

Extended Schools Strategy

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Executive Summary

To be produced.

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1. Introduction

What is an extended school?

An extended school works with local providers, agencies, and in many cases other schools, to provide access to a core offer of extended services, including:

- wraparound childcare 8am – 6pm, all year round
- parenting and family support
- a varied range of activities including study support, sport and music clubs
- swift and easy referral to specialist services such as speech therapy
- community use of facilities including adult and family learning and ICT.

These will often be provided beyond the school day.

What is the rationale/vision for extended schools?

The Community Strategy

The Local Strategic Partnership, Southwark Alliance, is in the process of adopting the Community Strategy for Southwark, entitled Southwark 2016, in which the priorities for the borough for the next ten years are clearly outlined. These appear in the table below:

Our Objectives	Our priorities
Improving individual life chances	For Southwark's people to: <ul style="list-style-type: none">• Achieve economic well-being• Achieve their educational potential• Be healthy• Stay safe• Enjoy cultural and leisure opportunities• Value diversity and be active citizens
Making the borough a better place for people	A place that has: <ul style="list-style-type: none">• Localities of mixed communities• Sustainable use of resources• More and better homes• A vibrant economy• A liveable public realm
Delivering quality public services	With public services that are: <ul style="list-style-type: none">• Accessible and integrated• Customer focused• Efficient and modern

The development of extended schools needs to be support the delivery of these priorities.

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The Children and Young People's Plan

The local Children's Trust, Young Southwark, has published its Children and Young People's Plan (CYPP) which further emphasises the part that this partnership plays in delivering the Southwark 2016 priorities. The priorities for Young Southwark are listed below:

Outcomes

1. Improved literacy and numeracy
2. Reduced rates of teenage pregnancy
3. Reduced incidence of crime against children and young people
4. More for children and young people to do
5. Reduced rates of childhood obesity.

Service development

6. Coordinated development of community networks, extended schools and Children's Centres
7. Redesigned services for children with disabilities, complex and continuing care needs
8. Introducing common tools and processes, eg for information sharing and assessment
9. Children, young people and their families participate more actively in service design and delivery
10. Raised levels of awareness of child protection across the system.

The Extended Schools Strategy

The rationale underlying extended schools is that bringing together services makes it easier for universal services like schools to work with specialist or targeted services so that problems can be identified earlier and handled effectively.

Furthermore, opening up schools to provide services and activities means that parents and children can access a wider range of services within their local area.

It is anticipated that providing extended services will

- support improvements in standards
- enable children to have fun and develop new skills
- enhance support for vulnerable children
- encourage parental involvement in children's learning
- make better use of facilities by opening them up to the community
- provide better help to address children's wider needs

Research into extended schools provides evidence that extended services can help to:

- improve pupil attendance and motivation, and therefore potential for impact on achievement
- better enable teachers to focus on teaching and learning, and
- enhance children's and families access to services

The Government is encouraging the co-location of children's centres and schools to provide integrated services for children. It is anticipated that extended schools and children's centres will support those who work every day with children, young people and their families to provide earlier intervention, and hence deliver better outcomes.

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Children and young people should experience more integrated and responsive services tailored to their individual needs. Specialist support should be embedded in and accessed through universal services.

Extended schools should serve as a hub for services for children and young people, parents, and other members of the community.

2. National context

From 2001, the DfES funded various extended schools pathfinder and demonstration projects across the UK. The Government's extended schools policy has developed since 2001, set out in a variety of policy documents including:

- Every Child Matters Green Paper (2003)
- Every Child Matters: Change for Children (2004)
- Five Year Strategy for Children and Learners (2004)
- The Childcare Strategy (2004)
- The Extended Schools Prospectus (2005).

From 2003, a number of local authorities received funding to create "full service extended schools". The experiences and success of the full service extended schools informed the core services which it is expected will be offered by or through schools. The focus is now on schools providing access to the core offer of extended services as set out in the Extended Schools Prospectus (refer below) – although schools can still develop a fuller range of services if they want to.

Every Child Matters: Change for Children

The Every Child Matters: Change for Children programme is a shared national programme of system-wide reform designed to ensure that children's services work together better and with parents and carers to give children more opportunities and better support. It focuses on five outcomes for children and young people:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

The Every Child Matters programme emphasises that the realisation of improved outcomes for children and young people requires radical change in the whole system of children's services, including the reconfiguration of services around the child and family in one place – for example, children's centres and extended schools.

The Every Child Matters Green Paper (2003) outlined the Government's plans for integrating services through extended schools and clusters of schools:

The Government wants to integrate education, health and social care services around the needs of children. To achieve this, we want all schools to become extended schools – acting as the hub for services for children, families and other members of the community. Extended schools offer the community and their pupils a range of services (such as childcare, adult learning, health and community facilities) that go beyond their core educational function. (p.29)

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Extended schools policy

In July 2004, the Department for Education and Skills (DfES) published its Five Year Strategy for Children and Learners. This strategy outlines a vision for education wherein children's centres and extended schools will increasingly act as hubs for community services, including children's services.

