

School Development Plan

2018 / 2019



School Development Plan - Key Priorities

TARGET 1 – Reading

Lead: Emma and Sean

- To track the progress of middle attainers across the school, in Reading, to ensure that they achieve greater depth at the end of KS2.
- All children that we consider to be the 'lowest 20%' will be a focus child.
- All children that are More Able will be tracked to ensure that they continue to achieve greater depth.

TARGET 2 – Curriculum

Lead: Jimmy - supported by Tom and Iclal

- To review the curriculum to ensure that it has breadth, balance, creativity, challenge and a rigorous pedagogical drive.
- How can we develop our curriculum further so that it is engaging to all learners?

TARGET - Family Centre

Lead: Liza - supported by Shannel, Julie –Ann and Rose.

- To ensure that the Family Centre and Early Help team respond to the needs of the community in which they serve.
- We have to ensure that the Family Centre and Early Help Team are responding to knife crime, drugs, gangs and mental health in both the wider and school community.
- Family Centre and Early Help team must also ensure that they prepare children for school readiness, that they provide early help intervention and provide SEND groups such as speech and language.

Priority One: To track the progress of middle attainers in reading, across the school, to ensure that they achieve greater depth at the end of KS2.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	Improve learning and teaching				
A 1.1	To ensure that reading comprehension is taught twice a week and is timetabled appropriately for each key stage.	LC JB	N/A	Timetables are monitored on a 6 weekly basis at the beginning of every half term.	All children across have at least 2 hours of reading comprehension each week.
A 1.2	To ensure that the delivery and execution of reading lessons include these pedagogies: <ul style="list-style-type: none"> • Pace • Progress • Questioning • Variation • AFL The first 6 weeks of CPD will focus on embedding these.	E O'C SLT	N/A	All staff to have lesson observations every 6 wks.	Teaching timeline executed effectively allowing sufficient independent learning time for record fully their reading comprehension answers. 90% of lessons observed are good or better.
A 1.3	To embed the application of key comprehension skills such as inference, deduction and decoding in comprehension lesson across the school.	SLT	N/A	Monitoring of planning Books Lesson observations on a weekly and fortnightly basis.	The English Lead and SLT can track carefully the frequency and breadth of comprehension skills being taught across the Tollgate curriculum on a weekly basis.

A 1.4	<p>To raise and maintain standards of teaching and learning in Reading comprehension lessons through:</p> <ul style="list-style-type: none"> • Staff CPD on how to deliver reading lessons. • Training on key reading pedagogies. • Using a text effectively in lessons. • Subject knowledge. • Demonstration lessons • Focused observations. • Monitoring of books, planning and timetables. • Ensure that there is the correct amount of reading comprehension coverage on the all timetables. 	LC	N/A	Staff training on these topics have been planned for during Autumn 2.	<p>In reading comprehension lessons staff can:</p> <ul style="list-style-type: none"> • Use a text effectively • Show excellent subject knowledge. • Teach to key pedagogies.
A 1.5	<p>To develop the teaching of shared reading in KS2. Ensure that teachers are:</p> <ul style="list-style-type: none"> • Planning for shared reading on a weekly basis, that have a different outcome to the comprehension lessons. • That high order key questioning has been planned for during this lesson. • That there is adequate shared reading time on all timetables. 	LC	N/A	<p>LC to scrutinise timetables for evidence of guided reading.</p> <p>LC to scrutinise planning for shared reading activities.</p> <p>LC to observe shared reading session.</p> <p>LC to monitor shared reading folders.</p>	<p>All timetables are clear where shared reading is being taught.</p> <p>Shared reading folders are being used to track evidence of chn reading and targets being set.</p> <p>Shared reading is being delivered using high order questioning that deepens the chns understanding of the text.</p>
A 1.6	<p>To develop the teaching of Guided reading in KS1. Ensure that teachers are:</p>	LC TB	N/A	Timetables are monitored to ensure that guided	

