



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Friday, 19th March, 2010, at 10.00 am

Ask for: Theresa Grayell/

The Cabinet Room, Sessions House, County Hall.

Gaetano Romagnuolo
Telephone (01622) 694277/694292

Tea/Coffee will be available in the meeting room 15 minutes before the start of the meeting

Membership

Mrs A D Allen, Mr R B Burgess, Mr A R Chell, Mrs J Law, Mr R J Parry, Mr K Pugh, Mr K Smith and Mr M J Vye

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

Item No

1. Election of Chairman
2. Declarations of Members' Interest in items on today's agenda
3. Proposed Terms of Reference, Scope and List of Suggested Witnesses (pages 1 – 60)
4. Administrative Arrangements

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Thursday, 11 March 2010

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Extended Services Select Committee

First meeting of the Select Committee

Friday 19 March 2010, 10am, The Cabinet Room, Sessions House

Contents:

- **Proposed Terms of Reference and Scope**
- **Appendix 1: List of Potential Witnesses**
- **Appendix 2: Briefing – Introduction on Extended Services**
- **Appendix 3: Briefing - A Quantitative Study of Perceptions and Usage of Extended Services in Schools**
- **Appendix 4: Briefing – Community Use of Secondary Schools in Kent Project**

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By: Gaetano Romagnuolo, Policy Overview Research Officer
To: Extended Services Select Committee
Subject: Extended Services in Kent
Date: 11 March 2010

Summary: To discuss and agree Terms of Reference and Scope for the Review

Introduction

The concept of “Extended Services”, formerly known as “Extended Schools”, was introduced by the Government as a key method of delivering the outcomes of the “Every Child Matters” agenda. Extended Services involve closer collaboration between schools, local authorities and other local service providers in an effort to offer the community a range of integrated services. These are aimed at improving attainment, health and wellbeing, engagement with learning, as well as enhancing access to a wide range of services and facilities for the local community.

All schools are expected to provide access to the “core offer” of Extended Services by September 2010. Importantly for this review, they are expected to provide community access to facilities, including adult and family learning, ICT and sports, where this is required by the community and where their facilities are of a standard to enable this.

The ambition of wider community use of schools is also shared by the Total Place initiative, in which Kent County Council is taking part. Total Place considers how a ‘whole area’ approach to utilisation of public resources can lead to improved services at lower cost. As part of this approach, we would like to explore the concept of the “School that never sleeps”.

In Kent, 95% of schools currently meet the standards of the Government’s core offer. However, given the present financial climate, it is crucial to identify those aspects of the programme that are proving to be most beneficial for the community, and that can be sustainable in the future. In addition, it is important to consider whether partnership working between all agencies involved in providing Extended Services in Kent could be enhanced to enable these aspects of the programme to be sustained or expanded.

Committee Membership

The Select Committee consists of eight Members of Kent County Council:

Mrs A Allen

Mr R Burgess (Chairman Designate)

Mr A Chell

Mrs J Law

Mr R Parry

Mr K Pugh

Mr K Smith

Mr M Vye

Proposed Terms of Reference

1. To identify aspects of the Extended Services programme in Kent that are proving to have the greatest impact and benefit for the community, and that are most likely to be sustainable in the future.
2. To explore ways - if any – in which collaboration and partnership working between all organisations involved in providing Extended Services in Kent can be improved.
3. To investigate any obstacles and challenges to the progress of Extended Services and the development of the concept of the “school that never sleeps”, particularly those that may prevent closer partnership working and could threaten sustainability. To identify possible solutions to overcome these challenges.
4. To analyse whether resources for Extended Services within Kent County Council, and across schools and other partner organisations, are deployed in the most efficient and effective manner.

Proposed Scope

The breadth and complexity of this topic requires a clear and focused approach. Possible key themes and aspects to be covered by the review are detailed below:

1. To identify aspects of the Extended Services programme in Kent that are proving to have the greatest impact and benefit for the community, and that are most likely to be sustainable in the future.
 - a. Investigate Extended Services approaches across the County that are proving to be most efficient and beneficial, in particular in relation to learning and attainment for children and young people, and to the core offer element of “community access to facilities, including adult and family learning, ICT and sports facilities”.
 - b. Explore Extended Services schemes which are more likely to be sustainable into the future.

2. To explore ways - if any – in which collaboration and partnership working between all agencies involved in providing Extended Services in Kent can be improved.
 - a. Identify the extent to which services, such as the Youth Service, Adult Education and the Libraries Service, are currently delivered in school sites in Kent.
 - b. Consider whether schools in Kent could act as portals for access to wider public services.
 - c. Clarify commissioning roles and relationships between schools, the Local Authority and other commissioning bodies.
 - d. Consider whether partnership working between all agencies involved in providing Extended Services in Kent can be maximised.
 - e. If closer collaboration is possible, explore ways to achieve it.

3. To investigate any obstacles and challenges to the progress of Extended Services and the development of the concept of the “school that never sleeps”, particularly those that may prevent closer partnership working and could threaten sustainability. To identify possible solutions to overcome these challenges.
 - a. Examine whether legal, economic, operational or social blockages and challenges prevent the full development and effectiveness of the Extended Services programme and “School that never sleeps” concept.
 - b. If obstacles exist, identify possible solutions.

4. To analyse whether resources for Extended Services within Kent County Council, and across schools and other partner organisations, are deployed in the most efficient and effective manner.
 - a. Identify the resources that Kent County Council and partner organisations will have available to them, particularly after March 2011, to provide effective Extended Services.
 - b. Consider whether these resources can be deployed in a more efficient and effective way, and whether they can ensure the sustainability of Extended Services provision.
 - c. Investigate whether other resources could be used to provide Extended Services in a more efficient and effective manner.

Proposed Timetable

February/March 2010: research and preparation.

19 March 2010: first meeting of Select Committee, to appoint the Chairman and to discuss and agree the Terms of Reference of the review.

Mid April to early July: hearings and visits (considering that Easter Holidays are from 2 to 19 April).

Mid July: Committee meets to identify key issues and to make recommendations.

September: report writing, production of first draft.

October: Committee discusses first draft of report and suggests amendments. Amendments carried out accordingly.

19 November 2010: despatch for Cabinet. Report becomes “public”.

29 November 2010: report presented to Cabinet.

30 November 2010: despatch for County Council.

9 December 2010: report presented to County Council

Witnesses (oral/written evidence)¹

Evidence may be requested from the following:

- Representatives of primary, special and secondary schools in Kent that are currently offering extended services.
- School governors.
- KCC senior officers involved in Extended Services, including officers from Education and Communities Directorates.
- Children, young people and parents. Potential users of Extended Services in the local community.
- Representatives of Central Government, for a national perspective.
- Representatives of external organisations – including voluntary organisations – which are involved in the local provision of Extended Services.
- Other: eg academics, professionals, other potential users within the community, who can make a meaningful contribution.

Site Visits

Visits may be organised as part of the evidence gathering process.

Recommendations:

1. To appoint the Chairman of the Extended Services Select Committee.
2. To agree the Terms of Reference and the general approach to the review of Extended Services in Kent.

Contacts:

¹ Full List of suggested witnesses in Appendix 1

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Theresa Grayell
Democratic Services Officer
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Extended Services Select Committee

Appendix 1

Potential Witnesses List

NAME	ROLE	ORGANISATION	CONTACT DETAILS	FURTHER DETAILS
KCC Officers				
Rosalind Turner	Managing Director	Children, Families and Education Directorate - KCC	Knet	
Amanda Honey	Managing Director	Communities Directorate - KCC	Knet	
Marisa White	Head of Extended Services	Children, Families and Education Directorate - KCC	Knet	
Nigel Baker	Head of Youth Service	Communities Directorate - KCC	Knet	Lead Officer from Communities
Sean Carter	Project lead of Community use of Schools project	Children, Families and Education Directorate - KCC	Knet	Lead Officer from Education
Des Crilley	Director of Community Cultural Services	Communities Directorate - KCC	Knet	
Cath Anley	Head of Libraries Service	Communities Directorate - KCC	Knet	
Gill Bromley	Strategic Manager - Innovations	Communities Directorate - KCC	Knet	
Ian Forward	Head of Kent Adult Education Service	Communities Directorate - KCC	Knet	
Chris Hespe	Head of Sport, Leisure and Olympics Service	Communities Directorate - KCC	Knet	

Heather Knowler	Capital Projects Development Manager	Children, Families and Education Directorate - KCC	heather.knowler@kent.gov.uk 01622 696559	Cross County remit
Tanya Oliver	Director of Strategic Development and Public Access	Chief Executive's Department - KCC	tanya.oliver@kent.gov.uk 01622 694817	Can provide evidence with regard to "Total Place" Cross County remit
Diane Trollope	Policy Manager	Children, Families and Education Directorate - KCC	diane.trollope@kent.gov.uk 01622 694944	Cross County remit
Samantha Higgins	Network Manager for Poppy and Briary Children's Centre	Children, Families and Education Directorate - KCC	samantha.higgins@kent.gov.uk 01227 289341	Operates in Herne Bay
Kareen McKeown	Acting Centre Manager - Ray Allen Children Centre	Children, Families and Education Directorate - KCC	kareen.mckeown@kent.gov.uk 01233 620495	Operates in Ashford
Lee-Anne Farach	Local Children's Services Partnership Manager	Children, Families and Education Directorate - KCC	lee-anne.farach@kent.gov.uk 07921 037371	Operates in Dover
Karen Coffey	Local Children's Services Partnership Manager	Children, Families and Education Directorate - KCC	karen.coffey@kent.gov.uk 01732 525077	Operates in Dartford East

Primary, Secondary and Special Schools

Ashley Crittenden	Headteacher	West Borough Primary School, Maidstone	Headteacher@west-borough.kent.sch.uk 01622 726391	The school hosts extended services working group meetings, where local schools gather once a term to discuss and plan localised ES activities and services. It uses third party providers to offer access to clubs for students and families. It provides 4 Language for Living Courses running in Maidstone, which teach basic English to adults. The school has a new wildlife area, part funded by ES, which local community groups will have access to e.g. Brownies, Scouts, etc.
Mr William Cotterell	Principal	Homewood School and Sixth Form Centre, Tenterden		
Mr Alan Barham	Headteacher	Sittingbourne Community College (secondary school, Swale Area)	office@sittingbourne.kent.sch.uk 01795 472449	One of the first "Advanced" Extended Schools. The school does not require too much input from the Swale ES team as they have totally embedded extended services in all aspects of the school. The only project that the Swale ES team are currently working on with them is the Kite Club, which is a project involving a group of Afghan pupils.

Steph Cowley	Extended School Co-ordinator (school based)	St Georges CE Foundation School (secondary school, Thanet area)	01843 861696	Offering the full core offer - engaged. Moving to the new St George's School in March 2010, which will provide better facilities.
Mr Martin Absolom	Headteacher	Oakley Special School, Tunbridge Wells		
Elaine Head	Partnership Development Manager	Castle Community College (Deal area, and belonging to Dover District Sports Partnership)	elainehead1@hotmail.co.uk 01304 373363	Recently awarded Established Extended School Status, in conjunction with two local junior schools. Castle Community College also has a joint sixth form offer with Walmer Science College from September 2008.
Mr Phil Karnavas	Headteacher	Canterbury High School, Canterbury		
Carolyn Chivers	Headteacher	Hythe Bay C of E Primary School (Shepway Area)	headteacher@hythebay.kent.sch.uk 01303 267802	Hythe Bay has a Children's Centre, Youth Club and Nursery Provision on site. They offer a wide range of facilities and support for children, parents and families, and have an open door policy. They are applying for Quality in Extended Services (QES) recognition with a group of other schools. They offer a range of activities in school holidays, and work with other schools and agencies to provide this. They link into local schools so that all families can make use of their After School and Breakfast Clubs, and have a history of running a range of trips for families both within and out of the UK.