In December 2004, the Government published its childcare strategy, *Choice for parents, the best start for children: a ten-year strategy for childcare*, which sets out a key role for schools in ensuring that children experience high quality childcare.

The specific elements of the strategy that relate to schools are:

- by 2010 all parents of primary-age children will be able to access affordable childcare at or through their school from 8am to 6pm, all year round. This will be available in at least half of all primary schools by 2008. The childcare could be based in their child's primary school, at a nearby school or on a different site provided in partnership with private or voluntary sector providers (including childminders), with supervised travel arrangements to and from the provision
- by 2010 all secondary schools will be open from 8am to 6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities. At least a third of secondary schools should be making this offer available by 2008
- by 2010 all three and four year olds will receive 15 hours of free integrated early learning and care for 38 weeks of the year (increasing from the current 12.5 hours). Parents will have flexibility to use the free entitlement over a minimum of three days and to purchase additional hours.

In June 2005, the DfES published the prospectus, "Extended schools: Access to opportunities and services for all". This document sets out the Government's vision for extended schools, the timetable for implementation of this agenda, the funding and the sources of practical support available.

Core Offer

The extended schools prospectus sets out the core offer of extended services that the Government wants all children to be able to access through schools **by 2010**:

- **high quality 'wraparound' childcare** provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am-6pm all year round
- a varied menu of activities to be on offer such as homework clubs and **study support**, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, volunteering, business and enterprise activities
- **parenting support** including information sessions for parents at key transition points, parenting programmes run with the support of other

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children's services and family learning sessions to allow children to learn with their parents

- **swift and easy referral** to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites
- providing wider **community access** to ICT, sports and arts facilities, including adult learning

The core offer ensures that all children and parents have access to a minimum set of services and activities.

Access to Services

The prospectus makes it clear that schools are not required to directly provide the core services; they merely have to ensure that their community can access these services. This means that a greater emphasis should be placed on working in partnership with the full range of possible service providers. Such an approach will avoid duplication of service provision, which can impact on sustainability, and can reduce the management burden on school staff whose core focus needs to be on teaching and learning.

3. Local context

Schools in Southwark

Southwark includes 103 schools or centres, with a total of almost 36,000 pupils.

Numbers of pupils on roll in each school type (January 2006)

School Type	Number of schools/Centres	No. Pupils
Early Years Centres	8	TBC
Children's Centres		
Nursery	5	528
Primary	72	22,793
Secondary (inc Academies)	14	10,274
Special Schools	7	464
Special Hospital Schools	2	20
Pupil Referral Units	3	74
Total	103	34,153

Southwark's Children and Young People's Plan

Southwark's first Children and Young People's Plan (CYPP) was published on 1 April 2006. The CYPP 2006-07 to 2008-09 plan shows how Young Southwark Children's Trust is working to improve services for children, young people and their families in Southwark.

In relation to priority 6 of the CYPP, 'Coordinated development of community

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networks, extended schools and children’s centres’, the plan sets out a direction of travel for Southwark entailing service developments designed around the local authority community council areas and the PCT area structure. Each new locality will comprise a pair of community councils and will be responsible for developing a coherent multi-agency configuration of preventative and more specialist services to work with and through children’s centres, extended schools, health centres and youth facilities; and each locality will have some capacity for area-based commissioning.¹ (Refer below for more detail on plans for locality working and the role of extended schools within localities.)

The plan includes the following service development milestone for extended schools, linked to the national targets:

<i>Extended schools across Southwark have in place the core offer so that quality child care, swift and easy referral, community access and parent support are available in each locality</i>	
<ul style="list-style-type: none"> • <i>Half of primary schools and one-third of secondary schools have core offer in place</i> 	<i>September 2008</i>
<ul style="list-style-type: none"> • <i>All schools have core offer in place</i> 	<i>September 2010</i>

Current level of extended service provision – progress to date

There are four full service extended schools in Southwark:

- Archbishop Michael Ramsay
- St Michael’s RC School
- The Academy@Peckham
- Waverley.

These schools have received funding to develop a range of services in line with the core offer. In addition, 18 schools received funding in 2004/05 to help develop extended services across each of the Community Learning Networks.

Many schools already provide a range of services and activities as part of an extended service offer. A recent survey covering 68 schools illustrated the range of such activities (number of schools responding shown in parenthesis by community council area):

Access to Childcare

	Integrated (Wrap-around)	Before School	After School	School Holidays	Weekends
Bermondsey (12)	0	8	9	6	1
Borough and Bankside (5)	0	2	3	1	1
Camberwell (5)	0	1	3	1	1
Dulwich (9)	0	2	4	2	0
Nunhead and Peckham (9)	1	4	6	3	0
Peckham (7)	1	3	5	1	0
Rotherhithe (9)	2	6	5	3	0
Walworth (12)	0	9	10	3	0

¹ Children and Young Peoples Plan 2006-07 – 2008-09, pp. 51-55.

