

KENT COUNTY COUNCIL

SELECT COMMITTEE - EXTENDED SERVICES

MINUTES of a meeting of the Select Committee - Extended Services held in the Swale 3, Sessions House, County Hall, Maidstone on Friday, 23 April 2010.

PRESENT: Mr R B Burgess (Chairman), Mrs J P Law, Mr R J Parry, Mr K H Pugh, Mr K Smith and Mr M J Vye

IN ATTENDANCE: Miss T Grayell (Democratic Services Officer) and Mr G Romagnuolo (Policy Overview Research Officer)

UNRESTRICTED ITEMS

6. Interview with Marisa White, Head of Extended Services, Kent County Council *(Item 1)*

Please introduce yourself and outline your role and responsibilities.

I am the Head of Extended Services, and Parenting Commissioner. The key areas of my work as Head of Extended Services are:-

- the development of Extended Services in and around schools, in partnership with CFE and other KCC Directorates, and external partners;
- working with schools and partners to develop schools at the heart of their community, and the Government's agenda of developing core offer services to ensure access to a full range of services available by September 2010, including childcare services for children aged 0 – 14 (16 if disabled), information and support for parents, development of study support and out of hours learning and access to school facilities – particularly for Sport, ICT and Arts (where school facilities are suitable and there is an evidenced community need) etc. In some of these areas, my agenda overlaps with, and supports those of, other KCC colleagues;
- Kent Children's University – focused on children at KS2, offering a range of learning experiences outside school to raise children's aspirations;
- 'Playing for Success' – delivered in four centres across Kent, for children at KS2 and KS3, offering learning in a different environment and utilising Sport and ICT to help literacy, numeracy and ICT skills; and
- The Healthy Schools Programme

The key areas of my work as Parenting Commissioner are:-

- development and implementation of the Parent Support Strategy for Kent;
- 'Parents' Voice' - a mechanism to listen to and support parents;
- Family Liaison Officers and Parent Support Advisors; and
- Promoting the engagement of fathers.

In addition I have responsibility for Play. This involves:

- the Play Strategy for Kent, which is being developed with District Councils and is out for consultation at the moment; and
- the implementation of the Government funded Play Builder Programme, developed with District and Parish Councils, and the voluntary sector to improve and expand play sites and opportunities for children across Kent.

The literacy and numeracy results for KS2 are not good. How do you think the Kent Children's University (KCU) will help these?

This is definitely an area for improvement, as we have identified a gap in attainment in literacy and numeracy in the past two years. Extended Services is often seen as a bolt-on, and people do not see its potential role and range of influence. They have not seen it as a key contributor to improve standards. Both KCU and Playing For Success were identified as having the potential to have a positive impact on standards in these areas, but it has been a challenge to make sure schools understand the aims of the programme and are able to make informed decisions about referring pupils there, are clear on their expectations for these pupils, share their pupil data with the programme managers and are able to measure the impact of it effectively. This has been a challenge but we have recently started making progress on this. Partners had previously understood the role of the KCU and the Playing for Success centres but had not made full use of it.

Extended Services is a very complex subject. Does the Extended Services team produce strategy documents?

The central Extended Services team produces policy guidance and strategy documents and gives advice on the model for best practice. We produce a business plan and operating plan every year to shape partnership work. Our plans also take account of, and contribute to, the local Children's and Young People's Plan (CYPP), which translates the strategy into work on the ground. Close interweaving of plans can help Extended Services not to be seen as bolt-on. A Head Teacher who is at the forefront of ES developments said recently that it has taken his school 5 – 10 years for the range of initiatives around Extended Services to come together and co-ordinate, and become the established way to do things and have a clear and demonstrable impact.

How do you engage parents at the 'coalface'?

We have a range of approaches for engaging parents. In 2004 we inherited 112 Family Liaison Officers (FLOs) from the Kent Children's Fund, and there are now 240 FLOs and Parent Support Advisers located in schools and partnerships. Their role in schools is to work with parents to offer support to deal with a range of issues, to build trust with parents and signpost them to the services they need. For instance, to encourage parents into a family literacy programme, a FLO needs to be imaginative and innovative in the way they approach parents, subtle in the way in which they title the event, and build up trust and confidence. We now have Parents' groups in every Partnership and some of these have a say in the development and delivery of the Local CYPP.

These are difficult, changing times. How do you evaluate services and how best to deliver them, and identify the tangible outcomes of ES?

Delivery and outcomes of Extended Services are evaluated at a local level against the Local CYPP and some individual programmes (particularly around study support and transition) are also evaluated, but there is not one universal monitoring system due to the wide range of interventions and services. **Please can you give the Select Committee some written details of the evaluation methods?**

What is your budget and resources for delivering all this work? And how do you decide if money is being spent wisely? How do you measure success?

There are 12 different budget headings, and the budget is complex. I will send the Select Committee a list of the 12 headings, and a guidance document which we

prepare for the Partnerships. I am happy to respond to any detailed questions Members have once they have read these documents.

