.	Parent questionnaires.

<b>Aspiration:</b> Child Development		<b>Strategic Area:</b> Rii: To maximise levels of attainment for all children with Special Educational Needs across the partnership and share outstanding inclusive practice.			<b>Lead:</b> Partnership SENDCO	
<b>Key Objectives:</b> To embed a 'Celebratory Approach to Special Educational Needs and Disabilities' across the partnership.			<b>Outcomes:</b> <ul style="list-style-type: none"> <li>The partnership will act as a 'Centre of Excellence' for inclusive practice, supporting other settings to develop their inclusive practice.</li> <li>Parents will be further supported to think about the strengths their children exhibit.</li> <li>Staff will continue to plan from children's strengths and the things they love to do.</li> <li>Parents will have access to additional support and information about their child's development and the options available to them, such as applications for EHCPs.</li> </ul>			
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Partnership staff will continue to practice high quality inclusion, especially in quality first teaching and carefully targeted interventions as a model for staff at other settings in Brent.	SEND CO	Oct 18	July 19	N/A	High quality inclusive practice will be shared throughout the borough leading to better educational experiences for children with SEND and their families.	Learning walks  Review meetings
Embed the use of the One Page Profile as a way of planning for specific/targeted children's learning based on their strengths and the things they love to do.	SEND CO	Oct 18	July 19	N/A	Parents and carers will be supported to think about their child's strengths and staff will plan effectively for next steps in learning for children with SEND.	SENDCO reviews  GB Monitoring
Rainbows staff will share thinking with other keyworkers when developing strategies for supporting children with SEND, if necessary.	SEND CO	Oct 18	July 19	£500 for adapted equipment	All partnership staff will feel supported in planning for all the children they teach. SEND expertise shared	Team planning meetings  Staff survey
Parents of children on the SEND register will be invited to attend informal termly gatherings to meet each other and explore the possibilities for their children. Outside speakers from organisations that can offer them support will be	SEND CO	Oct 18	July 19	N/A	Parents will have a clearer understanding of the complex legal and organisational processes around SEND funding, and support and opportunities for mutual	Parent questionnaire and satisfaction survey

invited.					support.	
----------	--	--	--	--	----------	--

<b>Aspiration:</b> Community Partnerships		<b>Strategic Area:</b> C2i – Engagement with Target Families		<b>Lead:</b> Family Services Manager		
<b>Key Objectives:</b> To ensure children 0-5 years old in our catchment area, are known to be either engaging with children's centre services or with other service providers/agencies.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>75% of all families contacted are known to the partnership or linked to community services.</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Families eligible for NEG 2 who are not accessing nurseries contacted on a termly basis	Snr FSW,	Sept 2018	July 2019	N/A	Of those families contacted and spoken to, 75% are known to be linked to community services /PVI settings	Monthly contact calls.
To contact families within one month of registering inviting them to the bi monthly welcome attendance sessions	Snr FSW	Sept 2018	July 2019	N/A	At least 65% of families who attend the welcome sessions engage in two or more activities within the first year	FST meetings. Termly E-start data. Report to PCC committee.
Monthly non engagement calls to targeted families	Snr FSW	Sept 2018	July 2019	N/A	Of those families contacted and spoken to, 70% attend at least five sessions throughout the year	Monthly contact calls. E-start data. Family support to devise a tracking sheet.
To continue to build effective working relationships with health services by providing additional space in venues across the partnership for weekly health clinics	FSM	Sept 2018	July 2019	N/A	Of those families attending, 65% are engaging in the services provided. Stronger working relationships with health	Termly tracking. Weekly check in from FSA with Health visitors. E-start data.

