





'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 essential if every child is to achieve his or her potential, and are central to achievement of the objectives in the Children's Plan. We now have around two thirds of schools offering access to the core offer of extended services, with many more providing access to elements of the core offer. 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.



Extended schools are central to the delivery of the Children's Plan and are at the heart of Every Child Matters. By working together with Sure Start Children's Centres and by putting the needs of families, children and young people first, they are key to lifting children and their families out of poverty.

Around two thirds of schools are now providing access to the full core offer, often working in clusters to do so. They do this while remaining focused on excellent teaching and learning strategies to ensure that children enjoy and achieve. This is beginning to yield real improvements in attainment, particularly for the most disadvantaged pupils. Families and local communities are benefiting too, through access to a wider range of opportunities which, in turn, raises aspirations.

The Children's Plan emphasised the need for integrated local structures which put the needs of children and families first. The progress that local authorities, Children's Trusts, schools, children's centres and other partners have made with developing extended services puts them right at the forefront of developing these integrated local structures, and well on the way to delivering the 21st century school vision.

As announced last year, we have invested £1.3 billion over the years 2008–11 for the development and sustainability of extended schools.

This includes funding for a subsidy scheme to enable disadvantaged children to have free access to activities, as well as funding to support the co-ordination of activities, building on progress already made on workforce reform.

That we have exceeded the 2008 target for half of primary schools and a third of secondary schools to provide access to extended services is a real sign of the enthusiasm and commitment of those who are delivering extended services. I want to take this opportunity to congratulate those who have worked so hard to improve the chances for children, young people and families in their local area.

However, the next couple of years present no less of a challenge. Those children and young people who are still missing out must be offered extended services through their school, to give them the same opportunities. And for those who have already developed the core offer, we need to think more about the quality, accessibility and impact of their provision, to ensure that extended schools have the transformational effect we are hoping for.

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

*Beverley Hughes,
Minister of State for Children,
Young People and Families*



Overview

Extended schools are a key means of lifting children out of poverty and improving their outcomes and life chances in later life. They 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.

Extended schools and their close relationships with health, social care and other partners are also central to the Children's Plan and the vision of a 21st century school which contributes, with other factors, to all aspects of a child's well-being.

What is an extended school?

An extended school works in partnership with its local authority and Children's Trust, as well as with other local schools and partners from the voluntary, community and private sectors, 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
- parenting support
- community access to school facilities
- swift and easy access to targeted and specialist services.

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



You can find further details at www.teachernet.gov.uk/extendedschools.

The evidence

Research from the Universities of Manchester and Newcastle on full-service extended schools, and from Ofsted and Mori on extended schools, showed that providing extended services could bring considerable benefits to schools. There was clear evidence from the case study schools that these benefits could include the improved motivation, self-confidence, behaviour, attitudes to learning, attendance and achievement of pupils. Vulnerable children and young people could also have better mental and physical health, with some evidence of further positive social outcomes for them. The services provided by extended schools helped to transform the lives of these children and their families.

Results in the first wave of full-service extended schools improved at twice

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

Brian Taylor, Headteacher, Wybourn Primary School, Sheffield

the national average rate between 2005 and 2006. 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 in the national average of 2.5 percentage points over the same period (based on DFES analysis in 2007).[⊛]

[⊛] Changes in schools are long term and the full impact of extended services will need to be assessed in due course.

Case study

The community steering group at **Glenthorne High School, Sutton**, involves a wide variety of stakeholders, including primary and secondary schools, the youth service, and governors and staff. It uses a wide range of consultations to support planning. It monitors the success of the school's programmes, as well as creating synergy between Glenthorne's Arts and Training specialism and extended services.

The school attributes its increased improvement over the last few years to the development of extended services. Its achievements include:

- a sustained positive trajectory of attainment over the last five years
- being the number one school in London for 'value added' at Key Stages 2 to 3
- much improved attendance (increased from 91.6 per cent to 93.3 per cent)
- a declining rate of exclusions.

Case study

Ursuline High School, Merton, organises 'Community Visioning Days' to bring together a range of partners. The key drivers for each of these services and partners are identified, and links with school priorities are considered. Where schools and their partners have shared aims, all partners suggest project ideas to meet the needs that have been identified. These are then reflected in the school improvement plan. The school's approach to involving partners in the identification of need, in the planning and delivery of services and in monitoring and evaluation demonstrates its commitment to its whole learning community.

Join up with other agendas

Local authorities have a critical role to play in supporting schools with the delivery of integrated extended services. Through children's trust arrangements, the local authority will also lead and co-ordinate a range of initiatives which have a focus on improving outcomes, particularly for the most disadvantaged.