Progress can be seen in specific areas, in terms of outcomes of projects, and can also be broad, in terms of progress towards achieving sustainability. I will send the Select Committee a section of the operating plan which deals with monitoring.

How do you select young people to take part in the Kent Children's University?

There is a self-nomination mechanism for young people for the KCU, but we do seek a mix of participants. And FLOs have a key role in encouraging engagement with children whom we would want to target most.

What are the challenges in developing and delivering Extended Services?

There are a number of practical challenges:-

- rural access and transport services;
- disabled children's access; some work has been done on this but more is needed;
- the capacity of a school. Schools group together to maximise their capacity and ability to host Extended Services but this takes time and investment in partnerships and working relationships as well as dealing with the practical side of setting up and delivering programmes and services;
- Head Teachers' perceptions and judgments of the quality and suitability of their facilities for Extended Services and those available within their local communities;
- some schools want to compete with each other to host Extended Services as it can be seen as attractive to parents and lead to increased applications; and
- where money is tighter, delivery of Extended Services is heavily reliant on the community voluntary sector, and their infrastructure is more liable to be affected by changes to funding or personnel and this effects the sustainability of Extended Services.

What about the challenges in engaging parents? What about those who do not want to be engaged?

However far engagement is broadened, there will always be an element who will avoid engaging with it. This is a similar challenge for Children's Centres. Perhaps the Select Committee could help address this in its recommendations?

How will the reorganisation of CFE affect the structure of the Extended Services team?

I can send the Select Committee full details, but to summarise:-

The Extended Services central team will be reduced. Extended Services Development Managers will cease to exist, in some Partnerships they have recruited Extended Services co-ordinators utilising their Standards Funds. Where these exist they will remain until the end of August 2011 when the grant comes to an end. Line management of these posts is under discussion as part of the reorganisation of CFE. There will be a small central team managed by a post entitled "Extended Learning Manager". This post will have responsibility for Healthy Schools, Out of Hours Learning and Study Support, including the four Playing for Success Centres and Kent Children's University, as well as having an overview of Extended Services sustainability and quality across the County. The number of Extended Services co-ordinators varies across areas, and the way they are organised differs. Their new responsibilities, and how Extended Services will be supported in an area if there are

no co-ordinators, is still being worked through with schools in those localities. The responsibility for Parenting support will move to the Commissioning and Partnerships Group and the responsibility for FLOs and Parent Support Advisers will transfer to Specialist Children's Services as part of the support to the preventative agenda (Prevention will be lead through the Director for Specialist Children's Services). The responsibility for Play and where this lies in the new structure is still under discussion.

The core offer is now starting to have an effect. At the Sheppey Academy, in an area of high deprivation where many parents cannot read, progress was starting to be made. Will this focus be lost in the reorganisation? Too many children arrive at secondary school age not being able to read, and what I have just heard about the changes to Extended Services under the reorganisation is very disappointing.

You have said that there are different ways to approach Extended Services in each area. How do you assess what is happening, and to what extent can you steer what goes on in each area?

I am very concerned about the current proposals for what will happen when the funding comes to an end in 2011. Some work has been brought forward. Our original sustainability plans are no longer fit for purpose, so are being reviewed, and we have to provide a new robust framework for local Children's Trusts. Having staff in different locations, working in different ways, will be a challenge but we are working to look at how best to utilise this and build up school expertise.

What initiatives and strategies can KCC implement to ensure the sustainability of Extended Services into the future, and what general initiatives and policies should KCC adopt to enhance Extended Services in the county?

Extended Services has strengths and challenges, and we can't realistically contribute to everything. Its effects are sometimes difficult to evidence, and it can be stretched too far. To answer the question, it is necessary to look at the crucial components, and priorities; building trust in the community, focussing effort to get the most impact. CFE will look at the complex picture of schools' relationships and assess what part Extended Services could play in these relationships and in meeting priorities.

How would you approach schools which resist Extended Services?

Schools can be divided into three groups, based on the way they respond to the concept of Extended Services; one group will be accepting and seek support to go forward, one group will be keen but doubt their ability and capacity to accommodate Extended Services, and the last group will not want anything to do with it. The number in the final group is reducing, with some going ahead reluctantly, but there are still some which resist. The role of the Extended Services team is to address the issues and challenges which are raised by schools, and help them to challenge their concerns and preconceptions.

When introducing Extended Services, how do you identify what is a priority, what works and doesn't work, and what is sustainable?

Establishing good Extended Services is a long term project, and we would have to look ahead over a 5 to 10 year period to see it bed in fully. It is also necessary to have an exit strategy and we need to ensure that it is supporting key priorities, both for schools, KCC and key partners. Only then will there be support for sustainability.

7. Interview with Des Crilley, Director of Communities Cultural Services, and Nigel Baker, Head of Youth Service and Communities Directorate Extended Services Lead Officer, KCC

(Item 2)

Please introduce yourselves and outline your roles and responsibilities.

(DC) I am the Director of Cultural Services, responsible for Library, Arts and Sports Services, and Adult Education.