	<ul style="list-style-type: none"> • Planning for guided reading on a daily basis. • That high order key questioning has been planned for during this lesson. • That guided reading appears on EYFS and year 1/2 timetables. 			<p>reading is being taught and given the appropriate teaching time.</p> <p>Guided reading folders are monitored every half term.</p> <p>Guided reading sessions are observed.</p>	
A 1.7	To ensure the daily phonic lessons are timetabled and delivered consistently in EYFS and KS1.	TB LC		<p>Timetables are scrutinised - Phonics is given sufficient teaching time – 20 mins each day.</p> <p>-Half termly phonics check to establish the % of chn on track to pass the check in June.</p> <p>Phonic intervention put in place for those chn who are working below age expected.</p>	<p>Chn are able to identify:</p> <ul style="list-style-type: none"> -initial sounds. -Blend digraphs -Read CVC words <p>Skill will progress depending on the age of the children.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	<p>To ensure that the English curriculum Lead is being held to account with regards to standards in their subject through:</p> <ul style="list-style-type: none"> • Regular PDIs. • Regular ELT meetings. • SLT Book scrutiny. • SLT planning scrutiny 	E O'C	N/A	<p>English books reflect the comprehension curriculum being taught.</p> <p>High order reading skills are embedded within the planning.</p>	There is regular professional dialogue between SLT and the English lead so that standards can be discussed.
A 2.2	English Lead to track the progress of low/middle (lowest 20%) attaining chn in reading to ensure that they are known to the Inclusion lead/DTD lead so that additional support can be put in place.	LC KI SP	N/A	<p>Lowest 20% chn are identified from each class.</p> <p>Standardised Scores and TA are tracked, monitored and discussed in Pupil Progress Meetings.</p> <p>Lowest 20% chn are receiving additional support from Wave 3 or inclusion team where necessary.</p>	<p>The chn identified as the 'lowest 20%' moving in reading make good progress with the additional support that they receive.</p> <p>Achieve a standardised score 108-110 by the end of KS2.</p>
A 2.3	To ensure that's every staff member (Teacher and TA) is set a rigorous and achievable reading target in the Autumn PDI meeting.	EO'C LC KI	N/A	PDIs have been set for the 24 th , 25 th and 26 th of September.	All chn, including the Lowest 20%, are receiving high quality

				<p>All staff have a clear understanding as to why there is a whole school target on Reading.</p> <p>All staff have a clear understanding of what they need to do in order to meet their target.</p>	<p>comprehension teaching.</p> <p>Children are making rapid and sustained progress in reading and are on track to reach greater depth at the end of KS2.</p>
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	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Improve Assessment				
A 3.1	<p>To further develop teachers understanding of Pupil Tracker with an emphasis on reading.</p> <ul style="list-style-type: none"> All chn are assessed every 6 weeks. Reading statements on tracker are highlighted carefully in relation to what the chn have achieved. Teachers are able confidently assess chn as low, mid or high. 	EO'C LC SP	N/A	<p>Assessment to monitor the use of pupil tracker - are teachers using the statements correctly and achieving an accurate assessment.</p> <p>Pupil tracker is updated every 6 weeks.</p>	Teachers are fully aware of the strengths and weaknesses in reading and how to move them forward.
A 3.2	<p>To plan and implement Pupil Progress Meetings every 6 weeks to:</p> <ul style="list-style-type: none"> Track pupil progress in reading. Track all 'Diminishing the Difference' groups: Lowest 20%, More able, More Able Disadvantaged and Pupil Premium. Explore and decide ways to ensure that the lowest 20% continue to make sustained progress in order to reach greater depth. Set targets with the class teacher so that 25% of chn reach ARE by December, 50% by March and 90% by July. 	EB SP LC	N/A	<p>PPM progress meeting dates have been set.</p> <p>Chn in the lowest 20% have a clear path to reaching ARE and greater depth.</p>	All chn including the lowest 20% are reaching age related expectations and progressing onto greater depth in reading.
A 3.3	<p>Assessment Lead to track and monitor outcome from end of term assessment week. They must ensure that the end of term targets are being met in reading. Targets are:</p> <ul style="list-style-type: none"> 25% of chn are at ARE by December. 	EO'C SP LC	N/A	Termly ELT for reading show which classes/yearly are	Targets have been met across the school.

