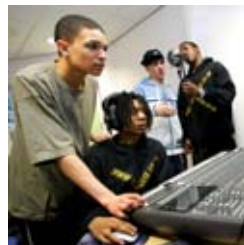
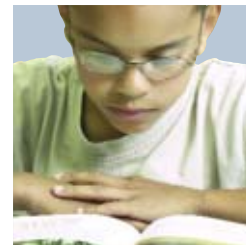



# Extended schools

## Building on experience





*'An extended school recognises that it cannot work alone in helping children and young people to achieve their potential, and therefore decides to work in partnership with other agencies that have an interest in outcomes for children and young people, and with the local community.*

*'In doing so, consistent with workforce reform and remodelling, it aims to help meet not only the school's objectives, but also to share in helping to meet the wider needs of children, young people, families and their community.'*

Michael Mahoney, Former Headteacher, St Ivo School, St Ives

## Foreword

Beverley Hughes

Extended schools are at the heart of the delivery of Every Child Matters, improving outcomes and raising standards of achievement for children and young people. We now have over 5,000 schools offering the full range of extended services, with almost half of all schools well on their way to doing so. This shows the high level of support from schools and the other agencies – including health services, the youth sector and private, voluntary and community organisations – that work closely with children and families.



We have increasingly strong evidence showing the positive impact of extended services on children's motivation, behaviour and engagement with learning. This is beginning to yield real improvements in attainment, particularly for the most disadvantaged pupils.

And families and local communities are benefiting too, through access to a wider range of opportunities which, in turn, raise aspirations.

Extended schools and Sure Start children's centres, working together, are providing a new network of community services for children aged 0 to 19 and their families, helping to lift children out of poverty and to promote social mobility.

In order to underpin delivery, we are increasing funding over the next three years to support the co-ordination and sustainability of extended services.

We will also be investing £217 million by 2011 in a subsidy scheme, to enable disadvantaged children to have free access to activities. This new investment will help extended services build on the progress already made on school workforce reform and promote a good work-life balance for teachers and headteachers.

I am always impressed by the enthusiasm and commitment shown by the people I meet who are delivering extended services. We want to learn from their success and experience of what works in practice, as we move forward.

A handwritten signature in blue ink that reads "Beverley Hughes".

*Beverley Hughes,  
Minister for Children and Young People*



# Overview

The extended schools prospectus, *Extended schools: access to opportunities and services for all*, published in 2005, set out the vision for extended schools. This document updates that vision with some of the huge amount of learning that has been developed by schools, local authorities and other partners since then.

Extended schools are a key vehicle for delivering the Government's objective of lifting children out of poverty and improving outcomes for them and their families. There is now clear evidence that children's experiences greatly influence their outcomes and life chances in later life. In particular, educational attainment is a powerful route out of poverty and disadvantage. A key priority, and challenge, for schools is to reach the most disadvantaged families within a universal framework of providing mainstream services for all families.

## What is an extended school?

An extended school works with the local authority and other partners to offer access to a range of services and activities which support and motivate children and young people to achieve their full potential. These services and activities are:

- a varied menu of activities, combined with childcare in primary schools
- community access to school facilities
- swift and easy access (referral) to targeted and specialist services
- parenting support.

These are set out in more detail on pages 4 to 5. Not every school will need to provide all these services and activities on its site – access can be through a cluster of local schools or through other providers.



Extended schools are at the heart of Every Child Matters (ECM), raising standards and ensuring that children:

- are healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Many schools have been providing a range of extended services for a long time. They wanted to find ways of tackling the underlying causes of underachievement by some pupils, to improve children's resilience, and to enrich the learning experiences of children and families. The current approach to extended services has been developed by building on their experience.