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Parental Support Work

	Courses	Parent/carer workshops	Engaging hard to reach	Parent Support Groups
Bermondsey (12)	10	2	9	8
Borough and Bankside (5)	5	2	3	4
Camberwell (5)	5	2	2	4
Dulwich (9)	5	3	3	3
Nunhead and Peckham (9)	5	1	4	3
Peckham (7)	5	3	1	5
Rotherhithe (9)	7	4	3	4
Walworth (12)	7	2	5	5

Swift and Easy Referral

(Number of schools with links with other professionals)

Dentists	39
Drugs and Alcohol Misuse workers	50
Family Support Services	60
GPs	23
Health Visitors	34
Intensive Behaviour Support Workers	54
Nurses	62
Police	50
Psychologists	64
Sexual Health Services	21
Social Workers	62
Speech Therapists	61
Youth Offending Team/On Track	34
Youth Workers	1
Other health professionals	37

Community Access (No. of schools offering access to facilities)

	Arts	ICT	Library	Sports	Other
Bermondsey (12)	4	3	2	7	7
Borough and Bankside (5)	0	2	0	2	4
Camberwell (5)	2	1	0	1	3
Dulwich (9)	0	1	1	4	4
Nunhead and Peckham (9)	1	3	0	3	4
Peckham (7)	0	3	0	2	6
Rotherhithe (9)	2	1	1	5	3
Walworth (12)	2	3	1	4	6

Relationship to Children's Centres

Sure Start Children's Centres provide multi-agency services to meet the needs of children under five and their families. The programme was originally managed by the Primary Care Trust but responsibility has recently transferred to the Council. In many respects, Children's centres mirror extended schools in that they are intended to offer a core service for children under 5 requiring childcare as well as a range of services to both children and their families. Now that the council has assumed responsibility for the programme we are better placed to plan these in a more coherent fashion than was possible previously. For example, it will be easier for us to develop the co-location of children's centres with primary schools and maintained nursery schools offering a range of integrated services for children aged 0 – 11 thus meeting the objectives of both programmes at the same time. All children's centres are required to offer access to chargeable childcare from 8am to 6pm.

Children's Centres are required to offer:

- Integrated early learning and childcare
- Family support and parental outreach

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- Child and family health services
- Parental involvement
- Links with Jobcentre Plus

4. Local vision and principles

Education Vision

Southwark has a collective “Education Vision” for all education services. There are **eight guiding principles**, which form a set of common beliefs that will shape and inform all aspects of education policy development and service delivery in Southwark:

1. All children are born with unlimited potential and the capacity to learn in complex, challenging and fascinating ways; they have the right to an education service that is focused on enabling them to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.
2. Education services are responsive to the needs of children and young people, and through collaboration they must offer a range of coherent education pathways from 0-19 and beyond, meeting the specific and changing needs of all children and recognising the importance of critical learning periods.
3. Education services, as the universal services with the most constant and consistent contact with young people, work in partnership with other agencies to provide extended services that meet the wider needs of children and young people, identifying and developing strengths and allocating support where needed.
4. Parents, carers, families and communities have a major impact on children’s learning; education services work and consult widely with them and other services, in order to make the greatest impact upon attainment and achievement.
5. Education services, as key drivers for social equality, are at the heart of community regeneration, and work with communities to ensure that Southwark’s children and young people take full advantage of the economic, social, sporting and cultural opportunities offered by London, as a world city.
6. High quality staff and inspirational leadership are essential for children and young people to achieve their aspirations and learning potential, and to this end, all education staff are valued, encouraged, challenged and supported in their own learning.
7. Decisions and judgements about services are made with the involvement of those affected, on the basis of evidence and knowledge of good practice, and must ensure that resources meet the individual and changing needs of all children and young people effectively and efficiently.
8. Education services are responsible for making the most of opportunities within national and local policies to ensure that the needs of Southwark’s children and young people remain firmly at the centre.

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There are **six priorities** that articulate succinctly what the education services in Southwark will need to do collectively in order to bring about the aspirations encapsulated in the strap-line. These priorities form the basis for the development of strategy, and are outlined below:

1. We will raise standards and improve achievement for all through high quality learning, teaching and curriculum, providing a range of pathways to support progress from 0-19 and beyond.
2. We will provide high quality, inclusive and safe services, meeting the needs of all children and young people.
3. We will work in partnership with learners, parents, carers, families, communities and agencies to provide access to high quality and appropriate services to meet the wider needs of children, young people and their communities.
4. We will recruit, retain and develop diverse and highly skilled staff, leaders, managers and governors proud to work in Southwark.
5. We will identify and build on success, tackle poor and unfair practice and ensure that equality, diversity and excellence are at the heart of education services.
6. We will secure resources for all, and target them at areas of greatest need.