	<ul style="list-style-type: none"> • 50% of chn are ARE by Spring. • 90% are at age related expectations by Summer. <p>These percentages also correlate to the Standardised Scores that are formulated from PIRA, PUMA and GAPS.</p>			<p>meeting the termly targets.</p> <p>Assessment Leads data report to show that SS of chn at 100+ are meeting the termly targets.</p>	
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	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	To ensure that resourcing of good quality reading texts encourages high expectations, outstanding outcomes and motivational learning.	LC	£5000	<p>Texts have been identified and ordered.</p> <p>Chn are using high quality texts in all comprehensions and reading lessons.</p>	<p>Through lessons observed chn are:</p> <ul style="list-style-type: none"> • Reading with confidence. • Asking and answering high order questions. • Making rapid and sustained progress in lessons.
A 4.2	To ensure that teachers are planning for 'Mastery' when delivering Reading Comprehension Lessons.	LC JB	N/A	<p>Through careful monitoring of planning on a weekly basis. It can be determined if mastery skills/objectives are being considered and planned for.</p> <p>When observing reading lessons are all children being</p>	<p>Mastery skills are embedded within the teaching across the school.</p> <p>The chn are challenged and there is clear evidence of mastery skills recorded in books.</p>

				challenged through mastery skills and high order questions.	
A 4.3	Parents workshops are planned and delivered on Reading and phonics.	LC TB	N/A	Dates are set with the family centre for the Autumn term.	Parents are better equipped to support their children at home. Chn are able to complete homework to high standard.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	Reading Champions –To continue with Gold, Silver and Bronze certificates to celebrate the accomplishments and achievements of readers	LC	£100 per term - Cost of certificates.	Certificate and Stickers are awarded in assembly	Encourages chn to read a range of texts throughout the year.

Priority Two: To review the curriculum to ensure that it has breadth, balance, creativity, challenge and a rigorous pedagogical drive.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	Improve learning and teaching				
A 1.1	To ensure that each subject has been allocated the correct amount of curriculum hours by each class teachers.	HT & DHTs	N/A	Timetables are scrutinised every six weeks by the HT. Focus of scrutiny will be range of subjects and correct amount of hours.	The children are receiving a balanced and challenging curriculum with high standards and key skills embedded.
A 1.2	To ensure that the delivery and execution of all curriculum lessons include these key pedagogies: <ul style="list-style-type: none"> • Pace • Progress • Questioning • Variation • AFL The first 6 weeks of CPD will focus on embedding these.	SLT and curriculum leads.	N/A	All staff to have lesson observations every 6 wks.	Teaching timeline executed effectively allowing sufficient independent learning time. 90% of lessons observed are good or better.
A 1.3	To embed the application of key skills within the core and foundation subject areas. Such as arithmetic, handwriting, multiplication tables and comprehensions skills.	SLT Curriculum Leads	N/A	Through careful tracking of planning and timetables, curriculum leads	Children can: -write in cursive script. -know and use their timetables.