## The evidence

Results in the first wave of full-service extended schools improved at twice the national average rate between 2005 and 2006. These schools improved their Key Stage 2 average point score by 0.5 points, compared to

*'Developing extended services is not only about tackling underachievement, but about tackling the causes of underachievement.'*

Brian Taylor, Headteacher, Wybourn Primary School, Sheffield

an increase of 0.1 points in control schools and an increase in the national average of 0.2 points. The percentage of pupils achieving five plus A\*–C grades at GCSE (Key Stage 4) and equivalents increased by just over 5 percentage points, compared to an increase of 3.5 percentage points in schools in the control group and an increase in the national average of 2.5 percentage points over the same period.

## Case study

The development of cluster models for the delivery of extended services, with the support of the local authority, has had a major impact on the way in which schools work together in **Kingston upon Thames**, a London borough characterised by diverse contrasts in the circumstances of its population. This has led to increased communication and collaboration in other policy areas, such as school improvement and healthy schools. It has also enabled the local authority to provide increased support for children and families through a centrally managed system. This cluster model approach has been developed to ensure co-ordination of services for the most vulnerable children and families. This has resulted in families having easier access to a wide range of extended services, as well as in the creation of a forum for improving communication between a wide range of stakeholders and other partners.

## Case study

Better and more convenient access to health services has been an important outcome of the wide-ranging partnership working at **Glebe First and Middle School** in Harrow. Since the school has developed its impressive array of extended services, the integration of health and extended services has become a whole-school priority, parents have become much more involved in the school, and numbers on roll have increased substantially. The provision of childcare has been a real incentive for parents to take part in the wide variety of courses available at the Kenton Learning Centre, which is co-located on the school site.

Independent research from the Universities of Manchester and Newcastle, and from Ofsted and others, also points to the considerable benefits of extended services for improving the motivation, behaviour, attendance and achievement of pupils. In addition to their educational benefits, extended schools can lead to better mental and physical health and better social outcomes for children and young people.

### Joining up with other agendas

Local authorities have a key role to play in supporting schools in delivering integrated support through extended services. Through children's trust arrangements, they will be leading and co-ordinating a range of initiatives which have a focus on improving outcomes, particularly for the most disadvantaged. The diagram on pages 6 to 7 shows the other policy areas which will help schools

and their partners in providing integrated support for children and young people. For instance, local authorities are developing policy and services to: meet new duties to secure sufficient childcare for children in their area and to provide positive activities for young people; provide integrated youth support arrangements, with targeted support available for the most vulnerable; and develop parenting support services. Health and family support services are developing their services to support the needs of young people better, as part of this integrated approach.

### Building on workforce reform and remodelling

Extended services need to be developed in a way that is consistent with the National Agreement on Raising Standards and Tackling Workload. This means planning with the more diverse workforce within

*'Our wide range of extended services have had a clear impact on standards of attainment at the school – seven years ago only 22% of our pupils achieved five A\* to C grades at GCSE. Last year it was 70%, and the numbers on the school roll have doubled.'*

Marie Getheridge,  
Headteacher, Writhlington  
Business and Technology  
Specialist College, Bath and  
North East Somerset

schools in mind, and working with other professionals and specialists to support children and young people. It is important that staff and their unions are involved at an early stage in discussions about any services that are being developed. Some support staff may be pleased with the new opportunities provided by extended services, but it is important that the overall workload of teachers and headteachers does not increase. Headteachers will not be able to manage directly all the services which are now developing on their site, and will often delegate the day-to-day decisions on running or liaising with services to extended services managers or co-ordinators.

## Research on extended schools

- Ofsted found that almost all the extended provision it visited was effective in meeting the range of needs of children, young people, families and adults in the local community, and also addressed all five desired outcomes of Every Child Matters.
- Extended schools provide opportunities for multi-agency working aimed at protecting vulnerable children and families that are at risk.
- There is considerable evidence that the early extended schools targeted disadvantaged children and those in difficulties in a way that led to improvements in their attainment, engagement in learning and self-esteem. In doing so, they narrowed (and in some cases eliminated) the achievement gap for the most disadvantaged children.

See page 12 for useful references to research on extended schools.

## A varied menu of activities (including study support and play) and childcare

### In primary schools this means:

- access to a varied menu of study support and play activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year.