Local principles for extended schools

The following principles have been proposed by the early wave of extended schools as the basis for the development of extended schools in Southwark:

- Extended schools are a key part of the school improvement process and extended services contribute to raising standards and creating opportunities for all learners.
- This is an inclusive process, engaging and benefiting all members of the diverse communities within Southwark and promoting social justice.
- The strategy is driven by consultation and needs analysis, thus responding to the real rather than the assumed needs of individual learners and local communities.
- Children and young people will have a voice and participate fully in creating, building and improving services to make them more responsive to their needs and those of the wider community.
- Sustainability is vital and developments cannot be dependent upon short term funding streams or individual enthusiasm.
- This is a collaborative venture engaging schools, statutory agencies and voluntary groups in genuine partnerships to develop more coherent and interdependent services.

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- This is a transformational agenda, looking to new ways of working, service delivery, styles of leadership and innovative practice.
- The development of extended services in and around schools is not another bolt on initiative but a means of delivering Young Southwark objectives and the other key strategies for and with local people.

5. Delivery Models – Core Offer

Although there is no blueprint of what an extended school looks like and no single model for schools to follow when developing extended services, the following four delivery models are most likely to emerge.

1. **Direct delivery** - schools (ie governing bodies) making arrangements themselves, employing staff, administering etc.
2. **Delivering with third parties** – working in partnership with existing local private or voluntary sector providers
3. **Linking with other schools as a cluster, Education Improvement Partnership federation**
4. **Linking with a Children’s Centre** – including co-location where appropriate.

a) Childcare

Southwark’s children’s services department has a responsibility for the strategic development of childcare and has a duty to ensure sufficient and appropriate local provision. In meeting these obligations we will look to plan in conjunction with schools and other providers. In deciding arrangements for the delivery of wraparound childcare, schools will need to consider the overall borough strategy and the above delivery models.

Before deciding to offer a direct service, schools are advised to make the most of quality childcare provision that is already available in each local community. Typically these will be through third party providers from the private or voluntary sector, including registered childminders who are being encouraged to contact their local children’s centres and extended schools to promote their services. If such quality childcare does not exist or there is a lack of capacity, schools are advised to work in partnership with other local schools or children’s centres so that efficiencies, such as sharing a childcare manager, can be realised.

The new Children’s Partnership Co-ordinators supported by extended schools remodelling advisers (ESRAs), business support officers (BSOs) and the children’s information service will each have a role to play in bringing together local partners. The first point of contact should be the Children’s Partnership Co-ordinator.

b) Study support activities

“Study support” includes the wide range of activities and opportunities offered by schools around their “normal” day, which may take place at school or elsewhere,

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enhancing and enriching children's experience and contributing to their higher attainment. Examples of these activities include:

- homework clubs
- "catch up" provision
- Gifted and Talented provision
- sport (2 hours a week beyond the school day for those who want it)
- music tuition
- dance and drama
- arts and crafts
- special interest clubs such as chess and first aid courses
- visits to museums and galleries
- learning modern foreign and community languages
- volunteering
- business and enterprise activities.

Many schools already offer one or more of these activities. Again, schools are advised to look for opportunities to work in partnership in order to offer as wide a range of activities as possible whilst ensuring sustainability and affordability.

c) Parenting support

The extended schools prospectus states (p.12) that all extended schools should offer access to:

- information sessions for all parents at key transition points in their children's lives, particularly starting school, and moving from primary to secondary school. Schools may wish to ask parents what topics these sessions might cover. Many schools have found it useful to look at school-based issues, health, sex, alcohol, careers etc. These sessions are often effectively delivered by a third party specialised in working with parents, such as a voluntary or community organisation
- parenting groups, using structured manual-based parenting programmes
- more specialised support for parents who might need it, for example, parents whose children have problems with attendance or behaviour at school and who need targeted support as part of a parenting contract
- information on the advice and support available to parents – through national helplines and websites, and through local family support service

The parenting support aspect of the core offer will depend on the particular needs of the parents in any one school. The delivery of parenting support should be in the form which is most accessible and attractive in order to encourage participation in services offering good advice (particularly at times of transition, eg from primary to secondary), parental services, intervention and more individual support.

d) Referral

The core offer should include swift and easy referral to a wide range of specialist health and social care services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Schools are encouraged to discuss delivery of these

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services with the relevant agencies as it may prove more effective for some of them to be delivered on school sites especially as this is likely to improve access to services and create a more streamlined and supportive referral system.

Again the new Children's Partnership Co-ordinators will play a key role in facilitating early support and intervention for children and young people as part of integrated delivery of services. Schools will have a good knowledge of children and young people's needs and will be able to identify problems that may impact on learning. Schools should also be able to respond to early concerns from parents or other agencies about potential individual problems that children and young people may be experiencing.

e) Community access

The element of the core offer which refers to community access represents a commitment to ensuring that school facilities are made available outside schools hours to provide learning and leisure opportunities to pupils, parents and the wider community.

How and to what extent this takes place will be governed both by community need and the nature of other facilities available in the community. As has been seen, many schools already make their facilities available for community use, either through directly offering activities/services themselves or by letting to third party organisations. Critical to delivery of services for adults will be the forging of close links with the borough's Adult Education Service which already provides a range of courses for the wider community.