				can see where/how these skills are being taught.	-Can answer high order comprehension questions.
A 1.4	<p>To ensure that the Tollgate curriculum is engaging and exciting through:</p> <ul style="list-style-type: none"> • Use of good quality resources particularly in Geography, History, Science and RE. • Children are taken on educational visits on half termly basis. • Appropriate visitors are brought into school. For example visitors to support the new PHSE curriculum around mental health. • Teachers showing appropriate subject knowledge so that all learners can achieve greater depth. 	<p>EO'C JB NJ Curriculum Leads.</p>	<p>Each stated curriculum area will receive £500 to 'improve' standards and outcomes.</p>	<p>NJ will monitor educational visits to ensure that every class has one booked each half term.</p> <p>JB will monitor the use of resources through weekly planning scrutiny.</p> <p>Through lesson observations SLT can track the use of resources etc.</p>	<p>All children are receiving a broad, balanced and engaging curriculum.</p>
A 1.5	<p>To ensure that there is parity of standards between the core and foundation subjects by:</p> <ul style="list-style-type: none"> • Making sure that there is the transference of skills from one subject to another. For example between written outcome in English to those in history. 	<p>SLT Curriculum Leads</p>	<p>N/A</p>	<p>Standards and skills can be tracked through weekly planning scrutinise.</p> <p>Transference of skills will be tracked through fortnightly SLT book analysis.</p>	<p>The children understand how/why and when to transfer skills from one subject to another.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	To track coverage, expectation and pitch and challenge of the curriculum through weekly whole planning analysis.	JB	N/A	JB will monitor whole school planning every Monday morning. Feedback will be given to staff on a weekly basis.	Children are receiving a curriculum that has high expectations, pitch and challenge.
A 2.2	To ensure that all curriculum Leads are held to account regarding standards in their subjects through: <ul style="list-style-type: none"> • Regular ELT meetings. • SLT book scrutiny. • SLT planning. • Pupil Progress Meetings. • Timetable analysis. 	EO'C SLT	N/A	ELT meets every half term to discuss standards in their subject.	Every subject is monitored weekly either by SLT of the curriculum leads.. Curriculum Leads are fully aware of the strength and weaknesses of their subject. They can use data effectively to support these judgements. They have a clear vision of how to develop their subject over the course of the academic year.
A 2.3	Curriculum Leads monitor and evaluate their subject through: <ul style="list-style-type: none"> • Planning analysis. 	Curriculum Leads	N/A	Over the course of a half term	Curriculum Leads have a detailed and informed

	<ul style="list-style-type: none"> • Book analysis. • Timetable analysis. • Learning walks. • Lesson observation. • Lesson demonstration. 			<p>curriculum lead have:</p> <ul style="list-style-type: none"> -one planning and book analysis complete. -Completed two learning walks of their subject based upon information from timetables. 	<p>understanding of their subject.</p> <p>Curriculum is engaging, challenging and pitched correctly.</p>
A 2.4	<p>HT and DHTs monitor and evaluate the Curriculum through:</p> <ul style="list-style-type: none"> • Weekly learning walks. • Half termly timetable analysis. • Fortnightly book analysis. • Half termly lesson observations. • Lesson demonstration when necessary. • Rolling programme of CPD. 	EO'C SLT	N/A	<p>Over the course of the half term SLT have:</p> <ul style="list-style-type: none"> - Monitored the planning 4/5 times. - Observed every teacher. - Monitored the books. -Analysed timetables. -Responded to any issues with CPD support. 	<p>Teachers are given clear feedback on their planning, books and teaching and know how to improve.</p> <p>Teachers/Curriculum Leads are supported with CPD and Inset based upon findings from SLT monitoring. HT and SLT will provide demonstration lesson were appropriate.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Improve Assessment				
A 3.1	<p>Assessment Lead to track and monitor outcome from end of term assessment week. They must ensure that the end of term targets are being met across the curriculum. Targets are:</p> <ul style="list-style-type: none"> • 25% of chn are at ARE by December. • 50% of chn are ARE by Spring. • 90% are at age related expectations by Summer. <p>These percentages also correlate to the Standardised Scores that are formulated from PIRA, PUMA and GAPS.</p>	<p>EO'C SP Curriculum Leads</p>	N/A	<p>Termly ELT for each subject show which classes/yearly are meeting the termly targets.</p> <p>Assessment Leads data report to show that SS of chn at 100+ are meeting the termly targets.</p>	<p>Targets have been met across the school.</p> <p>Each curriculum Lead produces 3 data report for their curriculum. Each report will detail the progress of all DTD groups.</p>
A 3.2	<p>To plan and implement Pupil Progress Meetings every 6 weeks to:</p> <ul style="list-style-type: none"> • Track pupil progress across the curriculum. • Track all 'Diminishing the Difference' groups: Lowest 20%, More able, More Able Disadvantaged and Pupil Premium. • Explore and decide ways to ensure that the lowest 20% continue to make sustained progress in order to reach greater depth. • Set targets with the class teacher so that 25% of chn reach ARE by December, 50% by March and 90% by July. 	<p>EO'C SP</p>	N/A	<p>PPM dates have been set.</p> <p>Teachers have a clear understanding of who their focus ch are and can explain how to move them forward.</p>	<p>DTD chn are making progress across all ares of the curriculum.</p> <p>Lowest 20% chn are receiving the support needed overseen by the DTD lead and Inclusion manager.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	<p>To improve breadth and knowledge , skills and experiences through</p> <ul style="list-style-type: none"> - Embedding a skills led curriculum that is progressive from EYSF to year 6 - Embedding use of technologies - Making home school links with parents. - Enriching the curriculum through visits and visitors in. 	<p>JB NJ Curriculum Leads</p>	N/A	Subject specific coffee mornings to help parents navigate the	Parents and children can work together at home working on key homework skills.
A 4.2	To ensure that resourcing is of high quality that encourages high expectations and motivational learning.	<p>JB Curriculum Leads</p>	£1500 – to improve key areas.	Each subject has a range of quality that supports outstanding teaching and learning.	The chn are able to handle, discuss, apply and write the resources available. They understand how the resources support the LO.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	<p>To use the pass survey to identify current themes and attitudes that influence classroom practice</p> <ul style="list-style-type: none"> - completion participation of pass survey - Data collection and identification of both positive /negative aspects related to classroom delivery - Sharing these aspects with leaders and subject leaders. 	RB	N/A	<p>Pass Survey has been completed and analysed.</p> <p>Negative aspects of the curriculum has been addressed by SLT .</p>	Aspects of the curriculum that were not popular have been addressed.
A 5.2	<p>To ensure the developing curriculum enables children to be independent, enquiring and motivated participants.</p> <p>allowing children's feedback, use of success criteria and setting next steps as a informative avenue for curriculum development</p>	WS JB RB	N/A	Consult with the school council with regards to how engaging the children think the curriculum is.	Chn are engaged and challenged in all lessons across the curriculum.