### In secondary schools this means:

- access to a varied menu of study support activities which also offer young people a safe place to be from 8am to 6pm during term-time and more flexibly in the holidays (secondary schools do not need to provide access to formal childcare).

A varied menu of activities might include academically-focused activities (from extra tuition for those who have fallen behind to more challenging opportunities for the most able), homework clubs, arts and creative activities, sports activities, and other recreational activities, including play,

What is offered will depend on what consultation shows that children and young people want, together with needs identified in the school improvement plan.

Childcare should be offered in response to demand shown through consultation, so if there is no demand for childcare after 5.30pm, for example, then this does not need to be offered. Equally, holiday activities would need to be shaped around demand in order to be sustainable. Local authorities should already be developing a good understanding of childcare needs in their area.

Neither childcare nor any of the activities need to be provided directly by schools. Schools can gain significant benefits, including a greater range of activities, more sustainable provision

and minimal additional workload, from working with existing or new providers in the voluntary, community or private sector (including childminders for childcare), or from working in clusters to provide these services together. Examples are provided on pages 10 and 11. Provision does not need to be on a school site if suitable transfer arrangements are in place.



## Community access

Where a school has facilities suitable for use by the wider community (eg playing fields, sports facilities, IT facilities, halls), it should look to open these up to meet wider community needs in response to an assessment of local demand. There is no need to open up facilities if they are not suitable, or if opening them would duplicate existing high-quality community facilities.

**Local authorities** should be aware of the facilities that are currently available in their area and should plan with schools to complement these and avoid duplication.

**Schools** should also offer access to adult learning programmes through the school itself or through a cluster of schools or local providers.

Local authorities, local Learning and Skills Councils and local colleges will all be able to help in shaping this provision.

## Swift and easy access (formerly 'referral') to targeted and specialist services

**Schools**, working closely with other statutory services and the voluntary and community sector, should have a focus on early identification of, and support for, children and young people who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or other difficulties. Schools should have processes in place to identify these children and young people.

Children's trusts partners are developing arrangements and services to support schools, which include: access to health services (eg speech and language therapy, sexual health advice and support, Child and Adolescent Mental Health Services, and drugs and substance misuse advice and support), SEN and disability services; behavioural support (eg from educational



## Parenting support

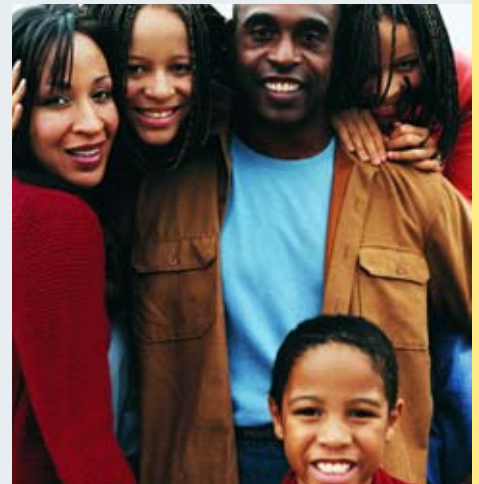
Supporting parents means providing access to:

- parenting programmes using structured, evidence-based programmes, as well as more informal opportunities for parents to engage with the school and each other
- family learning sessions to allow children to learn with their fathers and mothers
- information sessions for fathers and mothers at the beginning of primary and secondary phases
- information about nationally and locally available sources of information, advice and support (the LA should already provide this).

**Local authorities** should be developing a strategy for parenting support and identifying a single

commissioner of parenting support services.

Even where demand is not initially evident, the school should be working to ensure that parents are engaged and feel able to ask for support if they need it. This includes taking active steps to reach out to the most excluded parents.



psychologists, education welfare officers and behaviour and education support teams); and support from youth workers, family support, mentors, social care workers and counsellors.

### Until 2008

Schools should review whether current arrangements are effective in identifying children in need of support. They also need to use information provided by the local authority to support such children and signpost parents to support, where appropriate.

**Local authorities** and partners in children's trusts should ensure that schools have guidance on the full range of services available to children, young people and adults, with contact details and advice about how schools should gain access to them.