Aspiration: Family Health		<b>Strategic Area:</b> - C3i Healthy Lifestyles		<b>Lead :</b> Family Services Manager		
<b>Key Objectives:</b> Increase parents understanding of Being Healthy in order to make sustained changes to their families life style				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>70% of families engaged gaining knowledge and using skills learnt.</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
To continue to raise awareness in all crèche sessions regarding the importance of registering with a dentist by providing up dated information and advice to families	FSM	Sept 18	July 19	N/A	65% of parents confirm that they have registered children with a dentist following information provided in sessions.	FSM report to P&CC. FS Team meetings. Questionnaires/ Tracking.
Embed Brent tooth brushing project for all NEG 2 & 3 children attending the MNS's	DHT's	Sept 18	July 19		Parents /carers confirm increased confidence in supporting children brushing their teeth x2 daily	termly data MNS. Parent evaluations.
Deliver termly focused physical activities and cook and eat sessions for parents/ carers and children	FSM	Sept 18	July 19	£162 Zumba autumn term £25 cooking ingredients	65% of parents carers attending the sessions confirm they have changed their eating habits and increased physical activities for the whole family	Questionnaire Tracking.
To deliver a fortnightly Healthy Weight, Healthy Nutrition programme to parents and carers of children six months and over	FSM	Nov 18	July 19	N/A	75 % of Parents/carers attending the session demonstrate a greater understanding of nutrition, portion sizes and benefits of regular physical exercise	Questionnaire Tracking.
Children Centre staff to work alongside health practitioners to support all breastfeeding mothers and in particular those who are experiencing difficulties	FSM	Sept 18	July 19	N/A	65% of mothers confirm that support provided by children's centre staff and health partners supported them to breast feed for an extended period of time and	Questionnaire Evaluation.

					helped build their confidence in this.	
--	--	--	--	--	--	--

<b>Aspiration:</b> Family Involvement and Engagement	<b>Strategic Area:</b> - C4i Registrations for Partnership catchment	<b>Lead:</b> Family Services Manager
--	--	--------------------------------------

<b>Key Objectives:</b> To support families to feel part of the Children's Centre and wider community.	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Increased uptake due to involvement. Parents/carers will be empowered to be more involved in the delivery and planning of services.</li> </ul>
--	--

TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
To encourage parents to take a lead role in the planning and delivery of activities services for example the termly "Have Your Say with Breakfast"	Snr FSW	Oct 18	July 19	N/A	Parents will have confidence in voicing their opinions knowing that the Children's Centres value them. 5% Increase in participation. 5% increase survey response to belonging & involvement in CC's.	FSM report to GB at P&CC meetings. GB Monitoring. Family Services Team meetings.
Termly opportunities for parents/carers to share their views and ideas on shaping the services	FSM	Oct 18	Sept 19	N/A	Sustained high levels of parental satisfaction. Increased dialogue between parents and CC. Displayed evidence of views being listened to and actions taken.	FSM report to GB at P&CC meetings. Family Services Meetings.
Allocate a person responsible for overseeing the volunteering process across all aspects of Centre work	FSM	Sept 18	July 19	N/A	An increase of 50% uptake in volunteering which leads on to training or employment opportunities.	Tracking. Family Services Meetings. E-start data.
MNS Practitioners promote the benefits of volunteering and signpost parents/carers in w/shops and daily interactions	DHT	Nov 18	July 19	N/A	An increase of 50% uptake in volunteering which leads on to training or employment opportunities.	Tracking. Family Services Meetings. E-start data.
Target inactive parents and provide them with	FSM	Sept	July	N/A	Calls will contribute to the overall	Monthly E-start

verbal/written information on the centre		18	19		target of 500 meaningful monthly contacts.	data. 1:1 Supervision.
Further research the demographic of the catchment area to identify two new services or activities each term to outreach	Snr FSW	Sept 18	July 19	N/A	Sustain our registrations and engagement rates. Increase partnership work in the locality.	1:1 supervision. Termly reports. E-start data.

<b>Aspiration:</b> Family Well Being		<b>Strategic Area:</b> - C5i Health and Safety			<b>Lead:</b> Family Services Manager		
<b>Key Objectives:</b> To increase parents/carers knowledge and confidence in keeping children safe, including their e-safety.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>70% of families who attend courses show improved understanding and knowledge.</li> </ul>			
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING	
		Start	Finish				
Home safety and paediatric first aid workshops available every term	FSW	Oct 18	July 19	£700	At least 70% of parents/carers tracked showed sustained use of information gained on course	FSM report to P&CC. Family Services Meetings.	
6 monthly Home Safety & Paediatric First Aid course tracking.	Snr FSW	Oct 18	July 19	N/A	At least 70% of parents/carers tracked showed sustained benefits including the use of home safety equipment provided on courses.	FSM report to P&CC. Tracking.	
E-safety is included in every workshop delivered to parents/carers including Home Safety	Snr FSW DHT	Oct 18	July 19	N/A	A wider group of parents are being reached & informed on how to keep their children safe	Questionnaires and workshop evaluations. GB monitoring.	
E-safety leaflet created & distributed to families attending courses (A5)	FSM	Nov 18		£50	65% parents report they are more aware of how to keep children safe when using technology	Tracking of parents on completion of course. Evaluations.	
Embed the 'holding hands' on exit rule	DHT FSM	Sept 18	July 19	N/A	Vast majority of children holding hands with parents/carers on exit.	Monitoring. Parent questionnaires.	