Priority Three: To ensure that the Family Centre and Early Help Team are responding to the needs of the community in which they serve. This will include Knife crime, gangs, drug abuse and mental health.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	School Community				
A 1.1	To deliver knife crime prevention training to KS2 children through 'Safer London'.	Family Centre Team overseen by: LC EO'C	No charge - Charity	Knife Crime Prevention Training booked for KS2 - Chn will have access to workshops and Assemblies - 18 th October.	KS2 chn are fully aware of the dangers of knife crime. They understand and can use strategies to prevent knife crime.
A 1.2	Crime Stoppers 'Safer London' to deliver an assembly to KS2 on gang crime.	Family Centre Team overseen by: LC EO'C	No charge - Charity	Gang Crime (Safer London/Crime Stoppers) booked for the 8 th October.	KS2 ch are aware of the dangers of gang crime. Chn are able to discuss any experiences they may have had and be guide as to how to deal with them.

A 1.3	To ensure that the children are educated on the dangers of gang culture.	Family Centre Team overseen by: LC EO'C	No charge - Charity	Year 5 cohort trip to the Ben Kinsella Exhibition Centre. In addition to this the exhibition centre will provide anger and bereavement workshops	Chn have a gang survivor talk to them about their experiences first hand. There is a planned Q&A session for the chn.
A 1.4	Family Centre to work alongside learning mentors to ensure that all vulnerable children have been identified/discussed with both parties.	Family Centre Team. Learning Mentors.	N/A	All vulnerable children have been identified to FC and LM. Strategies and intervention support have been put in place.	Both families and children feel supported. Information has been shared with the Safeguarding Lead and Panel.
A 1.5	Pre nursery group to start in October 2018 and will focus on supporting our 2 year olds that will be starting nursery in 2019.	Family Centre Team. Nursery and EYFS Lead.	N/A	These sessions will variate strands from our nursery curriculum. Sessions will be planned by the Family Centre Team with the support of our nursery and reception team.	Sessions are running by October. Our 2 year olds have been identified. Planning has be developed and written using the EYFS curriculum.
A 1.6	Wrap Around support will be provided in the form of: <ul style="list-style-type: none"> • After school clubs. 	Family Centre Team. Learning Mentors.	Breakfast Club - £1 per session cost to parents.	All session will be up and running by September 2018.	All clubs/provisions provide support for