### From 2008

From 2008, arrangements for children's trusts, the common assessment framework (CAF), ContactPoint

(the information sharing index), lead professionals and multi-agency teams should be in place in all areas to support swift and easy access. Your area may have these in place earlier, but from 2008 it should mean that:

- **schools** are proactive in identifying children's needs, using the CAF where appropriate, and providing support through the school, with support from other services, or from other services directly, where that is more appropriate. Where this is the case, access to services should be swift and effective in ensuring that the child's needs are met, with someone (in the school or in another service as appropriate) co-ordinating interventions and monitoring their impact, liaising with the child and their family, and taking further steps when needed.
- **local authorities and partners in children's trusts** have clear procedures (eg CAF) in place to identify children's needs and bring services together to provide effective

multi-agency support from professionals, in and through the extended school. Referral pathways should be clear and effective, with agreed frameworks for communication and accountability.



# The extended services context

## Schools are developing

### Specialist schools

- Supporting clusters; being required to deliver core services through community plans

### Trust schools

- Promoting and securing partnerships and collaboration in schools

### Academy schools

- Challenging underachievement, raising standards and helping to regenerate communities through strong partnerships, particularly in disadvantaged areas

### Building schools for the future

- Improving the infrastructure for teaching and learning and for the provision of extended services

### Primary capital programme

- Improving facilities and resources, to include the provision of extended services and activities

### 14–19

- Wider curriculum, including a greater variety of courses, activities and providers

### Early years foundation stage

- Covering learning, development and care from birth to 5 – statutory from September 2008

### Physical Education, School Sport and Club Links (PESSCL)

- Access to four hours a week of sport for all young people by 2010 – including two hours within the school day and two to three hours outside

### Personalised learning

- Support for every child which responds to their particular learning needs, delivered in a range of learning opportunities inside and outside the classroom



*'... we are also determined that high-quality services need them, will be available to all. This is not some...*

## Supporting infrastructure

### Children's trust partnerships

- Bringing together funding and service delivery in order to commission accessible services according to need

### Children and Young People's Plan (CYPP)

- A single, strategic, overarching multi-agency plan for all services within a local authority that affect children and young people

### Third-sector involvement

- Support for community and voluntary organisations to provide services and activities in communities

### Sure Start children's centres

- Providing integrated services for children aged 0 to 5 and their families, often on school sites

### Local Area Agreements

- Enabling local authorities to receive linked budgets to deliver outcomes, including extended services

### Common Assessment Framework (CAF)

- A standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met

### ContactPoint (information sharing index)

- A tool to help practitioners find out who else is working with a particular child or young person, making it easier to deliver more co-ordinated support

*'We are all more likely to support and sustain extended provision for children, young people and their families if we have strong leadership, shared planning and priorities, and we maximise both existing LA infrastructures and partnership working in localities.'*

*Sarah Wilkins, Extended Schools Development Officer, Shropshire County Council*



## The development of extended services, complemented and supported by much wider change in and around schools

'A personalised approach to supporting children means:

- tailoring learning to the needs, interests and aspirations of each individual
- tackling barriers to learning and allowing each child to achieve their potential.'

*Every Child Matters website*

### Learning outside the classroom

- Focus on a wide variety of other opportunities for learning beyond schools, including other providers

### National strategies

- Support and challenge to continue raising standards of attainment, including addressing social and emotional aspects of learning (SEAL)

### Improvement partnerships/federations

- Schools working together to share skills – this supports cluster/locality delivery of services

### New inspection framework and self-evaluation

- As part of the relationship with schools, the self-evaluation form, inspection framework and School Improvement Partners all support schools in developing Every Child Matters and extended services

### Workforce reform and remodelling

- Building diverse educational teams to meet the needs of pupils

### Well-being duty

- From September 2007, school governors will have duties to promote the well-being of pupils and to promote community cohesion

### Safer schools partnerships

- Schools and the police working together to tackle bullying, improve behaviour and reduce crime

### National Healthy Schools programme

- Supporting partnerships with health services and improving the well-being of staff, pupils and families