Trial a 'Road safety' focus in Stay & Play - Investigate outside input (Halfords, ROSPA)	FSM EYP (LP)	Nov 18	July 19	£50	65% of parents/carers tracked showed sustained understanding of importance of road safety	Tracking.
--	--------------------	-----------	------------	-----	---	-----------

<b>Aspiration:</b> Family Well Being		<b>Strategic Area:</b> C5 ii Well-being and good health			<b>Lead:</b> Family Services Manager	
<b>Key Objectives:</b> To support parents/carers in identifying their mental health needs and referring to appropriate mental health services				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>90% of families identified as needing support have been sign posted to the appropriate services</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
To refer identified parents/carers to Brent's aligned specialist services through panel	Snr FSW	Sept 18	July 19	N/A	Parents/carers are registered with specialist support within 6 weeks.	SoS supervision EHA's case studies
Offer identified parents accompanied visits to children's centres sessions and community activities as part of family support work	Snr FSW	Sept 18	July 19	N/A	Families attend at least one session independently at the Children's Centre. 65% of these parents/carers report reduced levels of isolation	EHA reviews. Tracking. E-start.
Case load referrals prioritise spaces in Zumba classes for people experiencing mental health issues.	Snr FSW	Sept 18	July 19	N/A	Three parents/carers with identified mental health needs accessing Zumba classes on a regular basis – higher levels of parental well-being reported	Case load supervision. EHA meetings. E-start.
For all family support casework to have a Team Around The Family meeting (TAF) held within the first month of working with the family to devise actions.	Snr FSW	Sept 18	July 19	N/A	100% of cases have had a TAF in the first month of working	SOS supervision. GB Monitoring.

<b>Aspiration:</b> Family Well Being		<b>Strategic Area:</b> - C5iii Domestic Abuse/ Violence		<b>Lead:</b> Family Services Manager		
<b>Key Objectives:</b> To provide further support to families experiencing domestic abuse				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>All families identified to be at risk of domestic abuse supported to access specialist advice and information.</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Where it is safe for the survivors, we will offer the perpetrators of domestic abuse information about services which focus on changing their behaviours.	Snr FSW	Sept 18	July 19	N/A	At least 65% of perpetrators contacted have been given information on specialist services.	Caseload. SoS supervision. EHA meetings.
To ensure that all children who have witnessed domestic abuse are offered therapist support through the DVIP programme.	Snr FSW	Sept 18	July 19	N/A	65% of children accessing support are more able to process and understand their feelings	Identification on FSW case load. EHA meetings. Tracking. Referrals through Children's Centres and Nurseries.
Yearly training to enhance the skills of the workforce, sharing information about our role in regard to working with families who are experiencing domestic abuse. To help staff reflect on their attitudes, understanding and behaviour throughout the year.	Snr FSW	10 <sup>th</sup> Sept 18	July 19		Increased levels of understanding reported by staff.	Evaluations