	<ul style="list-style-type: none"> • Tollgate Afterschool Provision. • Breakfast Club 	Teachers/support staff who run clubs.	TAP - £4 per charge to parents.		our working families and parents.
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	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Local Community.
A 2	Wider Community				
A 2.1	<p>The local councillor to attend the Family Centre weekly to deliver a surgery for local residents who have concerns regarding their local community.</p> <ul style="list-style-type: none"> • Gang Crime • Drug Crime • Knife Crime. 	Family Centre Team	N/A	Councillor has been attending family centre since week 1 of Autumn Term.	Parents feel supported and that they have access to a local leader that can help them deal with any problem within the community that may arise.
A 2.2	The family centre will have a direct link to a domestic violence team such as 'Women's Refuge'.	Family Centre Team	N/A	By October half term the link will be made and DV support set up.	Any families that have been or are suffering from DV abuse will be supported through this link.
A 2.3	Monthly coffee for the elderly will be held in the family centre.	Family Centre Team	N/A	By October half term coffee morning will be planned and running on a monthly basis.	To combat mental health/loneliness in elderly people the coffee will aim to ensure
A 2.4	Monthly counselling sessions to be held in the Family Centre by Tollgates resident counsellor.	Family Centre Nicole Browne (Counsellor)	No charge to parents	Counselling sessions will to start in January and run to the end	

				of the academic year.	
A 2.5	<p>Family Centre to organise monthly coffee mornings for parents and families with SEND children.</p> <ul style="list-style-type: none"> • ASD • Speech and Language • Understanding SCERTS. 	Family Centre Team.	No charge to parents	<p>The aim of these coffee mornings is to provide a support network for these particular children and families.</p> <p>Through these coffee morning parents and families get the opportunity to engage with the community and what it can offer them.</p>	<p>Families feel supported, part of the wider local/school community and informed.</p> <p>Coffee mornings up and running after October half term.</p>
A 2.6	<p>Family Centre core offer being delivered to the wider community by September 2018.</p> <ul style="list-style-type: none"> • Messy Play • Family Play • Singing • Little Kickers. 	Family Centre Team.	Basic cost of resources.	The core offer focuses on the key develop skills of babies and toddlers.	The core offer will help babies and toddlers to be 'school ready'.
A 2.7	A proposal has been put forward by the Family Centre Team to the Mental Health Unit at Newham Hospital to run monthly session. These sessions will be aimed parents/families that are struggling with any mental health issues.	Family Centre Team.	Will know once proposal has been accepted.	<p>Link has been set up and running asap.</p> <p>Parents and families have been identified (sensitively and confidentially) and</p>	<p>Families feel supported, part of the wider local/school community and informed.</p> <p>They have access to expert and</p>

				made known to the mental health unit.	mental health professionals.
A 2.8	<p>The Family Centre will aim to communicate effectively to the local/wider community by:</p> <ul style="list-style-type: none"> • Leafleting parents, children and in coffee mornings on a weekly basis. • Producing a monthly newsletter on a particularly topic and where to find support. Topics will be: • Gangs, drugs and knife crime. • Mental Health • Family Centre core offer. • Readiness for School • SEND 	Family Centre Team.	Basic cost of resources	<p>Newsletter and Leaflets are being distributed on a monthly and weekly basis.</p> <p>The topic will reflect the greatest need within the community.</p>	Parents feel informed with regards to up and coming events and local issues.
A 2.9	Family Centre team to meet monthly with other teams across the MAT to share good or better practise.	Family Centre Team	N/A	<p>Meeting dates have been set.</p> <p>Good practise has been shared.</p>	Good or better from other Family Centres has filtered into the Tollgate family Centre timetable and core offer.