Marie Boniface	Community Youth Tutor	Towers School and Sixth Form Centre, Ashford		
Carolyn Cohen	Headteacher	Rusthall, St Paul's C of E Voluntarily Aided Primary School (Tunbridge Wells area)	carolyn.cohen@rusthall-cep.kent.sch.uk 01892 520582	Offering the full core offer - engaged. Newly amalgamated Voluntary Aided school. Single form entry school with about 200 children. A new Children's Centre has been opened on site.
Garry Ratcliffe	Headteacher	Oakfield Community Primary School (Dartford)	headteacher@oakfield.kent.sch.uk 01322 220831	A school in a challenging area. The infant and juniors are amalgamated, and the school has a new headteacher. The headteacher fully embraces Extended Services. The school firmly believes Extended Services is fundamental to learning. The school actively involves parents and pupils and works with voluntary organisations and other services to continually develop services to meet the needs of the local community. Services were developed despite operating on a building site while the new school was being built.
Nicola Bowden	Community Youth Tutor	Valley Park Community School (secondary school and Sixth Form), Maidstone		

Heather Kemp	Headteacher	Holy Trinity and St John's Primary School – Margate (primary school, Thanet area)	headteacher@holy-trinity-margate.kent.sch.uk 01843 223237	<p>Holy Trinity and St. John's are based within one of Kent's most deprived wards in Central Margate. They have a high percentage of free school meals and English as an Additional Language (EAL) children and families. The school has a strong and inspiring leadership team who are fully engaged with extended services. They have a full time family liaison officer, a dedicated EAL teacher, and offer coffee mornings with interpreters for EAL parents/carers. The school has strong community links, including work with the new Turner Contemporary and the Margate Learning Zone. A successful breakfast club is run each day but the after school club has since closed due to the recession and the fact that many parents lost their jobs. The school found engaging with ES challenging at first until a co-ordinator was put in place. Lettings were also an issue – firstly because of an unwilling caretaker. They now have an extended hours caretaker, but the school now struggles to secure bookings. This is improving through constant advertising in community newsletters.</p>
Mr Sat Chopra	Area Youth Worker	Christchurch XC Youth Centre, Ashford		

Brown, Rob	Headteacher	The Cedars Pupil Referral Unit, Maidstone	rob.brown@kent.gov.uk 01622 753772	A Pupil Referral Unit for Key Stage 3. The headteacher is very keen for his students to access activities that happen in their parent school. The school takes on initiatives that will engage their students, for example running a successful film club. Students have also participated in a 6 week tailor made project run at the Buckmore Park Learning Zone. The school staff are keen to be involved and to offer as much as possible to their students, but have to work within the constraints of their student turnover and the distance that the students travel. The Cedars do not have facilities to let out to other providers or the community, but they work with other secondary schools and act as a signposting service to these schools' activities.
Karen Fraser	School nurse	White Cliffs Primary College for the Arts (primary, Dover)	kfraser@astorcollege.org.uk 01304 206174	Offering the full core offer - engaged. The extended services are co-ordinated by the School Nurse and the Child and Parent Support Manager. The School Nurse monitors welfare throughout the college, inputs into lessons and supports parents. The College has close links with a local church. Counselling support available at and through the school. As part of the Federation, the following need to be consolidated in order

				to provide the highest possible quality of service to learners, staff, community and other stakeholders: Onsite Social Service provision (first response to concerns, parent training and early intervention); On site Health provision (Parent training, raised pupil awareness, expertise for lesson input, health monitoring); Onsite Family Room with planned provision, training and education. Parenting classes have been extended, and include: ICT skills; Ceramics, Digital photography, Slimming, Literacy and Numeracy.
Lynn Salter	Assistant Headteacher	Bower Grove School (special school, Maidstone)	lsalter@bower-grove.kent.sch.uk 01622 726773	Bower Grove is engaged, providing a range of activities and support for students and their families. The Bower Grove Parent Support group provides support through meetings and newsletters to a number of parents both from the school and from other local schools. A challenge for the school is that a high number of students are taxied into school and therefore cannot attend after school clubs in the traditional sense. The school therefore provides clubs at lunchtime to ensure the students do not miss out.

Val Shrivell	Family Liaison Officer	Richmond Primary School (Swale)	flo@richmond.kent.sch.uk 01795 662891	Offering the full core offer - engaged
Gary Studley	Early Years Teacher	Sandown School (primary, Deal)	Gary.studley@hotmail.com 01304 374951	Offering the full core offer - engaged
Sue Wallace	Extended Services Lead	The Foreland School (special school, Thanet)	01843 863891	Offering the full core offer - engaged. Children placed at The Foreland School have profound, severe or complex learning difficulties. Many of our pupils have Autistic Spectrum Disorder or have medical problems and physical and sensory disabilities.
Dave Prodrick	Senior Family Liaison Officer	St Barnabas CEP School (primary, Tunbridge Wells)	daveprodrick@hotmail.com 01892 522958	Offering the full core offer - engaged
Dave Lloyd	Headteacher	Manor Community Primary School (Swanscombe)	office@manor.kent.sch.uk 01322 383314	Offering the full core offer - engaged. Regular family learning projects are run for families to work together, engaging with business, and performing arts organisations in the outside community.
Nigel Jones	Headteacher	Swan Valley School (secondary school, Dartford)	nj@swanvalley.kent.sch.uk 01322 623100	Offering the full core offer - engaged (PFI building). Part of an extended learning community with links to local businesses, schools and professional organisations.

Tony Hamson	Headteacher	The Ellington and Hereson School (secondary, Thanet)	01843 572500	Engaged but not yet offering the full core offer. The two former girls and boys schools have recently amalgamated to form a new school on the Ellington site. The school has therefore had other priorities over the last year, but progress is being made on study support and varied menu of activities, and the school is hosting an Extended Schools Co-ordinator. Community access is an issue, because of the constraints and cost implications of the PFI operator. The school is working towards Healthy Schools status.
Paul Danielson	Headteacher	Highworth Grammar School for Girls (Ashford)	office@highworth.kent.sch.uk 01233 624910	Not offering the full core offer. The school offers access to swift and easy referral, parenting support and a varied menu of activities, but is not currently offering community access.
School Governors				
Linda Lissimore	Head of School Governance	Children, Families and Education Directorate - KCC	linda.lissimore@kent.gov.uk 01622 605118	Nominations made through the Kent Governor's Association

Good Practice Examples of Extended Services

Steve Charman	Extended Schools Development Manager	Covers both The Canterbury High School And The Community College Whistable (both Canterbury area)	steve.charman@kent.gov.uk 01227 284564	<p>The Canterbury High school is an "Advanced" Extended School which has reformed its workforce entirely to ensure there is a full team of staff to support the delivery of Extended Services. Some highlights worth mentioning are the After School Club (which is fairly unique in a Secondary School), the range and diversity of out of hours sports activities (being a specialist sports college), the recently set up Job Club, the involvement with the Over 50's and the Unit for Young Mums. They also have very successful multi-agency meetings to support and plan the delivery of Extended Services.</p> <p>CCW have been very engaged in the Extended Services agenda. Richard Martindale, who is the schools Business Manager, has been instrumental in ensuring that Extended Services are a key priority in all aspects of the school. The schools website has a large section dedicated to Extended Services. The school hosts a newly opened nursery and also a successful Learn Direct Centre on the premises. Richard Martindale and the local</p>

				Extended Services Coordinator are working together towards the Quality in Extended Services (QES) accreditation.
Sue Dinsdale	Extended Schools Development Manager	Christ Church Primary School (Shepway)	sue.dinsdale@kent.gov.uk 07850 902570	Christ Church has "advanced" status in QES recognition, and Extended Services are embedded throughout the school and are part of the schools ethos. They host a very successful youth club every week, which is staffed by volunteers and attended by young people from various schools. They are currently creating a new community building on site. This has been a long project which has been driven by the school; the school struggled at times to receive support from the community etc. Despite this the building is about to be completed. The school is open to ideas and has a 'can do' approach. It is in a very deprived area and is in receipt of the largest amount of subsidy for Primary Schools (24.5k). The school has a large number of "English as an Additional Language" (EAL) students.
Carl Roberts	Headteacher	The Malling School (secondary, Malling)	headteacher@themallingschool.kent.sch.gov 01732 840995	The Hub at the Malling School. Recently rebuilt (PFI), the school offers community access to a number of leisure facilities, including sports halls, ICT suite, meeting rooms, drama and dance studies.

Nicola Wood	Senior Extended School Co-ordinator for Quartet in the Community – Margate Schools Partnership	Quartet Community Allotment Garden, Garlinge. Part of Quartet in the Community Extended Services Partnership	nicola@hartsdown.kent.sch.uk 07845979024	<p>Originally set up through the “grow to grow” pilot of East Kent PCT, the community allotment was set up in response to parents comments at a family gardening activity at the Windmill Project in Millmead. The site is offered rent free by Thanet District Council, and was in a poor state. The site is now transformed through much hard work of the Extended Services Coordinator (ESCO) with support from Extended Services managers, partner schools, allotment team, volunteers and the community at large. The Community Allotment offers free weekly gardening sessions to families, an over 50s session, holiday events and an after school club in the warmer months. The new log cabin will now be able to extend the services offered and is planning to offer book clubs, craft sessions and parent and toddler groups through the children’s centre, as well as use for community groups and activities. The ESCO is working with schools to use the site and facilities for curriculum work, particularly literacy, numeracy and science. However, funding is a constant challenge for the allotment.</p>
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Bart Woodhouse	The pastor of the church and chairman for the residents association and a school governor	The Dartford Bridge Campus (Dartford)	woodybart@hotmail.com	A brand new site. The church is already using the site and is going to start an allotment project. There are multi-agency services on site (KASS, Childrens Social Services and Youth).
Young People				
Debbie Bathurst	Contact for school Council	St Gregory's Primary School	01843 221896	
Denise Ellinor	Deputy Headteacher / EYFS & KS1 Leader and contact for school council	Chilton Primary School part of the Thanet Partnership Council (Thanet)	01843 597695	
Lynda Hammond	ESDM and contact for Dartford Primary Council	LCSP Primary Council (in Dartford)	lynda.hammond@kent.gov.uk 01732 525065	Meeting on April 26-27.
Emma Jenkins	Study Support Co-ordinator and co-ordinator of the Kent Primary Schools Children's Council	Kent Primary Schools Children's Council (cross county)	emma.jenkins@kent.gov.uk 01622 626780 07825 506583	Next meeting: 29th March (10:30am – 2:30pm) with 69 children (3 from each LCSP)
Adil Mohmand	Headboy	Sittingbourne Community College (Swale area)	05mohmandadil@sittingbourne.kent.sch.uk	Unaccompanied asylum seeker and founder of Kite Club
Jack Rule	Alternative Curriculum Student	Swale area	Contact via Mary Goodger mary.goodger@kent.gov.uk	

Parents Groups

Dartford Parents' Voice			<p>Lynda Hammond (can make arrangements to meet parents in this group)</p> <p>Extended Schools Development Manager</p> <p>lynda.hammond@kent.gov.uk</p> <p>01732 525065</p>	
Maidstone Parents' Voice			<p>Nikki John (can make arrangements to meet parents in this group)</p> <p>Extended Schools Co-ordinator - Parent Support</p> <p>nikki.john@kent.gov.uk</p> <p>07787 295405</p>	
Dover Parents Forum			<p>Sue Saunders</p> <p>fun@rsentertainment.co.uk</p> <p>07761 601085</p>	
Parents R Us			<p>Tracey Shell (can make arrangements to meet parents in this group)</p> <p>Parent Support Adviser</p> <p>tracey.shell@kent.gov.uk</p> <p>07825 380137</p>	
Various Groups in Thanet			<p>Christine Cordes (can make arrangements to meet parents) Senior Parenting Co-ordinator</p> <p>christine.cordes@kent.gov.uk</p> <p>07827 361 257</p>	

Central Government Representatives

Susanna Todd (and Susan Johnson)	Deputy Director of Children's Centres and Extended Schools	Department of Children, Schools and families		
Di Smith	South East Regional Adviser (will have TDA and DCSF links)		dianne.smith@tda.gov.uk	

External Organisations

Voluntary Action Within Kent (VAWK)		Tunbridge Wells area	Contact Kate Anker kate.anker@vawk.org.uk	Voluntary Action Within Kent (VAWK), formerly known as West Kent Council for Voluntary Service, is a local infrastructure organisation providing support, advice, training and networking opportunities to over 180 members in the areas of Tunbridge Wells, Tonbridge & Malling and Sevenoaks.
Sheppey Matters		Swale area	Contact Julie Blackmore julie@swale.cvs.co.uk 01795 473828	Sheppey Matters aims to promote and protect the good health of persons living in the Isle of Sheppey.
Vista Leisure			Contact Dave Harcourt daveharcourt@vistaleisure.com 01304 245353	Vista Leisure is committed to continuous improvement, and to providing choice for sport and leisure in the community for the benefit of customers, employees and partners.