*...s, made as accessible as possible and accountable to the communities that ...ing which schools can or should achieve alone.' Baroness Kay Andrews*

## Strategies to complement your work

### Health initiatives

- Department of Health initiatives to meet commitments in the Children's National Service Framework for more health professionals to work in community settings, providing integrated early intervention support to children and young people, particularly the most disadvantaged

### Skills for life

- National strategy for improving adult literacy and numeracy skills, including the Family Literacy, Language and Numeracy (FLLN) programme

### Play strategies

- The Big Lottery Fund is providing £155m to support free play provision, with open access, in areas of greatest need

### Teenage Pregnancy Strategy

- Co-ordinated attempt to tackle both the causes and the consequences of teenage pregnancy

### Childcare Act 2006

- Places new duties on local authorities to secure sufficient childcare to meet the needs of the community

### Parenting support services

- Local authorities are developing new parenting support strategies and services, including specialised targeted support for families at risk

### Local Network Fund for Children and Young People

- Supports small voluntary and community groups to improve outcomes and opportunities for children and young people aged 0 to 19

### Positive Activities for Young People

- A new duty on local authorities to secure access to sufficient positive activities for young people – fits well with 'a varied menu of activities'

### Integrated Youth Support Services (IYSS)

- Co-ordinates young person-centred delivery of information, advice and guidance; support; development opportunities and positive activities

### Targeted youth support

- IYSS in action for vulnerable teenagers – early intervention and integrated support shaped by young people



## Keys to the successful delivery of extended services

There are a number of factors that schools and local authorities have found to be central to the development of extended services.

### Developing services strategically

The success of extended services depends on effective planning by partners in children's trusts, as part of the development of Children and Young People's Plans and Local Area Agreements.

Local authorities have a central role in supporting this planning through their extended services strategy. Where this is working well, local authorities have:

- mapped provision in local areas in relation to data and analysis of need
- set out a clear and resourced strategy for developing sustainable extended services, following consultation with all stakeholders
- joined up extended schools with the strategy for children's centres
- joined up plans with other agendas, such as those for youth or health (see page 7)
- encouraged cluster working to promote the sharing of provision and expertise between schools (including between special and mainstream schools)
- promoted the engagement of the voluntary and community sector (the third sector) and the private sector in the delivery of services and activities, through, for example, sharing information and helping organisations to build their capacity

*'I wouldn't dream of trying to manage our social worker, but having her in school and connected to social services managers has had a dramatic effect on the success of our school and community.'*

Therese Allen, Headteacher, Wychall Primary School

- provided support and advice to schools and their partners, to enable them to overcome barriers and find solutions to problems.

### Leadership, management and governance

Leadership, at all levels, is critical to the development of extended services and to raising standards. However, a headteacher will not want, or be able, to manage all these services directly. Where services are developing well, school leaders and governors will often work through extended services co-ordinators or cluster managers to take forward their day-to-day development, while keeping a close overview of progress.

It is very important that staff from other agencies retain support, management and accountability through their professional organisations. A good range of partnership agreements and service level agreements can be found through the websites listed on page 12.

Examples and practical help can be found in:

- the *Extended services toolkit for governors*, developed by the Training and Development Agency for Schools (TDA) in conjunction with the DfES and national governors' associations
- *Governance of Sure Start children's centres and extended schools* (DfES, 2007).



### Case study

Swift and easy access to specialist services has been greatly enhanced in **Poole** as a result of the local authority's decision to set up local multi-agency teams with the key aim of supporting schools and giving them quicker access to information, along with increased awareness of the services and support available locally. Recruiting a wide range of partners to these teams has been linked to training in the common assessment framework, which underpins the teams' operations. Peter Read, head of local service development in Poole, points out that the solutions to many of the problems discussed at the fortnightly team meetings lie in other areas of the 'core offer' of extended services, and team members are now better placed to help people gain access to such services, so that early intervention can prevent difficulties escalating.

## School improvement plans

Extended services are central to sustained school improvement. They should therefore be embedded in school improvement plans.