Consultation

The Education Act 2002 (s. 28) requires schools to consult before providing extended services. In particular, they should consult with parents of children registered at the school, the children and young people, staff and the local authority.

In order to facilitate this and to support the development of partnership approaches to the delivery of extended services, schools are advised to engage in a co-ordinated consultation process across their local area. The Children's Partnership Co-ordinator will be tasked with supporting this activity which will enable the following issues to be addressed:

- Opportunities already available
- The need for additional services
- Cost implications of setting up and providing new activities
- Charging schemes and methodologies appropriate to the school community, and which services parents are able and/or willing to pay for
- What form services should take
- Where services should ideally be located

6. Locality Working

Every Child Matters emphasises the importance of local service delivery and co-location of services for children and families, promoting the use of extended schools and children's centres as a hub for local services for children and young people, parents and other members of the community.

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Accordingly, the coordinated development of community networks, extended schools and Children's Centres is one of the top ten priorities of Young Southwark, Southwark's Children's Trust.

Southwark is developing four localities around pairings of community council areas:

- Borough & Walworth
- Peckham & Nunhead and Peckham Rye
- Bermondsey & Rotherhithe
- Dulwich & Camberwell.

Extended schools will be an essential part of each of these localities.

Locality structure

Each of these localities will:

- be made up of a pair of Community Learning Networks
- be led by a Children's Partnership Coordinator (CPC), who will be responsible for ensuring that work within the localities is properly co-ordinated and delivered across the whole system and who will ensure that the localities are fully integrated into the borough as a whole
- have a local partnership arrangement which can promote cooperative working and encourage joint commissioning
- have a partnership development team to help develop the locality and its partnership arrangements, including brokering between schools and other service providers
- have a coherent approach to multi-agency configuration of preventative and more specialist services working with and through children's centres, schools, health centres, and youth facilities
- have a parents' forum to ensure parents and carers are actively engaged in developments within the locality.

The shape of each multi-agency configuration is likely to vary from one area to another, and could include, amongst others, health visitors, social workers, CAMHS, educational welfare officers, educational psychologists, speech and language therapists, school nurses, and youth and connexions workers.

Extended schools within the localities

Each locality partnership should be responsible for planning the development of extended schools within the locality. They will play an important role in encouraging and supporting schools to operate the partnership delivery models outlined above, in particular working with other services and providers.

The key activities that the localities will be responsible for are:

- referral and assessment via multi-agency teams
- consultation and needs assessment – including undertaking audit and mapping of existing extended services and stakeholder consultation with respect to extended schools
- establishing local priorities
- planning effective multi-agency collaboration to raise outcomes for children
- commissioning services for children within delegated budgets, over and above those commissioned at a borough-wide level
- quality assurance of services within the area.

7. Governance

Governance refers to the structures of leadership, direction, control and accountability in any organisation or system. In relation to extended schools, the aim is to establish forms of governance which best promote integrated services and improve outcomes for young children and their families.

An overview of governance arrangements for the multi-agency programme as a whole is provided below. The governance arrangements for extended schools in Southwark will require four levels: the school level, the locality level, the local authority level, and the Children's Trust level with different responsibilities at each level.

School level

School governing bodies will be responsible for the following functions in relation to their school:

- endorsing proposals to develop extended services
- ongoing monitoring, evaluation and overseeing of extended activities
- helping to locate supplementary funding sources for initiatives
- safeguarding the delegated budget
- commissioning services specific to the school
- securing suitable insurance and appointing extra staff

The governing body has ultimate responsibility for deciding whether the school should directly offer additional activities and services and what form these should take. The governing body will also be responsible for deciding the extent to which the school will work in partnership with other schools or organisations.

Section 27 of the Education Act 2002 gives governing bodies of all maintained schools the enabling power to provide, or enter into contract to provide, facilities and services that 'further any charitable purpose for the benefit of pupils at the school, their families or people who live or work in the locality in which the school is situated'. This will cover the vast majority of services and activities that schools may want to offer.

Section 28 of the Act requires governing bodies to consult before establishing extended services, and to have regard to advice provided by the local education authority.

The governing body of each school will need to decide the type of governance framework for the extended services available in the school. In brief, the basic models are:

- Direct management by the governing body
- The governing body sets up a limited company
- The governing body works in partnership with a third party provider
- A voluntary committee.

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Locality level

Each of the four locality partnerships will consist of local schools and other education/childcare settings, partner agencies delivering services to children (e.g. the Primary Care Trust) and other stakeholders (including parents).

The Locality Partnerships will be responsible for the following functions in relation to the extended schools programme in their area:

- consultation and needs assessment
- agreeing local priorities
- planning effective multi-agency collaboration to raise outcomes for children
- commissioning services for children within delegated budgets, over and above those commissioned at a borough-wide level
- quality assurance of extended schools within the area

The Locality Partnerships will be accountable to the Young Southwark Executive. In effect, they could act as an Extended Schools Board in accordance with the School Governance (Collaboration) (England) Regulations 2003.