Workers Educational Association (WEA)		Dover area	Contact Moira Hyde mhyde@wea.org.uk 01634 298634	The WEA is a 21st Century, democratic, voluntary adult education movement, committed to widening participation and to enabling people to realise their full potential through learning.
Tamasin Jarrett	Play Co-ordinator	Shepway District Council	tamasin.jarrett@shepway.gov.uk	
Stephen Gregg	Leisure Services Manager	Tonbridge and Malling Borough Council	stephen.gregg@tmbc.gov.uk 01732 876165	Y2Crew project - a summer scheme for challenging young adults
Lorna Kane		Thanet Windmill Community Allotment Project	lornalane@yahoo.co.uk 07717 531589	Community food growing project, open to all groups and individuals for volunteer and work placements, school groups etc. Orchard, wildlife pond, bee-keeping. Developing courses and eco-building.
Sheppey Youth Action		Swale area	Contact Sharon McNaboe sharonmcnaboe@bt.connect.com 01795 581791	Sheppey Youth Action aims to encourage young people wishing to tackle problems at local level to make a real difference to the community in which they live.
East Kent Mencap			Contact Jo Moore 01843 224482	East Kent Mencap aims to maximise independence of people with learning disabilities through education, choice, community involvement and participation.

Folkestone Migrant Support (FMSG)		Shepway	Contact Pat Story Outreach Worker 07977 932750	FMSG works with asylum seekers, refugees, and migrants. It aims to offer practical support and help to those most in need. FMSG also works with the community of Folkestone, aiding integration, understanding and communication. Children and young people are the central focus of FMSG's work, but the organisation also works with adults and family groups.
Time 4U			Contact Claire Kirrage Claire@time-4-u.org 01322 319361	A counselling service
Living Well Templehill		Dartford	Contact Sharon Phillips sharon.phillips07@yahoo.co.uk	Involved with the development of activities on Tree Estate.
Whole Community Works		Dartford	Contact Rev Martin Henwood martin.henwood@wholecommunityworks.org.uk	Church group developing activities on Tree Estate.
East Kent PCT - Healthy Schools			Jennifer Holland Health Promotion Practitioner Advanced jennifer.holland@eastcoastkent.nhs.uk 01304 828749	
West Kent PCT - Healthy Schools			Liz McAvan Healthy Schools Co-ordinator elizabeth.mcavan@nhs.net 01622 723832	

East Kent Disabled Children's Forum		East Kent	Siobhan Lyell siobhan.lyell@hotmail.co.uk 01233 501587	For views on disabled children and those children with additional needs and their families accessing extended services
Parents Consortium		Dartford, Gravesham and Swanley	Contact Alan Milner Service Director milnera@paretnsconsortium.co.uk 01322 668501	The Parents Consortium is a charitable company that provide services to families, schools, hospitals, children's homes and other organisations in need of support. For views on disabled children and those with additional needs accessing extended services.
Parents Plus		Tonbridge	Contact Mick Haselden mick@parentsplus.org.uk	Parents Plus is a charitable venture, whose mission is to offer practical and emotional support, guidance and friendship for parents
Allington Castle Archers		Maidstone	Mr Bowen secretary@castlearchers.org.uk 01643 863 055	Archery Club that uses Westborough Primary School Facilities
Maidstone Women's Institute		Maidstone	Joyce Foster 01622 675 448	
Association of Private Voluntary and Independent (PVI) Providers in Kent			Darrell King DarrellVKing@aol.com	Childcare perspective

Academics

Linda Leith	Director of Quality in Study Support (QiSS) and Extended Services	Canterbury Christ Church University	linda.leith@canterbury.ac.uk	Can give a view on QiSS and QES accreditation

Events

Extended Services Celebration Event				
At the Ashford International Hotel				
Schools will be awarded with their certificates for achieving Healthy Schools Status, QES (Quality in Extended Services), QiSS (Quality in Study Support). Delegates will include school representatives and young people.				

Extended Services Select Committee

Appendix 2 What Are Extended Services?

The Green Paper “Every Child Matters – improving the life chances of all pupils”



In 2003, the Government published a green paper called “**Every Child Matters**” (ECM).

The green paper built on existing plans to strengthen preventative services by focusing on four key themes:

1. Increasing the focus on supporting families and carers
2. Ensuring necessary intervention takes place before children reach crisis point and protecting children from falling through the net
3. Addressing the underlying problems identified in the report into the death of Victoria Climbié – weak accountability and poor integration
4. Ensuring the people working with children are valued, rewarded and trained.

As a result...

By 2010, all schools should *provide access* to the core offer of extended services, which include:



By 2010, all schools should provide *access* to a “core offer” of extended services (ES) (more details about the core offer are given on page 3).

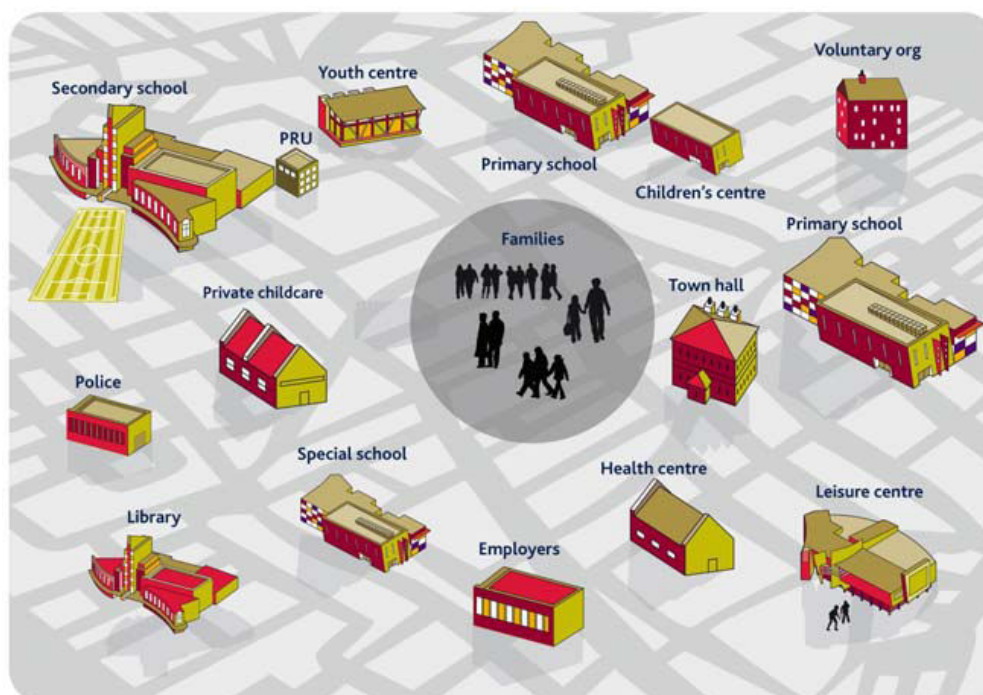
- The word ‘**access**’ is crucial – schools do not necessarily need to offer services on the school site. If there are existing services that meet local demand, schools can signpost to this provision, eg. to high-quality private childcare. If consultation reveals there is no local demand, there is no need to set up services. In these situations, schools are still meeting the core offer.
- The different elements of the core offer should be designed to complement one another (ie. childcare can help parents access family learning and parenting support), and should not be seen as ‘bolt ons’ but as core school business.
- A recent Ofsted survey of schools offering extended services reinforces this point: “The schools with the most effective services had integrated the development of extended provision within their school improvement plans, with a clear focus on improving outcomes for children and young people”.
- 88% of schools in the Country (19,168) are providing access to the ES core offer.
- In Kent, 95% of schools currently provide a wide range of extended services, as required by the Government’s core offer.

The Elements of the Core Offer



- **Childcare:** Primary schools should provide access to high-quality childcare, 8am–6pm, five days a week, 48 weeks a year, based on community need. Secondary schools do not need to provide formal childcare – although some choose to do so – but their activity programmes before and after school need to provide a safe, supervised place to be.
- **Varied Menu of Activities:** Schools should offer access to a varied menu of study support activities, including: academic ‘catch up’ and ‘stretch’ activities; homework clubs; arts activities; sports activities and other recreational activities.
- **Swift and easy access:** Swift and easy access to targeted and specialist services. All schools, working closely with other statutory services and the voluntary and community sector, should focus on the early identification of – and the provision of support for – children and young people who have additional needs or who are at risk of poor outcomes.
- **Parenting Support:** Schools should provide access to parenting support, including information sessions around transition, signposting to services, parenting groups and family learning sessions.
- **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 the wider community needs in response to local demand.

Extended services – working in partnership



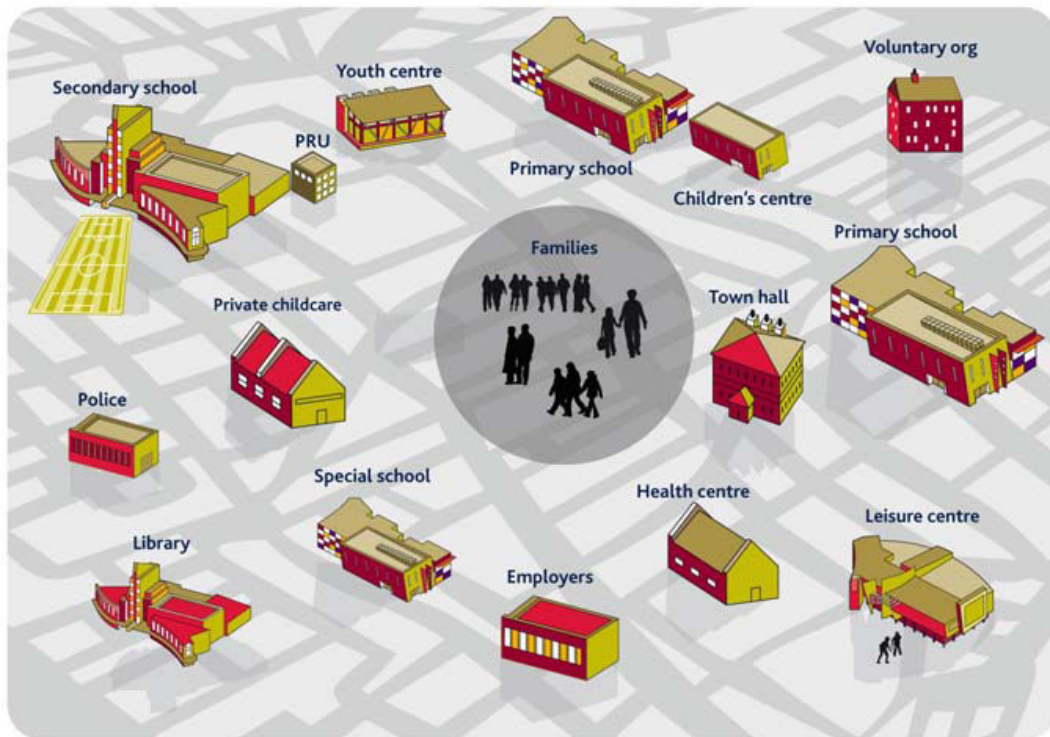
“No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children’s services in order to offer more by working together than any one partner could alone and to provide better value for money...”

Source: “Your child, your schools, our future: building a 21st Century schools system’ [DCSF 2009]

- A key driver for extended services is the determination to close the ‘attainment gap’ between the levels of achievement of children growing up in disadvantaged circumstances and those of their better-off peers.
- Extended services are intended to help pupils achieve by enriching the curriculum and removing or addressing the barriers to learning, eg. family circumstances, emotional or social issues, lack of motivation.
- The rationale is that what goes on beyond the classroom has a major impact on children and young people and their readiness to learn. The Joseph Rowntree Foundation reports that children only spend 14 per cent of their time in the classroom.
- According to an Ofsted survey of schools offering extended services, extended services have led to better attendance and attitudes of pupils, and enhanced the employment prospects of parents.