The self-evaluation form and Ofsted now ask schools about their extended services and the impact of these on the outcomes of Every Child Matters. The TDA will shortly have a toolkit available to support the planning process in this wider context.

## Targeting services for particular groups

Schools may need to provide additional support to help some children and families gain access to services. Groups which may particularly benefit from the development of new services or activities might include those from disadvantaged backgrounds, or pupils with low achievement, low attendance rates or poor behaviour. These may not always be the groups which are most vocal about their needs, but it is important to think about the timing, location, delivery style and cost of activities in order to help them engage. Some groups might need more specialist support – for example, including disabled children in activities may entail focused planning to ensure that they have access to multi-agency services that meet their individual needs. Working in partnership with special schools can often be a way of providing such support.

## Consultation and demand

The successful and sustainable provision of extended services depends critically on consultation (indeed, this is a legal requirement for governing bodies) and on matching services to local needs and demands. Local authorities may already have large amounts of information about their communities and how best to consult with them. There is no need for schools to deliver services that are not required or that duplicate already successful provision in their area. However, schools may need to stimulate demand for some services by demonstrating the benefits of these over time.



The TDA has developed a series of extended services toolkits – including *Consultation* and *Design and promote* – to support schools and their partners (see the Resources section on page 12).

## Funding

During 2006–08, start-up funding of £680 million has been invested to support schools and local authorities in developing extended services. Some services may also be funded directly from the school's delegated budget, where they benefit pupils' learning. Over £1 billion has been provided in 2006–08 to support the development of personalised learning, including extended services.

In March 2007 the budget committed the Government to providing additional funding in 2008–10 to support the co-ordination of extended services. It is critical that this funding is used during this period in a way that creates sustainable services. In many cases, this will mean that charges need to be made. Support in developing charging policies for services can be found in the

DfES guidance *Planning and funding extended schools* (see the Resources section on page 12).

It is particularly important that disadvantaged children have access to services. The childcare element of the Working Tax Credit can enable more disadvantaged families to gain access to childcare and activities before and after school, where they incur a charge. You can find further details at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools).

In addition, there will be an extra £217 million by 2010–11 to enable schools to offer at least two hours of free extended activities a week to the most disadvantaged children.

There may also be opportunities to tap into additional sources of funding through other local and national strategies, or through other partners. See page 12 for more information. You can also visit ContinYour's website: [www.continyou.org.uk](http://www.continyou.org.uk).

## Case study

**Woolenwick Junior School** in Stevenage offers a wide range of after-school activities, many of them run by local service providers, clubs and volunteers. Some 85 per cent of the school's pupils attend, including many vulnerable and looked-after children, reflecting the school's quality mark for inclusion. The clubs are run by a non-profit-making company, which also runs the school's childcare provision, with a full-time manager and a staff of eight, overseen by a school-appointed voluntary committee. Charges are made for these services, to ensure that they are sustainable, and the local authority funds places for low-income families.

# Learning from schools and partners



**Loughborough Primary School** in Lambeth has actively pursued community engagement and adult learning in order to tackle low attainment in a disadvantaged part of south London. The school runs its extended services through the school's existing governance structures, which puts inclusion, community involvement and adult learning at the heart of the drive to improve standards.

The school has a dedicated inclusion department, covering special educational needs, English as an additional language and family learning. It also runs an extensive programme of adult learning, which started with coffee mornings, and now includes general courses, such as first aid, and more vocational learning, such as accredited IT training.

The school hosts weekly surgeries with statutory agencies on benefits, housing and health, offering both one-to-one appointments and group sessions. With a high number of referrals from social services, the school has also begun offering counselling for parents and children. A breakfast club was started and later an after-school club, so the school is now open from 7.45am to 6.30pm all year round.