Local Authority level

The Children Act 2004 designates Southwark Council as a Children's Services Authority. As such, it has direct responsibilities for statutory education services, and for making effective local arrangements for co-operation between agencies working with children. These responsibilities lie with the Council's Lead Member for Children's Services, who is politically accountable on behalf of the Council Executive, and with the Council's Director of Children's Services.

The following responsibilities are exercised at a local authority level:

- Borough wide commissioning of services to deliver the core offer, including reshaping of existing services
- Performance management of the extended schools programme
- Financial accountability to the Department for Education and Skills

Children's Trust level

The Council's Director of Children's Services chairs the Young Southwark Executive. Young Southwark is the name of the local Children's Trust. The Young Southwark Executive sets the borough-wide strategic direction for the extended schools programme. The Young Southwark Executive may establish specific structures to oversee aspects of the development of the extended schools programme.

The Children's Trust oversees the following areas:

- Providing strategic direction and development for the extended schools programme
- Developing partnerships at borough-wide and locality level

8. Funding and Sustainability

Overview

The Government has committed to provide funding to Local Authorities to support the development of extended schools from 2006-08. The majority of this funding is through the Standards Fund and the General Sure Start Grant.

In addition the Government has earmarked funding to support personalised learning during and beyond the school day, which can be used for extended services. This is routed through the Dedicated Schools Grant and the School Standards Grant. Schools can only use their delegated budgets to support or subsidise extended activities that bring an educational benefit to children.

The funding allocated by the Government for 2005-2008 is intended to support the start-up costs of extended schools. However, in the longer-term, schools will need to ensure that extended services can be provided on a financially sustainable basis i.e. services will need to be self-supporting. This will require schools to establish charging arrangements for services and activities.

Southwark's funding

Local authorities are required to develop, in consultation with schools and other children's services partners, a strategy for how extended schools funding will be allocated to help schools develop extended services.

The Government committed start-up funding for extended schools in 2005-06 and this allocation was used to support the progress as outlined in Section 3 above.

The strategy for funding from 2006 onwards was agreed by the Schools Forum in the summer 2006. There are four main sources of funding for the roll out of extended schools:

- o The School Standards Grant (SSG)
- o The Standards Fund (SF)
- o The General Sure Start Grant (GSSG)
- o Other funding sources

The Schools Standards Grant

Each school receives an allocation within their budget share for SSG. Through the Standards Fund circular for 2006/07, the Government advised that SSG can be spent for any purpose of the school, including the full range of extended activities. No specific guidance was given as to the amount, if any, that should be used to support extended activities and it is for school governing bodies to determine how this allocation is spent.

The Standards Fund

Southwark's SF allocation for 2006-2008 consists of £559,069 in 2006-07 and £336,888 in 2007-08. Government guidance indicates that most of the SF allocation should be delegated to groups of schools in accordance with a joint assessment of need and joint plans. Accordingly, Schools Forum agreed to use this funding to

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support the delivery of a strategic approach to service development and coordination, across networks of schools focused on the needs of their geographic communities.

Part of our SF allocation will be retained centrally and part will be provided for use on a locality basis:

	2006-07	2007-08
Standards Fund Allocation	£559,069	£336,888
Centrally retained funds	£105,000	£86,000
Full services schools provision (allocated)	£150,000	
Funding devolved to localities	£304,069	£250,888

Centrally retained element

The centrally retained funds will be used to ensure that the overall strategy is properly developed and implemented. The key functions will be:

- overall project co-ordination and development of the strategic approach including inter-relationship with other borough-wide programmes such as Children's Centres and BSF
- provide schools with the guidance and information required to help develop extended provision in line with national targets
- publicity materials and the development of a web-site to support the Southwark model
- support to schools in accessing funds from other sources
- provision of some consultancy support to facilitate training events
- overall programme monitoring and evaluation

Proposed locality element

In order to access funding each locality will need to carry out a proper needs assessment and produce a development plan. Locality funding will be deployed to build capacity at a local level to carry out the following key functions:

- needs assessment and local consultation
- mapping current provision
- preparation of a locality business plan taking account of the need for service provision to be sustainable
- support schools, partners and services in the development of the provision of extended services
- organising and facilitating requisite training
- monitoring the local programme and providing evaluation reports
- financial monitoring and administration
- access central support functions when needed
- support for childcare development
- pump priming activities

The General Sure Start Grant

GSSG is provided to Local Authorities to help develop provision for the Early Years and to support the development of the Government's ten-year Childcare Strategy.

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Local Authorities are tasked with the responsibility for developing the childcare market and have a degree of flexibility as to how they use funding to support this process including use of GSSG. However, in recognition of the fact that childcare is an essential part of the core offer, the Government has indicated the amount of the GSSG that might typically be used for the development of the childcare market as part of the Extended Schools programme. The sums are: £199,235 in 2006/07 and £554,757 in 2007/08.