Details of the Ofsted report: “How Well are They Doing? The Impact of Children’s Centres and Extended Schools” [Ofsted, January 2008]

Offering extended services



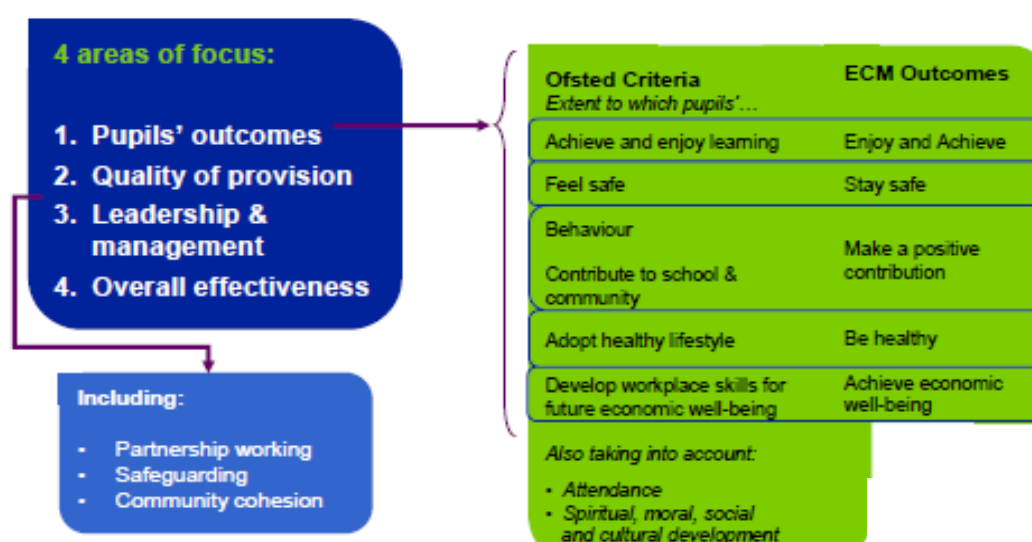
- Offering extended services enables schools to meet the aspirations of the Children's Plan (the 21st century school as the hub of services for the children, families and the community), and to meet their statutory duties on well-being and community cohesion (Every Child Matters).
- Schools are not expected to develop extended services alone. The key to effective delivery is schools working in partnership with a wide range of organisations – including other children's services (statutory agencies), private sector and voluntary organisations – to meet community needs.
- LAs are schools' primary partners. The strategic development of services should be in line with LAs' strategic Children's and Young People's Plans and their Children's Trust arrangements.
- There is not a "one size fits all" delivery model for ES, each community has its own local needs.
- Before starting, schools should find out what local services are already on offer and consult their community on local needs.
- Schools work successfully in clusters to plan services jointly and share facilities and resources.

Evidence of the positive impact of extended services and levers for extended services

Evidence of the positive impact of extended services is emerging from numerous sources, including:

- **Ofsted's** revised inspection framework and their targeted surveys on extended services
- **Training and Development Agency's** case studies, which capture first-hand experiences and testimonials from extended services participants and their delivery teams.

Ofsted's new inspection framework provides levers for extended services.



The new Ofsted inspection framework has some significant differences from the old version:

- In the previous framework inspectors made judgements on Every Child Matters outcomes but there were no grade descriptors.
- Under the new arrangements each ECM outcome, (together with behaviour and the pupils spiritual, moral, social and cultural development) has its own distinct set of grade descriptors and guidance to help inspectors and schools make their judgements.
- Under the previous arrangements a school was unlikely to be judged outstanding unless academic achievement was outstanding. However in the new framework schools with good achievement may still be judged outstanding overall if sufficient other outcomes are judged outstanding.

Potential benefits of extended services for various stakeholders

Pupils: Fun activities, more opportunities, more sports and art; being with friends before and after school; parents able to help with homework; help with school work; school safeguards pupils' well-being; advice and help if they need it; personalised learning.

Parents/carers: positive activities and study support; high-quality childcare; parenting courses, advice and information; greater involvement in their children's education; adult and family learning; use of school facilities.

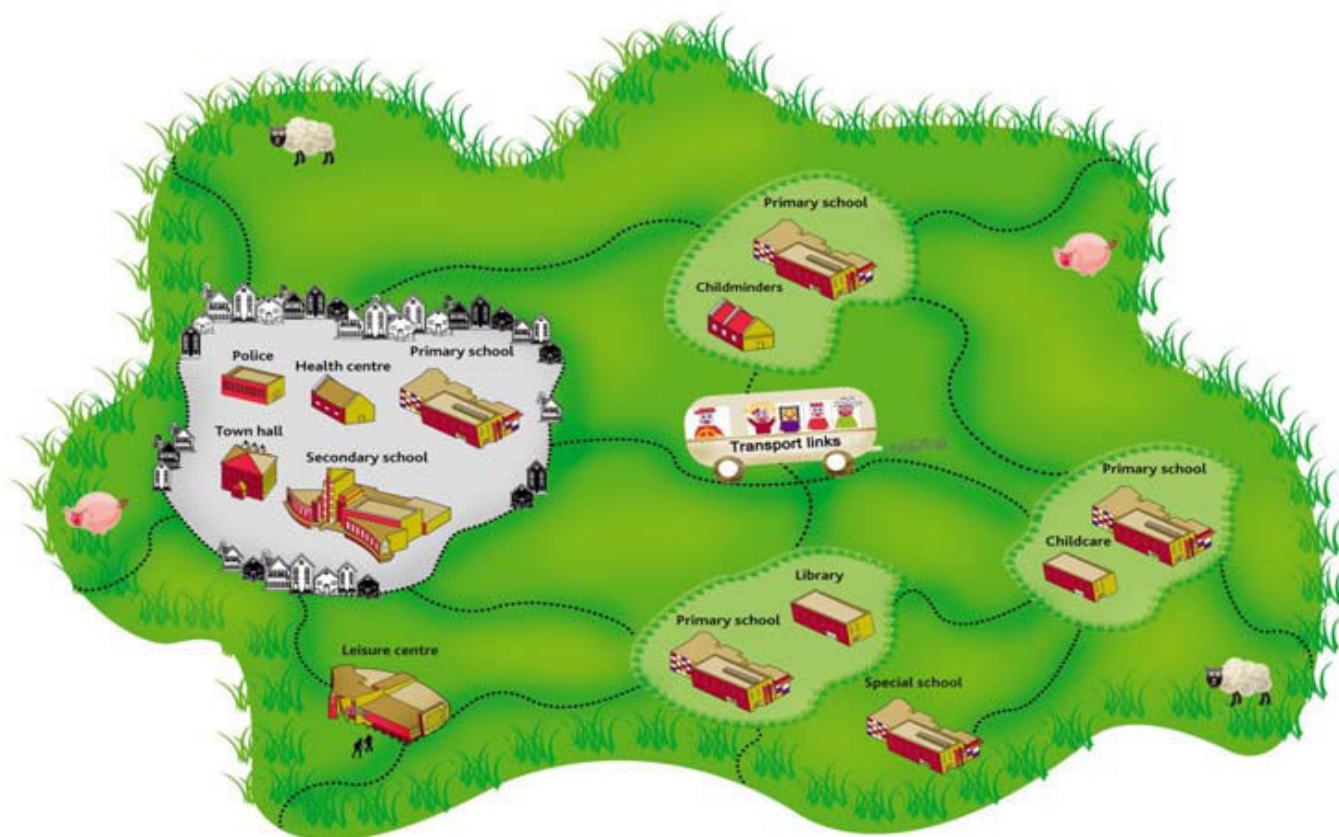
Community: access to school sports and IT facilities; local base for further education courses, vocational courses and other learning opportunities; local access to health and specialist services, and information about other local services; promotes community cohesion.

Schools: Improved standards; school has a higher local profile; can help boost school rolls; helps schools meet their duties on well-being, ECM and community cohesion; opportunity for income generation.

Teachers: more-motivated pupils; better attendance and behaviour; engaged parents; barriers to learning are more effectively addressed; classroom work boosted by study support.

Support staff: opportunities for career and skills development; being part of the team around the child; greater scope for taking responsibility; more jobs and new roles, eg. school business managers, parent support advisers.

Potential challenges: extended services in rural settings



According to the Training and Development Agency for Schools:

- Extended services can bring real opportunities for rural schools and communities. At the same time, dispersed communities and geographical isolation present a number of specific delivery challenges – in particular transport and access to services.
- Developing sustainable services for very small numbers of students can be difficult, while linking up with other schools requires suitable transport provision. Furthermore, headteachers often have teaching responsibilities and few staff to share the administrative burden with.
- Rural schools may need extra support from local authorities, particularly in the form of strategic input at locality/multi-school level to secure the supply of key services such as quality childcare and flexible transport provision.

Extended Services Select Committee

Appendix 3

Extended Schools Survey of Schools, Pupils and Parents - Briefing

A Quantitative Study of Perceptions and Usage of Extended Services in Schools

Background

Ipsos MORI was commissioned by the Department for Children, Schools and Families (DCSF) to undertake a survey of schools, parents and pupils in relation to current provision, usage and perceptions of extended schools services.

Extended schools offer access to a wide range of services from 8am - 6pm, 48 weeks a year, including school holidays. Services may be provided directly by the school on-site, or the school may provide access to services at other schools or centres.

The core offer comprises:

- A varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities) in a safe place to be for primary and secondary schools;
- childcare 8am-6pm, 48 weeks a year for primary schools;
- parenting support including family learning;
- Swift and Easy Access to targeted and specialist services such as speech and language therapy; and
- community access to facilities including adult learning, ICT and sports facilities.

Key survey findings

The schools survey was designed to represent all maintained schools in England, not only those providing the full core offer of extended services. Parental and pupil reaction is therefore likely to vary dependent upon the status of the school, and when services or access to services were first provided. However, in addition, there are discrepancies between what schools at the time of the survey recognised in terms of the core offer and what they later agreed with local authorities and the Training and Development Agency (TDA).

One third of schools on the survey list said they were providing the core offer. This is different from the TDA data agreed with schools and Local Authorities in the next academic year. The differences in the figures in the current survey and the TDA figures may reflect fluctuations in provision over time: schools were asked to describe what services they currently offered. In addition, schools' experiences vary according to whether they provide the full core offer, part of the core offer, or access to it.

Key survey findings are summarised below.

Management and provision of extended services

- Over half of schools provide extended services in a cluster. Secondary schools (particularly small ones) and those providing the full core offer are more likely to provide extended services in a cluster than other types of schools.
- Most schools are responsible for the day-to-day provision of extended services, although many work with their local authority, private providers and others to offer access to services.
- Childcare and activities are most likely to be funded by users and/or the school. Users are most likely to pay for childcare in primary schools, although schools in deprived areas are most likely to fund childcare themselves. The majority of schools that charge users for childcare and activities provide help for families who struggle to pay the full fee.
- Schools are also most likely to obtain funding for community access from users, although around one in five also funds community access themselves. Secondary schools are more likely than primary schools to charge users for community access.
- In contrast, parental support and Swift and Easy Access are more likely to be funded exclusively by schools, or jointly by schools and local authorities.

Support in developing and providing extended services

- Overall, schools are more likely to agree than disagree (42% vs. 28%) that they currently receive sufficient support to develop and provide extended services.
- The most commonly cited sources of support include local authorities (cited by 82% of schools), other schools (54%), the health sector (32%) and School Improvement Partners (26%).
- Schools providing extended services in a cluster are more likely than non-cluster schools to say they receive support for planning, developing and providing services from most of the support services asked about, and are more likely to agree they receive sufficient support (48% agree compared with 36% non-cluster schools).
- A significant minority of special schools (12%) say they have not received any support for the planning and provision of services, and are less likely than mainstream schools to feel that they receive sufficient support.

Consultation and information about extended services

- The majority of schools report that they engage in consultation about the development of extended services with parents (86% schools) and pupils (73% schools).
- Generally, pupils report that they feel consulted: around seven in ten say their school consults with and listens to young people's views about activities on offer, mainly through questionnaires or discussions in class/tutor groups. Nevertheless, over half of pupils say they need more information about the activities their school offers outside of lesson times.
- Over half (54%) of parents cite ways in which they have been consulted about extended services; however two in five do not recall being consulted in the past year, and two in five feel their child's school does not take parents' views into account when developing extended services. In line with this, only two in five parents say they know much about extended services currently.
- Nearly all schools say they promote extended services to parents and pupils through written channels, either through letters home (95%) or in the school newsletter (93%). However, a smaller proportion of parents say they currently get their information about extended services via these channels (77% and 60%, respectively). Despite the fact that parents cite written information as their preferred format for finding out about services, it appears that some information provided by schools is not received, or is not recalled, by parents currently. This is unlikely to be an issue relating only to communications about extended services.