Sunderland has a well-developed voluntary youth sector, co-ordinated through the Sunderland Voluntary Youth Sector Forum. Two primary schools in Sunderland – **New Silksworth Infant School** and **Barmston Village Primary** – have teamed up with local voluntary youth organisations to provide after-school activities and holiday provision, such as canoeing, bicycle trips and adventure courses. Lack of activities and facilities for young people is a recognised issue in Sunderland, and the schools turned to experienced providers to offer high-quality after-school and holiday clubs. The schools, young people, police and other agencies recognise the positive impact the provision is having. 'Working together has allowed us to develop a much wider range of activities which really engage and stimulate the children', said Gillian Mitchell, Headteacher, New Silksworth Infant School.

'Working with a voluntary sector organisation, the Malachi Trust, we have been able to provide an immediate response to families when difficulties arise, so that the children can continue in school without distraction and parents can receive appropriate support very quickly.'

*Therese Allen, Headteacher, Wychall Primary School, Birmingham*

'When Greenwich Council invited the school to host a new children's centre, I saw this as an opportunity to consolidate our extended services, which have been a key factor in improving academic standards, reducing exclusions, reducing staff turnover, and increasing parental involvement.'

*Carol Smith, Headteacher, Cardwell Primary School, Greenwich*

'Using the principles of workforce reform and remodelling, I've encouraged staff at all levels to take responsibility for different aspects of the agenda and use their variety of skills to the full. As a result, we have much closer links with parents and the community, and our pupils' success rate has increased dramatically.'

*Paul Jackson-Read, Headteacher, Tenbury CE Primary School*

'In order to ensure that partner organisations were clear about their accountability, and in response to governors' concerns, we devised a partnership agreement that spells out exactly who does what and where accountability lies. This has resolved earlier difficulties and ensured a much better service.'

*Radhika Bynon, Extended Schools Co-ordinator, Tom Hood School, Waltham Forest*

'By working with extended schools I have been able to reach children and young people via Islington's breakfast and after-school clubs, as well as communicating more effectively with parents and carers through the extended schools parenting support programmes. The immediate effect on my role has been measurable – we are meeting local targets for the prevention and cessation of smoking through this work.'

*Emily Carr, Islington Smoking Cessation Advisor*

# Learning from local authorities

**Suffolk County Council** received its Standards Fund grant for extended schools in 2004. Following a conference with headteachers, eighteen community cluster steering groups were set up and Extended School Development Officers (ESDOs) were allocated to each cluster. They were also given a small budget.

The extended schools co-ordinator managed and trained the ESDO team while they worked locally to develop their links with hundreds of schools and partners, building on their existing delivery and strengths.

The members of the ESDO team have very varied backgrounds and this added to their ability to influence the development of the 'core offer' of extended services. The team has developed guidance documents, innovative consultations, 'Golden Keys' and many examples of good practice, as well as delivering awareness-raising sessions to 516 governors.

The roll-out of twelve cluster workshops to 117 headteachers and over 40 agencies moved the agenda on strongly this year, as the team made full use of the expert advice from the TDA, ContinYou and 4Children. As a result, the team has easily exceeded its targets for the core offer in September 2006 and is set to meet the targets for 2008 and 2010 too.

'We've appointed fifteen family resource workers in schools across the county, with the role of liaising between the school, other agencies and families – their work has been carefully evaluated and parents, pupils and teachers say they are making a real difference. Senior leadership staff in the schools see the impact, as do professionals from a range of agencies, while the resource workers have enhanced their own working practices and increased efficiency.'

*Mike Forde, Project Manager, Derbyshire County Council*

'Right from the start we've been clear about our role in the development of extended services: we are here to provide the strategic lead, to broker partnerships between schools, agencies and other partners, to foster links with the community and voluntary sector, and to promote and facilitate the sharing of best practice – the result is that every school in the city is providing the full core offer of services.'

*Mark Scarborough, Extended Services Manager, Portsmouth City Council*

'We've been able to support the school's work by making sure that appropriate interpretation and translation services were available to help with consultation, as well as the provision of a range of family learning courses.'