In order to ensure that Southwark's development of extended schools is properly integrated into the development of Children's Centres and the wider Early Years strategy, a significant amount of GSSG will be put into locality structures to support activities at a local level. Locality allocations from GSSG for commissioning services and delivery of integration are in the region of £1,415,252 in 2006/07 and £1,186,194 in 2007/08.

Other Funding Sources

Schools are often better placed than the LA to access a range of other sources of funding. Examples of funding bodies that might be able to provide additional resources for the development of extended services are:

1. The Big Lottery
2. Central government departments such as Culture, Media & Sport or Health
3. Children's Fund
4. European Social Fund
5. Learning and Skills Council

The LA has been promoting the process of schools bidding for other sources of funding through the funding master-classes that have been running for the past year. The LA intends to continue to provide support and guidance to help schools to access funds that are not generally accessible by the LA and the proposal for funding this resource is included below.

Allocation of funding to localities

In order to fund activities at a local level and to carry out the tasks identified above, each locality will be provided with a budget from the SF and GSSG allocations based on the total number of pupils in each locality. This approach has been agreed with the Schools Forum.

Sustainability

The funding available from central government is intended to support 'start-up' costs. As identified above, extended services will need to be provided on a financially sustainable basis which will require schools to charge for many services. Schools and their partners will need to devise charging regimes that cover the costs of services but that are affordable for working parents.

Government guidance on charging for extended services

Before schools can charge for any services the governing body must draw up a charging policy and make it available to parents.

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Schools are required to comply with the Education (School sessions and charges and remissions policies) (Information) (England) Regulations 1999.

As a general rule, schools cannot charge for activities which provide support for the delivery of the school curriculum – ie schools cannot charge pupils for out-of-school hours' learning if it is part of the national curriculum or part of religious education, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at school.

However, the majority of activities that occur before the standard school day or after lessons have finished will need to be charged for.

Capital funding

The extended schools prospectus notes that developing extended services is often about making better use of existing capital resources – for example, opening up ICT, sports and art facilities to the community beyond the school day.

In relation to secondary schools, the Building Schools for the Future (BSF) and Academies programmes will rebuild or remodel the building stock of all secondary schools that need it over the next ten to 15 years. This will include improved ICT, sports and arts facilities.

The Government has announced a capital strategy for primary schools, a new long-term commitment to rebuild, refurbish and upgrade the fabric of at least half of all primary schools in England, starting in 2008 and lasting for around 15 years. An essential element of this will be ensuring that primary schools support the delivery of extended services.

9. Equalities and Safeguarding

It is essential that planning for extended schools takes account of the issues of equalities and of safeguarding.

A general principle should be that provision of activities should be sensitive to the various requirements of children from different backgrounds. For example, in providing for sporting activities within the programme there should be recognition of the possible differences between girls and boys. Provided schools take account of the expressed wishes of their target groups through the needs assessment, then they should be able to identify ways in which the programme can genuinely reflect needs.

A further principle should be that children, young people and their families should not be excluded because of their economic circumstances. This will present a considerable challenge for schools, particularly as the assumption is very much that participation will generally attract a charge. A key role of the new Children's Partnership Co-ordinators will be to seek out sources of funding that will help to bridge the gaps that might exist in the costs of provision and families' ability to pay for such provision. Additionally, governing bodies may need to consider the extent to which they can support those who are unable to pay, particularly for any activity that might directly impact on their educational attainment, such as homework clubs.

The implementation of extended schools raises a number of potential concerns around safeguarding. As all people who work unsupervised with children and young people need to undergo enhanced Criminal Records Bureau (CRB) checks, these checks will need to be instigated for all people employed by schools to deliver extended services. Additionally, schools will need to ensure that any third parties delivering services on their behalf have carried out checks to an equivalent standard.

This strategy document recommends that schools work in partnership with each other and with other organisations to deliver services to children and young people. In order to do this, there is likely to be a need for some children to move from one site to another. This is not particularly unusual as children are often collected from school by childminders and looked after until their parents return from work. Any movement of children from one setting to another must be properly controlled if children are to be safeguarded. It will be the responsibility of schools and their partners to ensure that adequate safe measures are in place for any movement between sites.

10. Workforce Reform

The Government has emphasised that extended schools are not about teachers running extended services or taking on additional responsibilities. Schools need to ensure that the most appropriate person is engaged in developing and delivering extended services.

Services should be accessed through the school and not necessarily on the school site. Many schools will choose to work in partnership with existing local private, community or voluntary sector providers, or to build on existing links with other local schools and work as a group.

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The Government is working with the signatories to the National Agreement on Raising Standards and Tackling Workload to ensure that guidance on the development of extended services is consistent with the tenets of workforce remodelling.

Members of school support staff are under no obligation to extend their responsibilities to include the delivery of extended services, but many will have the option of doing so and of altering their contracted hours. These support staff will require access to appropriate training opportunities and performance management to allow them to take up the new opportunities raised by extended service provision.