- Schools that offer community access are more likely than others to have consulted the wider community when planning extended services. In line with this, schools that are more likely to offer community access, such as secondary schools and those working in clusters, are also more likely to have consulted the community.

Provision and usage of childcare and activities

- The most commonly-provided extended services are activities for children and young people, as opposed to services for parents or the community. Nearly all (94%) schools offer activities and/or childcare either at or through their school. In line with this, 88% of parents are aware that activities and childcare are provided by their child's school. Special schools are less likely than mainstream primary and secondary schools to offer activities and childcare.

- Around three in five parents (58%) say their child has attended an activity or childcare service provided by their school in the last term.

- The great majority of schools (91%) offer childcare and activities after school, while two-thirds provide them before school, and just over half during school holidays.

- In line with school provision, activities **straight after school** are more commonly used than activities at other times (53% of all parents say their child attended after school activities in the last term). The schools survey findings also indicate that after-school activities are better attended than activities at other times of the day. Pupils attending after-school activities tend to do so once or twice a week (74%).

- While **before-school activities** are used by smaller numbers than after-school services (only 16% of parents say their child used these services last term, and school data indicates lower attendance before school), these users are regular attendees. Around one in five parents say their child attends before-school activities five days a week, compared with only three percent of parents whose children attend after-school activities every weekday.

- **Evening activities (after 6pm)** are provided by half of secondary schools (51%) but by smaller proportions of primary (21%) and special schools (38%). Those attending evening activities after 6pm (four percent of all parents report their child has attended these in the past term) are more likely to be in years 10-13 than in younger year groups, and all are in mainstream schools. This reflects the finding that secondary schools are somewhat more likely than other types of school to provide evening activities.

- Only six percent of parents say their child has attended an activity **during school holidays** in the last year. However, just over half of schools provide activities and childcare during school holidays and daily attendance at these activities, according to schools, is 34 pupils per school (mean). A large

proportion of parents say they would like to be able to use more activities in the holidays (for example, 58% would like to use more activities in the summer holidays), suggesting that there is either a lack of awareness and/or barriers to accessing holiday activities.

- Results from the parents survey indicate that pupils who are least likely to be using activities and childcare are those from more deprived backgrounds, those where parents do not work or only one parent works, those attending special schools and those where parents are dissatisfied with the school.
- Across all term-time and holiday activities, supervised activities such as sports, drama and performing arts clubs are most widely used (48% of parents say their child has attended these in the past term), while homework and study groups are also used by 15%.
- The pupils' survey finds some differences between subgroups in the **types of supervised activities** that pupils use. Whereas girls are more likely than boys to have attended dance, drama and performing arts, music and art and craft clubs, boys are more likely than girls to have attended sports clubs. Meanwhile, secondary pupils are more likely than primary pupils to use homework and study groups (25% compared with four percent).

Provision of transport for off-site activities

- Childcare and activities are mostly provided on-site, and very few schools provide these services (particularly after-school activities and childcare) *exclusively* off-site. However around half of holiday provision is either off-site or mixed on-site/off-site. Childcare is slightly more likely than activities to be provided off-site after school.
- Where activities and childcare are provided off-site, schools generally provide transport to these when they are not within walking distance; however around one in four schools does not provide transport. Schools working as part of a cluster are less likely to provide transport (32% do not) than non cluster schools (13%).

Ratings of childcare and activities

- A majority of parents and pupils rate the childcare and activities provided by their school positively: 67% of pupils rate the activities available outside lesson times as good, and 60% of parents say the services meet their needs. However, a significant minority (26%) of parents say current offerings do not meet their needs.
- Parents and pupils from two-parent families – especially where both parents work – and younger pupils and their parents are most likely to say that services meet their needs. In contrast, the parents of pupils in special schools

are least likely to feel that activities meet their needs, as are the parents of pupils in years 7-9 in secondary schools.

- Parents' reports that services meet their needs tend to correlate positively with other attitudinal measures, such as satisfaction with the school, feeling that the school takes parents' views into account and being aware of the extended activities provided by the school.

Perceived benefits of childcare and activities

- Fun and socialising for children are the most frequently cited benefits of childcare and activities by parents (mentioned by 62% and 61%, respectively). Improved health (52%) and academic outcomes (49%) are slightly less frequently mentioned, although the parents of secondary school pupils are more likely to focus on these.
- The parents of primary school children are more likely than their secondary school counterparts to cite allowing the parent to work as a benefit (22% compared with eight percent), as are those who work. The parents of pupils attending special schools also acknowledge that childcare and activities provided by the school allow the parent to spend time on other things (39%), and offer respite and a break from caring (33%).
- Pupils are also most likely to cite the social aspect of attending activities as the thing they like most: seeing their friends (59%) and the enjoyment (52%) form the main appeal. A third of pupils (34%) say they like activities because they get to learn new things.

Perceived barriers to using childcare and activities

- When asked what stops their child from using childcare and activities, one in five (21%) parents say that the child does not want to do the activities and a similar proportion (19%) of pupils say that there are no clubs or activities that they like. However, being too tired to attend before-school or after-school activities is the most frequently mentioned barrier among pupils (25%).
- A significant minority of parents also cite lack of time (17%), cost (16%) and lack of transport (10%)/inconvenient location (5%) as barriers to their child using childcare and activities. Meeting costs is most likely to be a barrier according to lone parents and the parents of special school pupils. Transport is most likely to be cited by parents of secondary and special school pupils, possibly because pupils are likely to travel further to these types of schools.

Provision and usage of other extended services

- Of the other elements within the extended schools core offer, the most commonly offered service is Swift and Easy Access, mentioned by 76% of schools. Seven in ten schools (70%) say they offer parenting support, and over half provide community access (54%). Schools providing extended services in a cluster are more likely than others to offer these services, as are secondary schools. Encouragingly, awareness of these services among parents is broadly in line with the proportion of schools offering them.
- A third of parents say they have used Swift and Easy Access services in the last year (mainly healthcare-related services). Around nine in ten parents say they would approach the school for help if they or their child had a problem, and a similar proportion of pupils say they know who to go to if they have any personal problems.
- Parental support is more likely to be offered in schools with relatively high levels of deprivation. Information sessions for parents before or after their children enter education are the most commonly-provided and used type of parental support. Reflecting their popularity, around a third of parents would like to see more information sessions available. Parents of special school pupils are more likely than average to report attending parenting courses and support groups.
- Community access typically involves schools allowing public access to halls, classrooms and sports facilities. Secondary schools and those providing extended services in a cluster are more likely than average to offer community access.

Perceived barriers to using and providing other extended services

- Around 13% parents say they would be unlikely to approach their child's school for help in accessing support services if their child had a problem. Of these parents, around half (51%) say they would rather go to other professionals first.
- Just over a quarter of parents (28%) who would be unlikely to approach their school for help say they are unaware of such services being provided by the school, suggesting that there is scope for improving awareness of Swift and Easy Access services. This is particularly the case for parents of children who attend large schools.
- Others, particularly the parents of secondary school pupils (23%), cite previous bad experience when seeking advice from school staff as a barrier for using Swift and Easy Access services.
- Although three in ten schools that currently open facilities for community access do not have any more facilities that could be made available, some

schools are currently not opening facilities that are highly regarded by parents such as ICT suites (27%) and libraries (15%).

Source: DCSF and Ipsos MORI (2009)

Data, Tables, Graphs

Extended Services Offered

Q1 I would like to start by asking you about the extended services that your school offers. By “extended services” I mean a range of activities and services for children, parents, and the wider local community. Which of the following services does your school offer?

Base: All respondents

	%	%	%
	Postal	Telephone	Combined
Childcare or activities that can be used as childcare before and/or after school, for example breakfast clubs or homework clubs, or during the school holidays	72	76	74
All Activities – typically after school or during the school holidays, for example sports, arts and crafts or ICT	79	93	85
Parenting support, such as information sessions, adult learning opportunities, family activities	67	76	70
Community access – opening appropriate facilities to the wider community, for example sports facilities or ICT suites	46	66	54
Swift and easy access - working closely with other statutory services and the voluntary and community sector, to help and support children with additional needs, for example school nurses, speech and language therapists or the police	66	89	76
None of these	2	1	2
No answer	2	-	1

Delivering services in a cluster

Q How many schools are there in this cluster?

55% of schools deliver extended services as part of a cluster



Base: All schools (1,801)

Base: All schools who deliver services as part of a cluster (982), June – July 2008, Source: Ipsos MORI.

Figure 6 - For each of the core services that your school offers, please tell me who is responsible for delivering it day to day¹⁰.

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
<i>Base: All providing each service</i>	(1,321) %	(1,600) %	(1,352) %	(1,230) %	(1,422) %
The school	67	86	60	60	60
Another school	8	5	5	3	2
Local authority	4	7	36	8	27
Private providers	36	28	5	15	3
Voluntary sector providers	7	7	9	8	3
Health/ statutory agency	1	1	10	1	12
Other	3	3	4	4	1
School responsibility only	45	54	33	50	43

Source: Ipsos MORI

Funding

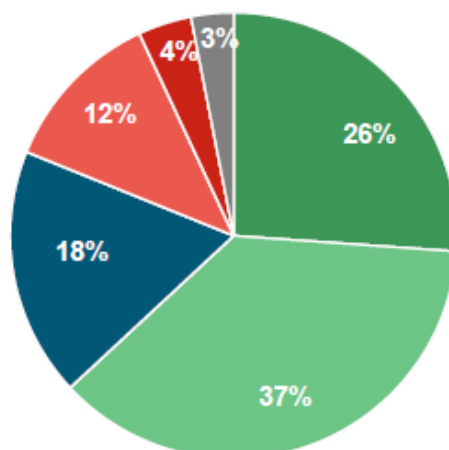
Figure 7 - For each of the core services that your school offers, please tell me how it is funded.

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
<i>Base: All providing each service</i>	(1,321) %	(1,600) %	(1,352) %	(1,230) %	(1,422) %
Users pay	73	43	5	53	3
School funding	32	58	43	22	40
Public sector	13	11	37	11	37
Private sector	6	4	2	7	1
Voluntary sector	4	5	6	4	3
Staff volunteer	15	42	11	4	2
Others volunteer	5	13	3	3	1
Other funding	5	7	6	3	2
School funding only	8	20	27	12	26

Source: Ipsos MORI

Meeting costs of activities

Q Generally speaking, how easy or difficult is it for you to meet the costs of the activities offered by the school that you want your child to use?



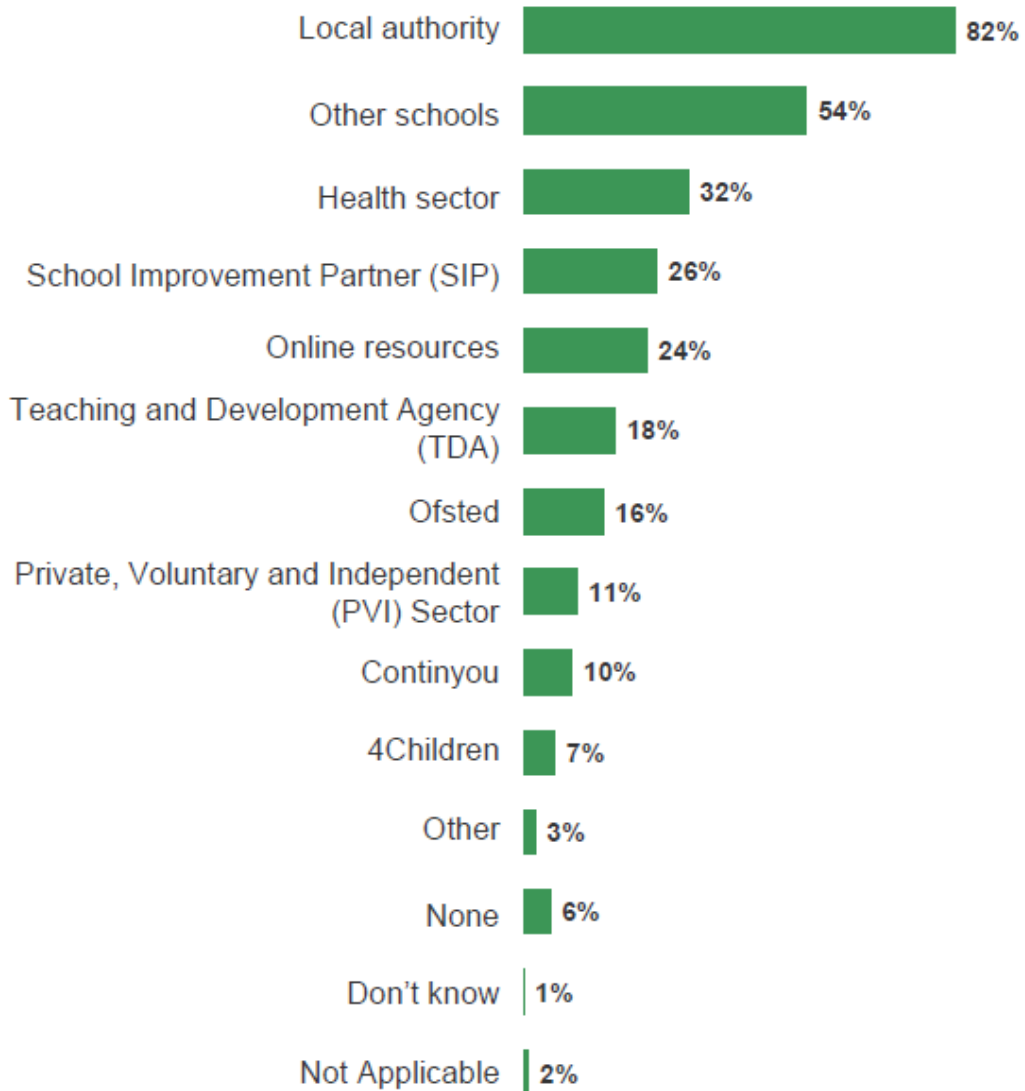
■ Very easy
 ■ Fairly easy
 ■ Neither
 ■ Fairly difficult
 ■ Very difficult
 ■ Don't know

Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

Support to Schools

Support in planning, developing and delivering services

Q Overall, which of the following sources of support have you used to help you plan, develop and deliver extended services?