*Carole Crompton, Ethnic Diversity Service, Stockport Council*

'In Sutton the children's centre and extended schools programmes have been brought together under a single strategy for extended services and early years. This is under the management and leadership of an assistant director who is a joint appointment between the borough and the local Primary Care Trust, and who also leads on the commissioning of children's health services. This means that we are building on expertise from the local authority and other partners, and making good use of funding. This provides the best possible support for schools as they develop services. More than half the borough's schools are working towards providing the full core offer.'

*Pat Lancaster, Extended Services Project Manager, London Borough of Sutton*

'We wanted to make sure that the voluntary and community sector in Birmingham was involved from the start, so we set up information sessions to help them understand extended services. All the workshops were oversubscribed and it's saved our clusters the job of explaining the agenda to all their local organisations one at a time. It's really paid off for our clusters and our partners – there are now lots of positive partnerships being forged between our extended provision clusters and agencies in the voluntary sector.'

*Lyn Reynolds, Extended Schools Co-ordinator, Birmingham*



## Resources



### Websites

Extensive resources are available to download from the Teachernet website: [www.teachernet.gov.uk](http://www.teachernet.gov.uk). For specific information about extended schools, click on 'Whole-school issues' and then 'Extended schools'.

Toolkits, case studies and other resources to support schools and their partners in the delivery of extended services are available at: [www.tda.gov.uk/remodelling/extendedschools.aspx](http://www.tda.gov.uk/remodelling/extendedschools.aspx).

Information and resources about childcare in extended schools can be found at: [www.4children.org.uk](http://www.4children.org.uk).

Information, including resources, case studies and information about the extended schools support services, can be found at: [www.continyou.org.uk/extendedschools](http://www.continyou.org.uk/extendedschools).

A summary page, listing all the documentation and reports contained in this document, with web links, is available at: [www.continyou.org.uk/extendedschoolsupdate](http://www.continyou.org.uk/extendedschoolsupdate).

### Research references

Chamberlain, T et al (2006) *What is happening in extended schools?* Annual survey of trends in education, NFER for the Local Government Association – [www.nfer.ac.uk/publications/other-publications/downloadable-reports/what-is-happening-on-extended-schools.cfm](http://www.nfer.ac.uk/publications/other-publications/downloadable-reports/what-is-happening-on-extended-schools.cfm)

Cummings, C et al (2004) *Evaluation of the extended schools pathfinder projects*, DfES Research Report 530 – [www.dfes.gov.uk/research/data/uploadfiles/RR530.pdf](http://www.dfes.gov.uk/research/data/uploadfiles/RR530.pdf)

Cummings, C et al (2006) *Evaluation of the full service extended schools initiative, second year: thematic papers*, DfES Research Report 795 – [www.dfes.gov.uk/research/data/uploadfiles/RR795.pdf](http://www.dfes.gov.uk/research/data/uploadfiles/RR795.pdf)

Ofsted (2006) *Extended services in schools and children's centres*, Report 2609 – [www.ofsted.gov.uk/assets/Internet\\_Content/Publications\\_Team/File\\_attachments/extended2609.pdf](http://www.ofsted.gov.uk/assets/Internet_Content/Publications_Team/File_attachments/extended2609.pdf)

*'Ultimately, the sustainability of the activities and opportunities offered through extended schools depends on how effectively they meet the needs and aspirations of their users – children and young people, their families, and the wider community – so it is vital to involve them all fully in planning right from the start.'*

*Planning and funding extended schools: a guide for schools, local authorities and their partner organisations, DfES, 2006*

### Complementary funding

Sources of funding that are often overlooked include:

- specialist schools: through the funding community element of their plan
- neighbourhood renewal: through neighbourhood management (see the briefing paper from the Department for Communities and Local Government)
- family literacy, language and numeracy and wider family learning: through the Learning and Skills Council and the Big Lottery Fund
- the Physical Education, School Sport and Club Links (PESSCL) strategy: for school sport partnerships through the Big Lottery Fund
- the Working Tax Credit.

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You can download this publication or order copies online at [www.everychildmatters.gov.uk/childrensworkforcestrategy/](http://www.everychildmatters.gov.uk/childrensworkforcestrategy/) and [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).

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