On pages 6 to 7 there is information about 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
- 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.

Support with delivery

The TDA, 4Children and ContinYou are the three delivery partners for extended schools. They work closely together to provide a comprehensive package of support to local authorities and schools in developing the core offer of services.

The TDA has a team of Regional Advisers (RAs) who work with and support Extended Schools Remodelling Advisers (ESRAs) appointed by local authorities (LAs). Every LA has at least one ESRA who acts as the link between the LA and the school. Many ESRAs will already have been working with schools on developing extended services and further partnerships between the community, voluntary and private sectors.

Schools will have funding to appoint extended services co-ordinators to work in their school or across a cluster of schools, in order to commission

'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%.'*

Marie Getheridge,
Headteacher, Writhlington
College, Bath and North East
Somerset

services and help develop activities. They will help to reduce the workload on headteachers by providing support to build effective links with local agencies, businesses and other schools in order to provide the core offer of services.

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 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

- The Ofsted report *How well are they doing?* found that the extended services in the schools visited were having a positive impact on children's achievement and personal development.
- Services used by vulnerable families have helped to transform the lives of some parents and have had positive effects on children and young people.
- The Mori report *Testing the core offer* found that there was strong support for providing a range of services, with most schools expecting their services to grow over the next few years.
- 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 further 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 activities, combined with childcare, from 8am to 6pm, five days a week, 48 weeks a year, in response to demand.

In secondary schools this means:

- access to a varied menu of activities and a safe place to socialise and complete homework from 8am to 6pm during term-time and more flexibly during the holidays.

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 parents, children and young people

want following ongoing consultation, together with needs identified in the school improvement plan.

Childcare should be offered in response to demand shown through regular 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 needs 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, but it should be easily accessible to parents for morning and evening travel.



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 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 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



Parenting support

Supporting parents means providing access to:

- structured, evidence-based parenting programmes, as well as more informal opportunities for parents to engage with the school and each other through the work of those in roles similar to Parent Support Advisers (PSAs)
- 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 use their parenting support strategies to bring together the full range of parenting

initiatives and programmes, including Parent Support Advisers, to ensure that schools can influence and arrange provision for their area in a coherent way.

Services should be as local as possible and in places where parents are likely to be comfortable.

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 engage fathers and mothers.



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

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. This 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. Other services must respond quickly

to schools' requests for assistance, and focus on early intervention and prevention, as well as supporting more vulnerable children.



Putting extended services into conte



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 parenting experts to provide targeted support for families at risk

Children's Fund

Supports 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

Specialist

Supporting children and young people being required to attend core services through community plans

Trust schools

Promoting and securing partnerships and collaboration in schools

Academy schools

Challenging underachievement, raising standards and regenerating 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



Service

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

Strategies to help develop your school

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

PE and Sport Strategy for Young People (PESsYP)

Access to five hours a week of sport for all young people by 2011 – 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

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

es to support your infrastructure

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



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:

- encouraged and supported cluster working
- 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 Sure Start Children's Centres and parents
- joined up plans with other agendas, such as those for youth or health (see pages 6–7)
- 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
- provided support and advice to schools and their partners, to enable them to overcome barriers and find solutions to problems.

'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

Cluster working

Some of the best examples of the successful delivery of extended services have developed through cluster working. The benefits include a greater range of provision across a local area, with limited workload and greater value for money, increased sustainability and a focus on the highest quality provision. All of which helps to maximize outcomes.

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 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.

Case study

Short of space to develop extended services activities, the Bedford/Feltham Cluster supported **Sparrow Farm Infant and Nursery School in Harrow**, to enable it to develop a new community facility on site. The community room is used throughout the day for a range of activities, including adult learning and family learning. It is also used to accommodate parent workshops for the cluster, and other agencies use it regularly – for example, for 'surgeries' run by the Safer Neighbourhoods Police team. The cluster and the school are now jointly funding a part-time community support post – the person appointed will work with parents and develop the use of the community room.



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).

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, working with NCSL, has produced a *School improvement planning framework* which offers a tried and tested approach to enhancing school improvement planning activities in order to meet the needs of the whole child.

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 looked after children, 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 will critically depend 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. This should be shared with schools so that they do not duplicate services that are already successful 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 consultation toolkits – including *Consultation* and *Design and promote* – to support schools and their partners in identifying what extended services they need to provide (see the Resources section on page 12).

Funding

The Government has committed an additional £1.3 billion of funding during 2008–11 to support the development and sustainability of extended services. This includes funding channelled through the Area Based Grant and some funding through the Standards Fund.