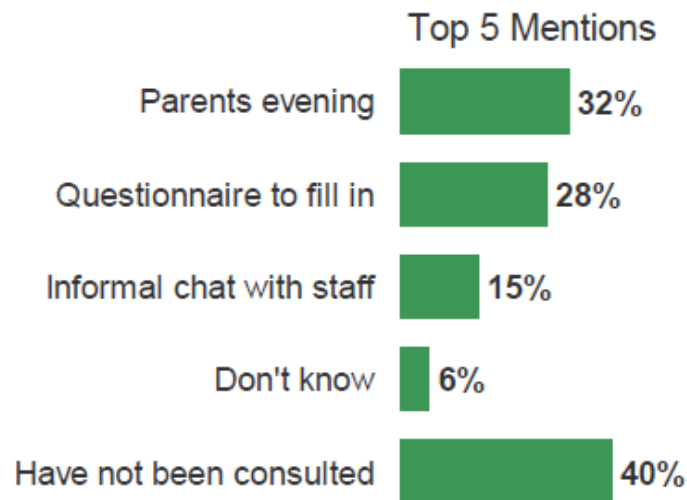


Base: All schools (1901), June–July 2008, Source: Ipsos MORI

Consultation and Knowledge

Consultation with parents

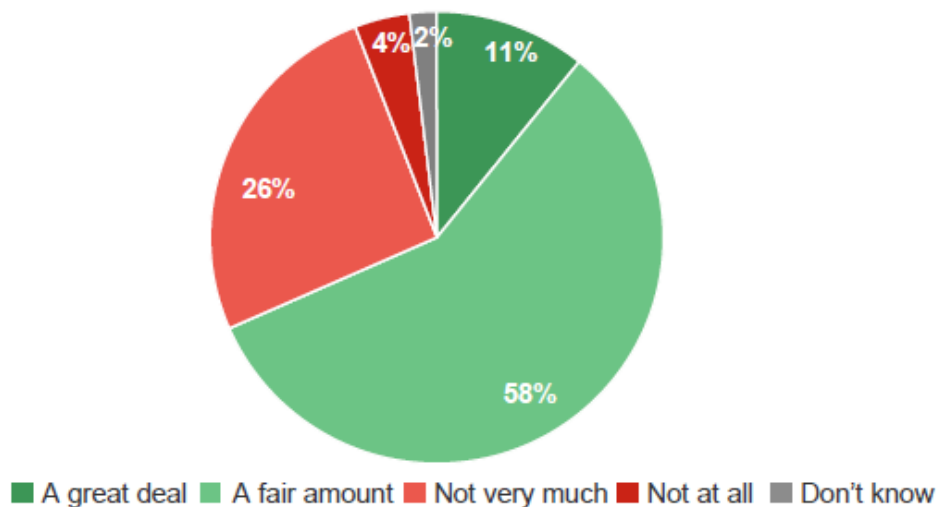
Q As far as you are aware, in what ways, if at all, has the school consulted parents in the last year about the additional services it offers?



Base: All parents (1021), June – August 2008, Source: Ipsos MORI

Listening to young people's views

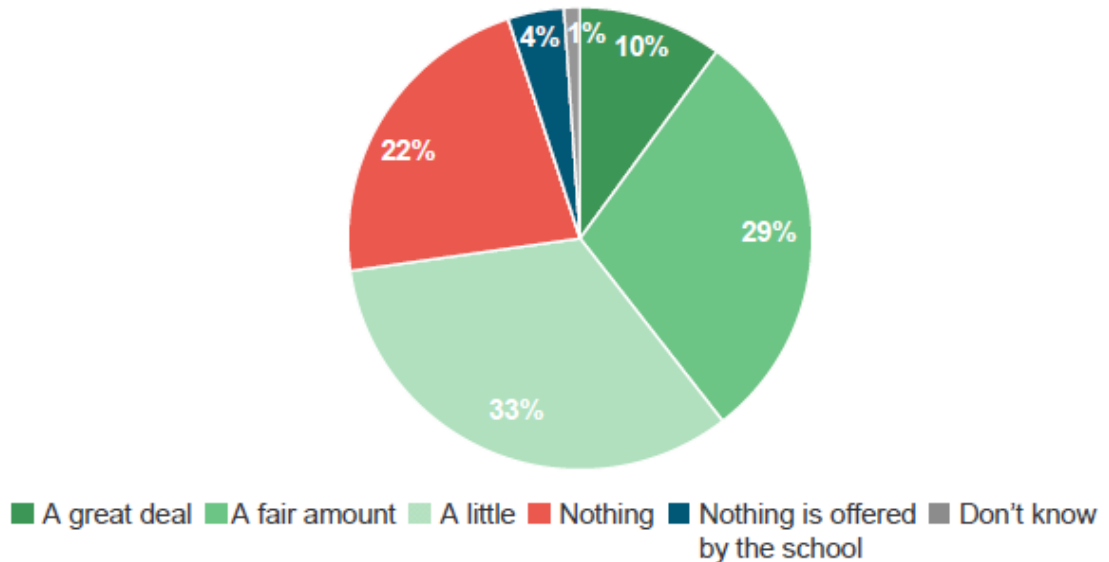
Q How much, if at all, do you think your school listens to young people's views about the activities offered outside lesson times?



Base: All pupils (1,019), June – August 2008, Source: Ipsos MORI

Knowledge of additional services

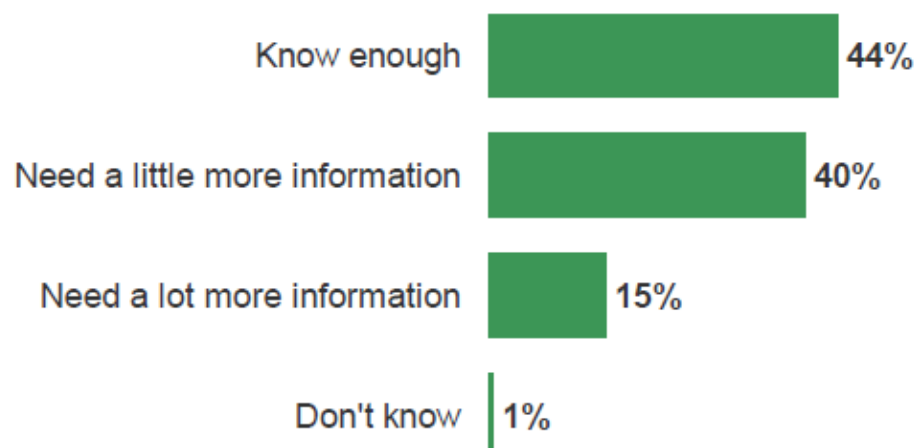
Q How much, if at all, do you feel you know about the types of additional services that your child's school offers?



Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Pupil knowledge of activities

Q Do you know enough about what activities your school offers outside of school time or do you need more information?

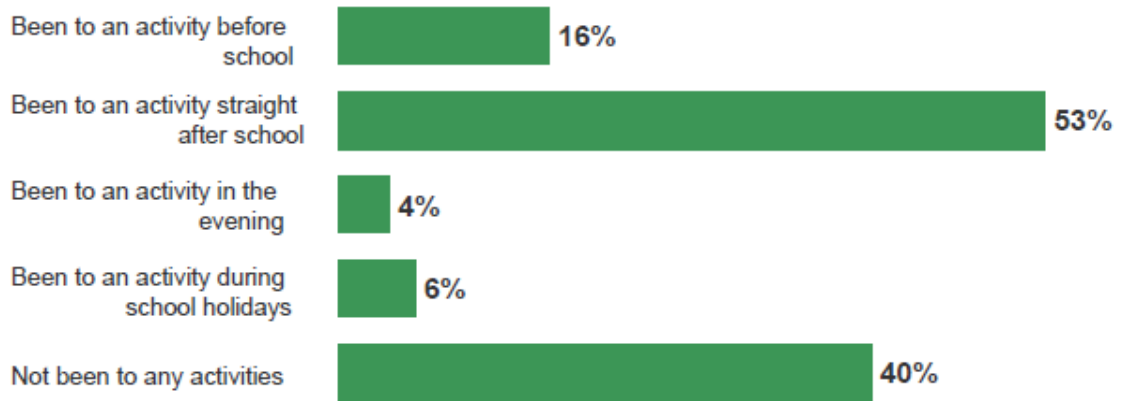


Base: All pupils (1,019), June – August 2008, Source: Ipsos MORI

Usage of Activities

Usage of childcare and activities at various times

- Q Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to before school/straight after school/after 6pm in the evening in the last term?
- Q I'd now like you to think about the activities and childcare services that are offered by the school during the school holidays. Thinking about the last year, in which holidays, if any did your child go to activities or childcare services provided by the school?

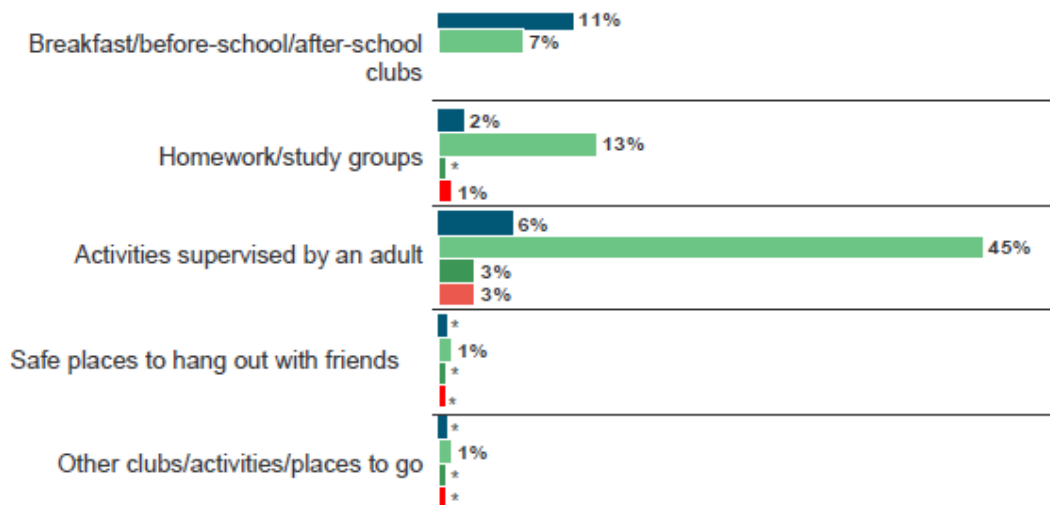


Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Types of activity used

- Q Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to before school/ straight after school/ after 6pm in the last term or during school holidays?