11. Timetable for rollout of extended schools

Milestones	Date
Final locality models agreed and plans for roll-out complete	September 2006
Interim Local Partnership arrangements established	September 2006
Phase 1 Children's Centres are launched, offering integrated childcare and education, health and family services	September – December 2006
Local Partnership arrangements in place	March 2007
Children's needs assessment for each community council area complete - including audit of existing patterns of extended services provision and service gaps – for Phase 1 locality (Bermondsey & Rotherhithe)	March 2007
Children's needs assessment for each community council area complete - including audit of existing patterns of extended services provision and service gaps – for Phase 2 localities	July 2007
Extended Schools Strategy updated, incorporating package of information and advice for schools on extended schools development	July 2007
Local Partnerships have established links with schools in their area	September 2007
School consultation with governing bodies, parents, children and young people, staff, local authority	September – December 07
Re-deployment of specialist support teams along locality lines complete	September 2007
CAF implementation complete	March 2008
Full network of Children's Centres is in place, offering early years support and family services across the borough	March 2008
Preventative networks in place for all community council areas with clear referral pathways using the common assessment framework	March 2008

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Milestones	Date
Half of primary schools and one-third of secondary schools have core offer in place	December 2008
All schools have core offer in place	December 2010

12. Action Planning

Although much work has already taken place in moving towards schools becoming extended schools, there is a need to translate this strategy document into a series of detailed action plans. Action planning will need to take place at three levels. The LA's Children's Services Department will need to prepare and issue guidance and keep the strategy under review. The newly formed localities will need to develop plans for carrying out the needs assessment, identifying which schools will be offering which services and for developing the partnership arrangements. Individual schools will need to make plans for managing the services they will be offering and for directing children, young people and their families to other service providers.

In summary, the areas of planning are outlined below.

For local authority - Children's Services

Local authorities are taking the lead on strategically planning and auditing extended schools. Local authorities should provide schools with advice and information and ensure there are links between the Children and Young People's Plan and the school improvement plan.

- Advice about availability and use of funding, costing of services, sustainability and accounting
- Offer appropriate training, skills, advice and support on all aspects of extended schools
- Provide model contracts and guidance on charging for services such as childcare
- Provide advice on working with third party providers and model contracts
- Provide advice on insurance and health and safety
- Provide advice on governance arrangements

For localities

The new localities will be responsible for developing the more detailed action plans for each area.

- Audit existing patterns of provision and service gaps in the local authority area
- Advise on the current demand for, and provision of, childcare in each local community
- Provide information about other service providers across all sectors who are willing to work with extended schools
- Broker partnerships between schools, other education/childcare establishments (e.g. children's centres) and with third party service providers

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- Advise on how to consult effectively and what resources are available to support the consultation process
- Coordination of multi-agency teams to meet identified needs including work with the local PCT
- Provide information on how other schools in the areas are developing extended services including examples of best practice
- In partnership with relevant schools, consider any particular local challenges which might require special transport or other arrangements

For schools

In delivering extended services, schools will need to work closely with others in their local community and in particular with the Children's Partnership Co-ordinator. Each school will need to develop their aspect of the local plan to ensure that all are clear about how they will provide access to the full core offer.

- Familiarise themselves with all guidance provided by the LA and central government
- Agree through the school's governing body the plan for provision of extended services and incorporate this into the School Improvement Plan
- Consult with a wide range of stakeholders including: children and young people and their families; school staff; professional associations and unions; the wider community; and any existing collaborative partners.
- Work with all parents and other stakeholders to identify affordable charges which will help to make extended services sustainable
- Define (through the governing body) when and how remission from charging arrangements should come into force
- Determine the staffing of the extended school taking account of the workforce reform requirements

13. Success Criteria

The inspection framework for schools places an obligation on headteachers and governing bodies to account for a range of activities in schools and for inspectors to judge the effectiveness of the management of these. The following is an extract from the guidance:

Inspectors should evaluate:

- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care, education and training
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected
- the adequacy and suitability of specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money

and, where appropriate,

- how effective are the links made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being
- the effectiveness with which governors and other supervisory boards discharge their responsibilities.

We will be able to make some assessment of the success of extended school provision through reference to the statements made in the inspection reports around the quality of the partnership arrangements and the quality of school work around integration of service provision. The above arrangements have only been in place for one year and not all the schools inspected have had extended services in place. The Children's Partnership Co-ordinators will play a leading role in establishing a baseline measure for schools by which we will be able to judge one aspect of the effectiveness of this strategy.

Further hard measures will be developed over the next two years which will need to include details of:

- the number of schools that are offering extended services
- the extent to which schools can demonstrate that they are offering the full core offer
- the number of people taking up opportunities offered through schools
- the year on year outcomes of needs assessments and the success of the scheme in plugging such gaps

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National Governors' Association, National Coordinators of Governors, NRT, ContinYou and DfES, Extended Schools: A Guide for Governors (March 2006)

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