<b>Aspiration:</b> Family Well Being		<b>Strategic Area:</b> - C5iv Parents increased access to information		<b>Lead:</b> Family Services Manager		
<b>Key Objectives:</b> To provide support to families to enhance parenting skills and understanding of children's developmental needs				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Increase in parental satisfaction and involvement in child' learning results in higher performance data (EYFSP) over time</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Provide a workshop on understanding children's developmental needs with the opportunity for additional sessions if required	EHT DHT  Snr FSW	Dec 18	July 19	N/A	Increased levels of confidence and understanding of adults role in supporting the healthy cognitive development of their children	Start/end course questionnaire
Create an opportunity for parents in MNS to access their children's learning journeys online and feed information / comment on to EYLog, once every half term	DHT PM	Nov 18	July 19	Use of computer room and trainer (Max)	The majority of parents/carers have the opportunity to comment on their child's learning journey and the progress they are making	Attendance. Monitoring of EYLog. Monitoring of comments. Questionnaires. GB Monitoring.
Create an opportunity for parents in MNS to access the paper copies of their children's learning journey once every half term and feed information / comments on to EYLog, once every half term	DHT	Nov 18	July 19		The majority of parents/carers have the opportunity to comment on their child's learning journey and the progress they are making	Attendance. Monitoring of EYLog. Monitoring of comments. Questionnaires. GB Monitoring.

<b>Aspiration:</b> Family Aspirations		<b>Strategic Area:</b> - C6i Training Progressions for Parents - Economic Well-being		<b>Lead:</b> Family Services Manager		
<b>Key Objectives:</b> To provide opportunities for target adults to participate in activities that improves their personal skills, education and employability.				<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Increased the number of families taking up economic well-being services</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Contact Best Brent and Partners and engage them to run English speaking classes for people at a various levels of fluency – new to and conversational.	FSM	Oct 18	July 19	N/A	65% of attendees completed course with certificates.	FSM report to P&CC. Family Services Team meetings.
To provide IT course/support and access to parents preparing for further education courses or the job market, including e-safety.	FSM	Oct 18	July 19	N/A	At least 65% completion rate.	FSM report to P&CC. Family Services Team meetings.
To provide IT support for families to access their children's learning journey on line and make their own written contribution to record.	FSM DHT	Nov 18	July 19	N/A	Most learning journeys have parents comments recorded in them. Parents and practitioners have shared understanding of child's next steps.	EyLog. Parents evaluations.
To provide IT support for families to make timely on-line applications to Brent to gain a Reception class school place.	FSM DHT	Nov 18	Jan 19	N/A	All children receive a Reception class place on the first round.	Data.
To deliver Made of Money Programme for families wishing to make their money go further and gain confidence in in managing bills and budgets	FSM	Sept 18	July 19	N/A	At least 70% of parents who attend demonstrate change in their financial circumstances.	Questionnaires/ tracking.

Aspiration: Equality Objective				Lead: Executive Headteacher		
Key Objectives: Build on the principal that good practice has equality at its heart, and in response to parent/carer requests, further develop and improve observed needs of children and information taken from data.				Outcomes: <ul style="list-style-type: none"> <li>Sustain the position that children who are eligible for EYPP make substantial and sustained progress and reach typical development on exit.</li> <li>Ensure that all children have a voice and their choices are heard Parents/carers voices are heard and training meets the identified needs</li> </ul>		
TASKS/ACTIONS	LEAD	TIMESCALE		RESOURCES	IMPACT	MONITORING
		Start	Finish			
Sustain the attainment and progress of all children especially those eligible for EYPP & NEG2	LL DHT All staff	Sept 18	July 19		Analysis of cohort, groups show sustained levels of attainment over time	DHT report to Curriculum committee.  Children's Progress Meetings.
To provide IT course/support for parents preparing for further education courses or employment. Provide IT access and support for EYLog access and engagement, completing on-line applications for Reception class	DHT FSM	Oct 18	July 19	N/A	At least 65% completion rate for course. Most EYLog learning journeys have parental comments.	Evaluation forms. Applications. EYLog entries.
Working in response to need.  Providing differentiated EAL classes to increase parents/ carers confidence & fluency in English & increase employability	FSM	Sept 18	July 19	Brent Start to provide tutor and access to crèche facilities	75% retention rate during course with the majority of parent/carers going on to do subsequent training. Higher number of children entering nursery at 'developing competency' of acquiring English level.	Data.  Termly evaluations.  E-start data.
Partnership staff will continue to practice high quality inclusion, especially in quality first teaching and carefully targeted interventions as a model for staff at other settings in Brent.	SEND CO	Oct 18	July 19	N/A	High quality inclusive practice will be shared throughout the borough leading to better educational experiences for children with SEND and their families.	Learning walks.  Review meetings.