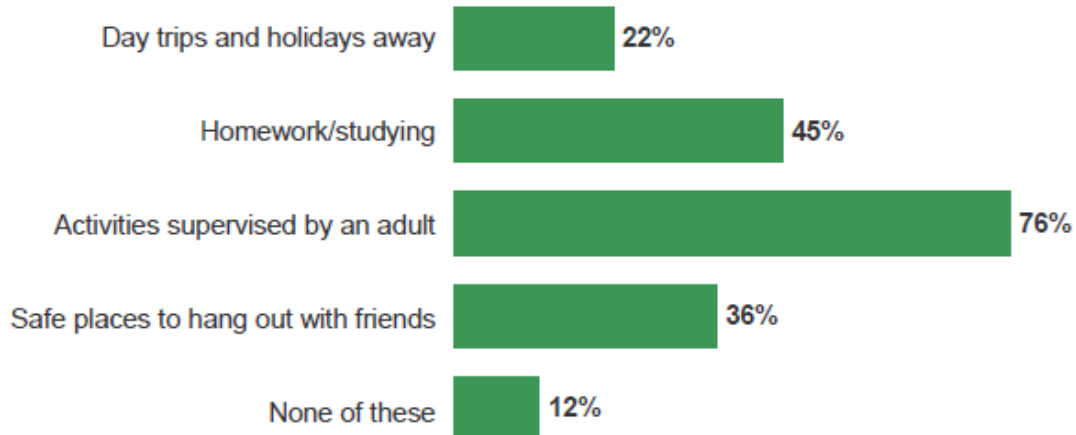
■ % Before school ■ % Straight after school ■ % In the evening ■ % During school holidays



Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Types of activity parents would like to use more

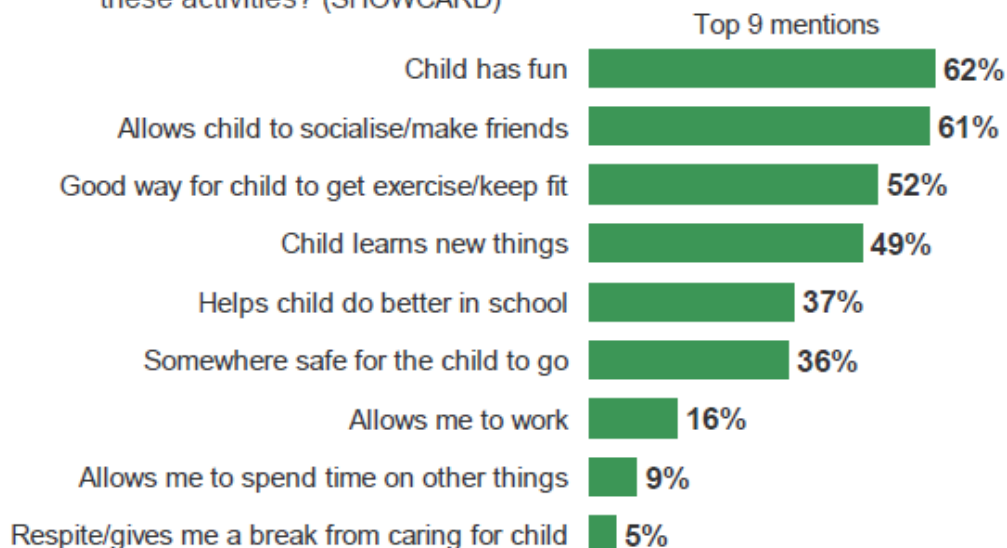
Q Which, if any, of these types of activities would you like your child to use, or to use more than he/she already does?



Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

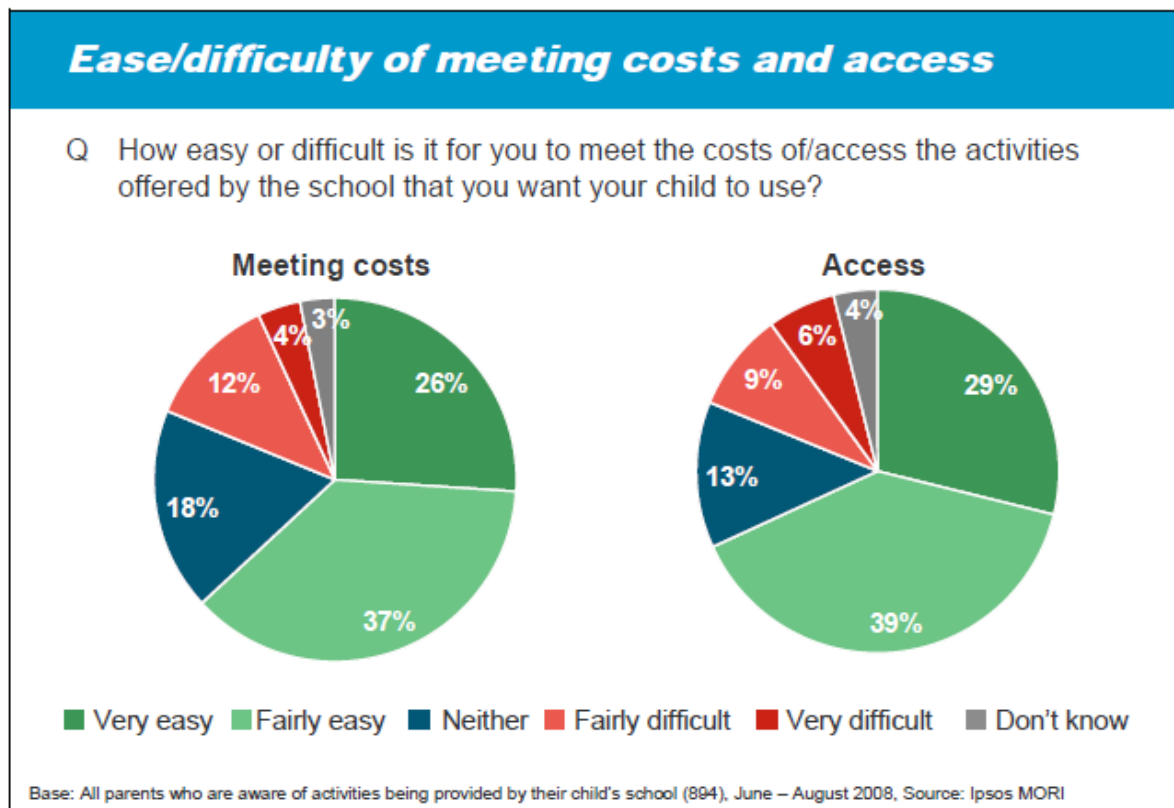
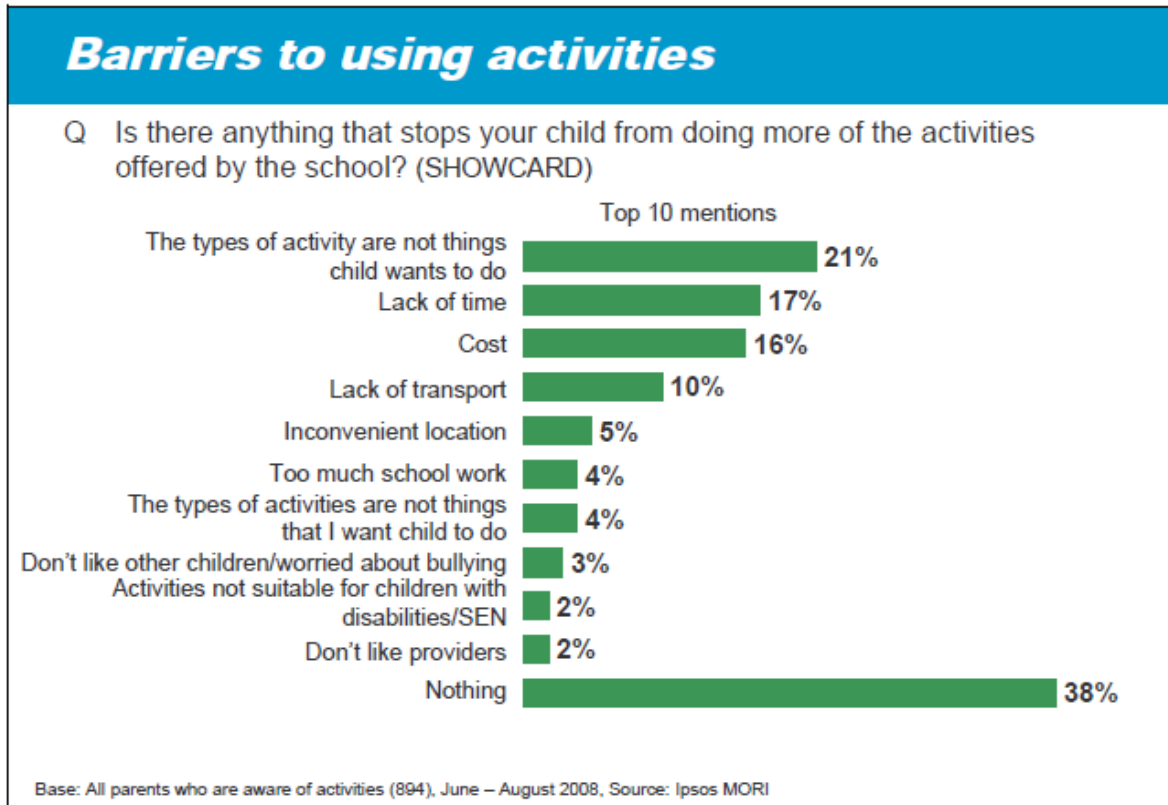
Main benefits of using activities

Q What would you say are the main benefits to you and your child of using these activities? (SHOWCARD)



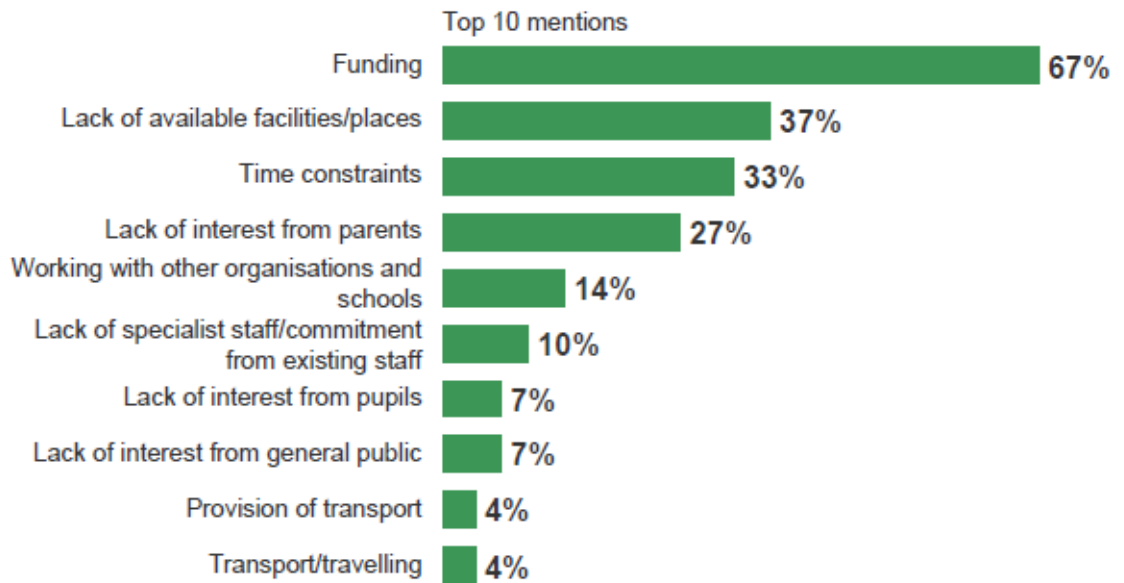
Base: All parents whose child has used any term-time or holiday activities in the last term (597), June – August 2008, Source: Ipsos MORI