It is critical that this funding is used in a way that creates sustainable services. In many cases, this will mean that charges need to be made for services. Support with developing charging policies for services can be found in the DfES guidance *Planning and funding extended schools* (see the Resources section on page 12).

The funding also includes a £265 million subsidy to increase the opportunities for disadvantaged children to participate in a rich and varied range of activities through extended schools.

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 these incur a charge.

There may be opportunities to tap into additional sources of funding through other local and national strategies, or through other partners.

Sources of funding that are often overlooked include:

- specialist schools – through the funding community element of their plan
- neighbourhood renewal – through neighbourhood management
- family literacy, language and numeracy and wider family learning – through the Learning and Skills Council and the Big Lottery Fund
- the PE and Sport Strategy for Young People (PESsYP)
- 'myplace', which provides funding for activities and facilities for young people through the Big Lottery Fund.

Case study

School remodelling has resulted in improved multi-agency working within and around the schools in the Alt Valley neighbourhood of Liverpool. At **De La Salle High School**, the SENCO, with the support of the local authority's CAF co-ordinator, has built on the practice of local multi-agency working and has collaborated closely with a range of people and agencies to ensure 'swift and easy access.' School staff and other practitioners have found the CAF less bureaucratic than traditional means of referral. They believe that it supports transition, offers a holistic approach and encourages the formation of strong links with primary schools, facilitating early intervention.

Learning from schools and partners



At **English Martyrs Catholic Primary School in Sefton**, extended services and activities are integral to school improvement planning, and evaluations of the outcomes of these are recorded in the self-evaluation form. Children, parents and members of the community are consulted about their needs, which are mapped against the school's key issues in order to inform planning. The school works in partnership with local community providers to ensure that a fully inclusive range of provision is offered for all children from early in the morning to late in the day. The governing body is fully involved at all stages of the commissioning process and fully endorses the school's charging policy, which aims to ensure that all members of the local community can gain access to services.

Consultation is high on the agenda at **Beauchamp Community College, Leicestershire**. In its forum it identified the need to work with specific groups such as fathers, families where someone has a disability and families with pre-school children. Evaluation was carefully planned. At the start of the projects that involved working with these groups, participants were asked to give their assessment of their relationships with their children. At the end of the course one father said, 'If I'd treated my first child the way I treated my third one, I'd have done a better job as a parent.'

Beauchamp is also thinking ahead by investing in the future. Its 'Right to Read' project trains sixth formers to help targeted students in local primary schools with their reading. Evidence shows that the children who have been supported have made more progress than those not in the project.

Wyvern Technology College, Hampshire, works closely with a range of agencies to ensure that members of the community have full access to the core offer of extended services. The college places great importance on consultation to ensure that everything it offers is provided in response to people's needs. One such project was an initiative during the school holidays which contributed to community access, family learning, childcare and parenting support. Particular families were targeted and given the opportunity to go on a trip to a local visitor attraction. Over 40 parents and children took part. During the visit, they completed worksheets to encourage their literacy and numeracy skills, with help from the parent support worker and a family learning tutor. As a result of the event, those attending have

been signposted to appropriate courses, 'thus engaging parents and children in developing their knowledge and skills,' says Assistant Headteacher Simon Stocks.

'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

'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

The extended services team in **Lambeth** organised network events in all town centre areas and facilitated exchanges between schools, practitioners and service providers, resulting in 'new' services being delivered. These include local councillors offering surgeries in schools, new family learning and adult learning initiatives, parenting courses, employment support sessions and community sports programmes. This approach encourages the sharing of resources and expertise. It has resulted in stronger relationships between schools and service providers, so that they work together to serve a whole area or neighbourhood, rather than delivering services in isolation.

The local authority also brokered the introduction of sporting activity at **Crown Lane Primary School**. This consists of year-round holiday provision with a focus on physical activity and healthy lifestyles. The Community Sports Business Unit and the British Judo Association have established Crown Lane as a venue where they provide professionally facilitated sessions for people of all ages, from children through to adults. The project has brought in more than £25,000 worth of resources in the form of coaches, facilitators and equipment. This has made the development and delivery of extended services easier for schools.

'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

www.teachernet.gov.uk

The Teachernet website contains an extensive range of resources. For specific information about extended schools, click on 'Whole-school issues' and then 'Extended schools'.

www.tda.gov.uk/remodelling/extendedschools.aspx

The TDA's website offers toolkits, case studies, a school improvement framework and other resources to support schools and their partners in the delivery of extended services.

www.4children.org.uk

4children's website provides information and resources about childcare in extended schools.

www.continyou.org.uk/extendedschools

ContinYou's website contains resources, case studies and information about services to support extended schools.

Research references

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'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.'

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