Barriers to Using and Delivering Services



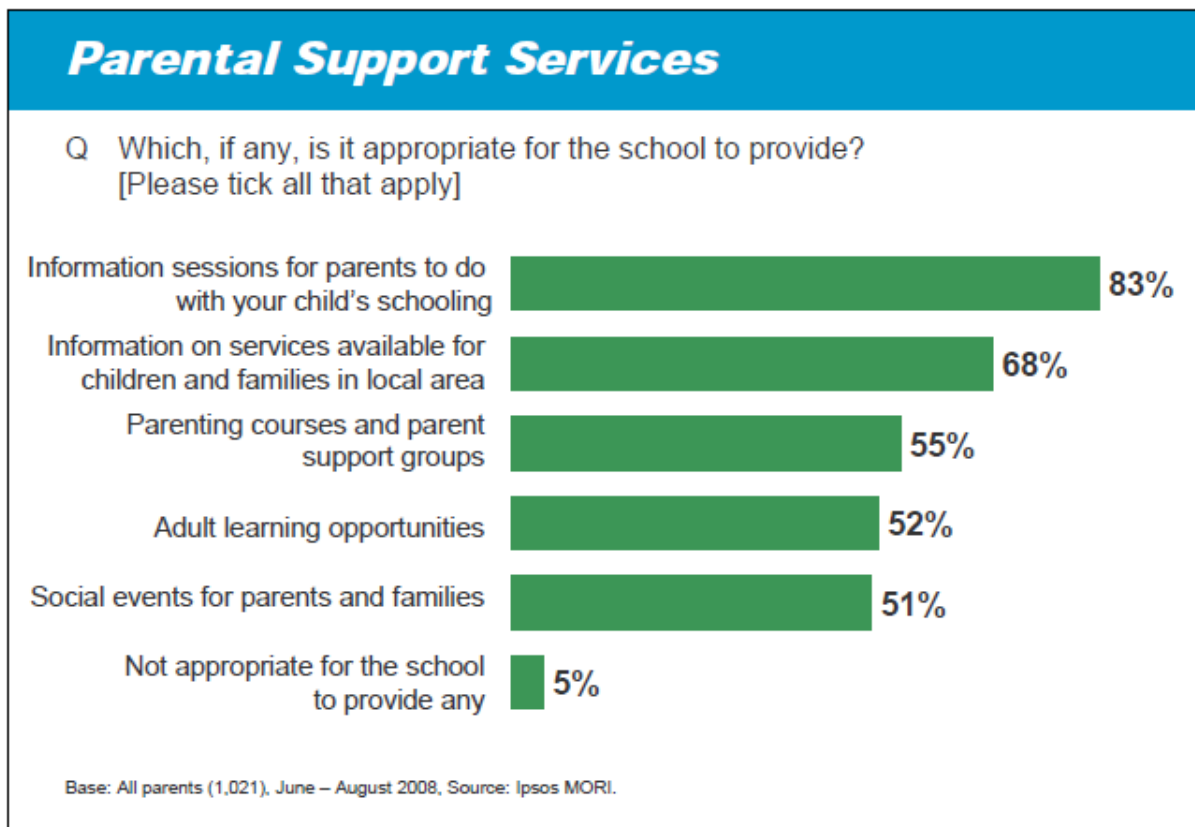
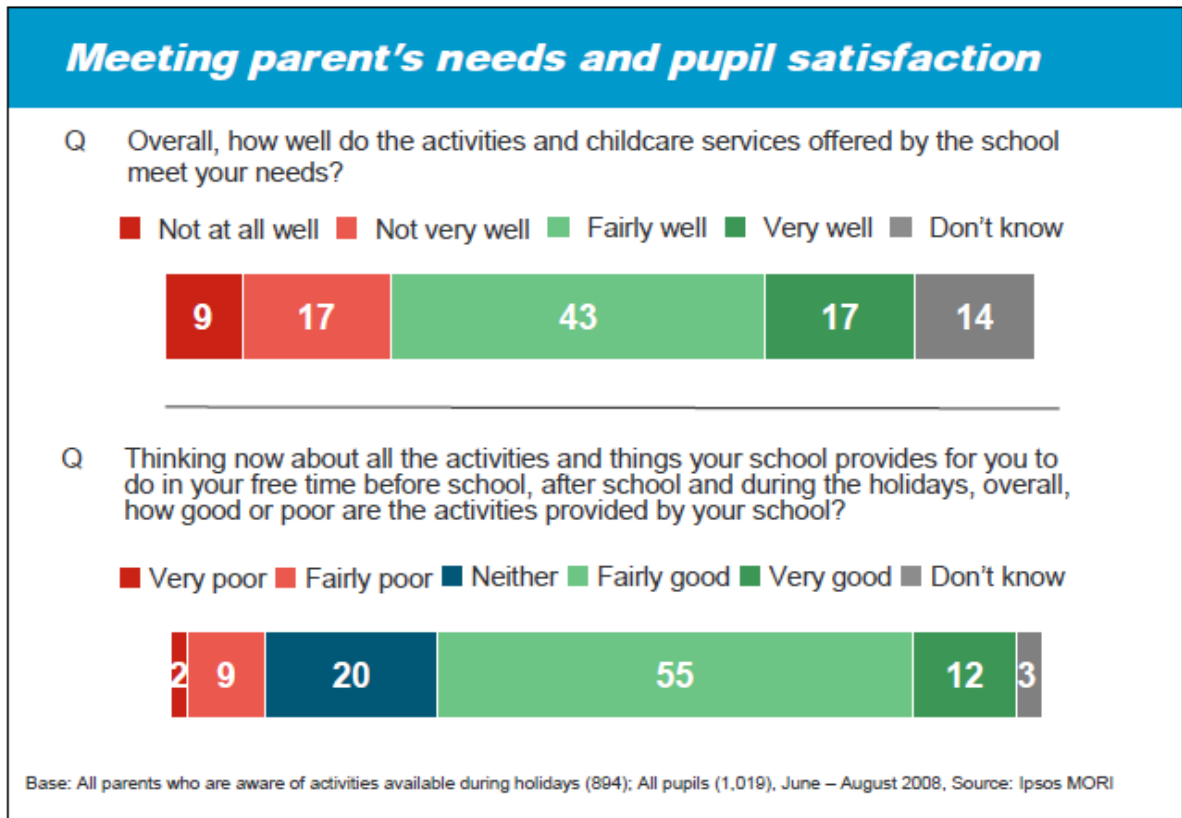
Barriers to developing and delivering services

Q What, if any, would you say are the main barriers to developing and delivering extended services to meet needs?



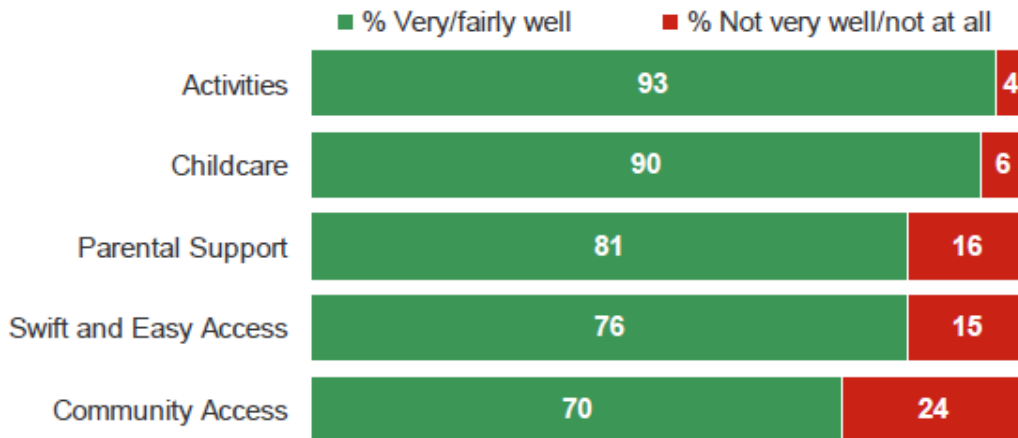
Base: All schools (1,901), June – July 2008, Source: Ipsos MORI

Meeting Needs



Do schools think services meet needs?

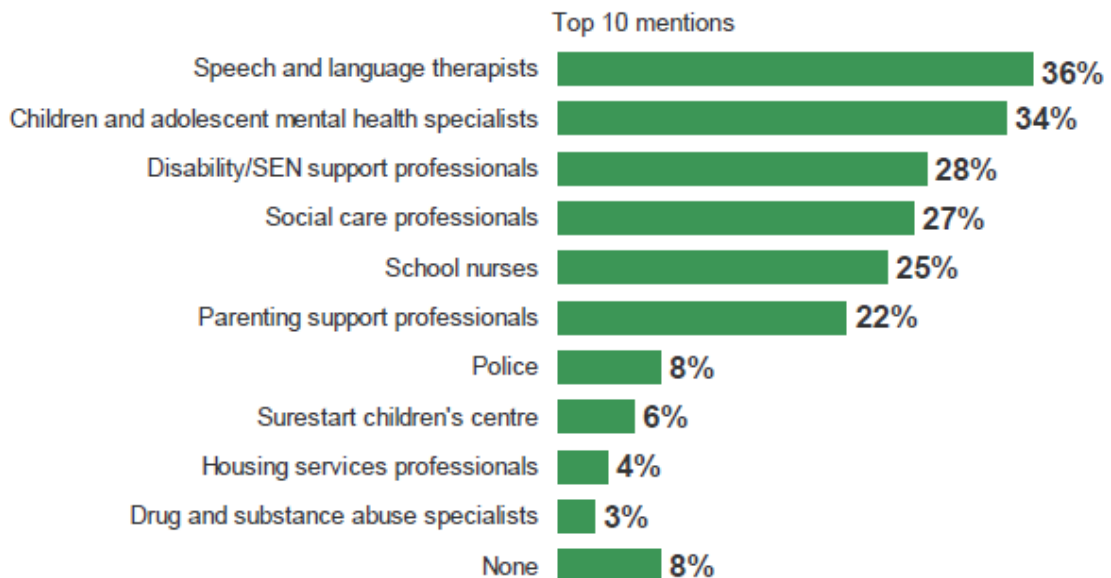
Q For each of the following services you offer, please tell me how well you feel it currently meets needs



Base: All schools providing each service (Activities: 1,600; Childcare: 1,321; Parental Support: 1,352; Swift and Easy Access: 1,422; Community Access: 1,230), June – July 2008, Source: Ipsos MORI

More support from professionals

Q And which two or three of these professionals or services I read out would you like to have more support from?



Base: All schools (1,901), June – July 2008, Source: Ipsos MORI

Extended Services Select Committee

Appendix 4

Community Use of Secondary Schools in Kent project - Briefing

To: Extended Services Select Committee
Cc: Marisa White – Head of Extended Services

From: Sean Carter
Ext: 4987

Date: 9 March 2010

Specific Initiative: Community Use of Secondary Schools in Kent project

Project Aims

- To review the current use of secondary school sites within Kent by the local community for timetabled activities and to identify any areas where demand for facilities is not currently being met
- To identify good practice of community access to school sites across the County and to identify potential barriers which prevent access
- To explore opportunities for co-location and/or dual use of school sites; particularly for those schools in the Building Schools for the Future (BSF) programme and those undergoing development
- To identify ways in which secondary schools could be further marketed as a valuable resource of facilities to be utilised for the benefit of the wider community

The intended outcome is to inform a review of the Kent vision for community use of school sites (particularly Secondary), in the future.

Rationale

Community access to facilities including adult and family learning, ICT and sports facilities is one of the five core elements which make up the core offer of Extended Services.

The Community Schools team (now known as Extended Services) was set up in Kent in 2003 to deliver Cabinet's vision of 'schools at the heart of the community' and the 'school that never sleeps'.

The Extended Services (formerly known as Extended Schools) government agenda is one of the key mechanisms by which the Kent vision has been driven forward and expanded further to provide a wider range of services and activities for children and their families outside of 'core curriculum'. Extended Services is part of the Change for Children agenda and is at the heart of delivery of Every Child Matters. It is one of the main vehicles for local delivery of services for children and their families (in close conjunction with Children's Centres).

The schools in Kent make up a large percentage of the local authority's assets and therefore it is important that these are used to their full potential for maximum benefit to the communities they serve and are located within.

Outcomes

This project has:

- reviewed current community access of secondary school sites
- identified potential gaps in community access of secondary school sites
- consulted with schools to identify enablers and blockers to greater community use of school sites
- explored ways in which awareness can be raised amongst local groups and organization of secondary schools as possible venues for community activities, in turn possibly leading to increased use of these facilities across Kent
- undertaken analysis of Communities Services' delivered through schools
- identified future potential of school sites including possible opportunities for CFE integrated service teams, Communities directorate, District/Borough and Parish councils and Community and Voluntary Groups
- identified possible options to move forward

Further information

The full report will be made available to all Members of the Extended Services Select Committee in due course. For further information, please contact Sean Carter, Extended Services Lead Manager on: 01622 694987 or via sean.carter@kent.gov.uk