(NB) I am the Head of the Kent Youth Service and the Lead Officer for Extended Services, and oversee the countywide delivery of youth work.

Please give a strategic overview of the services you manage and how these services impact on Extended Services in Kent.

(DC) My services support the provision of Extended Services in schools in the following ways:-

- we advise on planning, eg for sports development and arts development;
- we advise on books and libraries, and on a range of skills provision;
- we act as a conduit or link between schools and the voluntary sector, and strengthen links between schools and communities;
- we have a quality assurance role, eg in sports provision, as in the Find New Talent programme in Shepway;
- I see our developmental role being broad, covering other aspects of a child's life apart from school, eg parenting training and skills development;
- we aim to broaden the impact of schools – eg 7000 people have so far taken part in Family Learning, which includes literacy, numeracy and communication skills;
- we support doorstep libraries, and support parents to read to and with their children;
- we support initiatives like Bookstart, which provides a book for every child born in Kent;
- we extend the possibilities in schools for competitive sports. Last year, 30,000 school children took part in the Kent School Games, which were the biggest such games in Europe; and
- we have an integrating role in delivering English for Speakers of Other Languages in the community.

Overall, we are involved in some very promising work, which will have increased significance in the future. Our starting point is to look at the child in the context of the family and community around them.

In your role as sports providers, are you involved with Sport England? Do you expect your role to increase in the lead-up to the 2012 Olympics?

(DC) Yes. Kent is the beacon authority for Olympic sports development in the UK, due to its leadership and the high standard of work going on here.

Does Cultural Services include drama and heritage?

(DC) Yes, we support art and drama in schools. Some is provided as a matter of course, while other provision is in response to requests from schools.

What is your view of Total Place? How would you achieve integrated Directorates to benefit from this?

(DC) We already work in the Total Place way across our own Directorate and with other directorates. This linking makes it easier to add value, and has increased over the last two years. We have many joint capital programmes with other units.

How do links work in the Districts - for instance, the Youth Service linking with the Children's Trust?

(DC) These links work well locally as they are on a small scale.

Please describe the structure of the Youth Service and the ways in which the Youth Service is involved in providing Extended Services in Kent.

(NB) We currently have six operational areas, each one relating to two District Council areas across Kent, but will be reviewing the structure soon. There is an Area Youth Officer in each area, who manages the frontline delivery of youth services. East and West Kent each have an Assistant Head of Service; a third Assistant Head of Service is responsible for Policy and Standards across the Service. I will send the Select Committee a chart showing the full structure.

The Youth Service includes a diverse range of models:-

- 33 Youth Centres;
- 17 street-based, known as 'detached', projects, which are not based in youth centres;
- 17 school-based Community Youth Tutors (CYT);
- Residential Outdoor Education Centres – eg Swattenden, Kent Mountain Centre;
- Youth workers seconded to the 16plus Service Working with young people who are leaving care;
- Youth workers are included in Crime and Disorder Reduction Partnerships (CDRPs), which is a good model of partnership working;
- Projects such as The GR@ND in Gravesend, run in partnership with Gravesham Borough Council, Parklife in Herne Bay and 'HOUSE'; and
- Partnership working has a key role to play in the Youth Service, and the Service is commissioning work in this sector with a value of £400,000 in 2010/11.

Extended Services are a good focal point of Youth Service work, as many youth workers are placed within secondary schools (via the Community Youth Tutor model described earlier). Extended Services with other schools are in various stages of development across the county, and a good example is at Homewood School in Tenterden.

The Youth Service has varying relationships with the Borough and District Councils of Kent, and a good example is with Tonbridge and Malling and its Y2Crew holiday programme. Kent Youth Service is hosting EuroCamp in July 2010, with 240 young people attending from the 12 districts of Kent and 12 European countries. Plans are also developing for the Youth Service to organise and deliver GlobalCamp in 2012, drawing young people from every continent and timed to coincide with London 2012.

Many youth centres are located on school sites, arising from an extensive building programme in the 1980s, and good examples of this are at Archers Court, Mascalls and Holmesdale Community College. These are independent centres run by the Youth Service. The relationships they have with the host schools vary, and unfortunately are not always good.

The Community Youth Tutor model has been developed over the last 6/7 years, with youth workers being placed in school during the day for 40% of their total working hours to help deliver PSHE, and to work with the school council and young people who are at risk of exclusion etc. The rest of their time delivers Breakfast Clubs, After School sessions, evening youth work sessions and extensive holiday programmes, including residential work with young people. There are presently 17 CYTs based in host schools or academies. The relationship with the Head Teacher of a school or academy is key to the success of the CYT arrangement, and is more important than the style of the school. CYT posts are funded jointly by the Youth Service and the host school – 60% by the Youth Service, 40% by the school. Unfortunately, a small number of schools have deleted this service as part of budget cuts.

What provision is there in West Kent?

(NB) There is not so much Youth Service activity in West Kent, and we would seek to increase this. The 33 youth centres in Kent are historically placed but are well placed, so there isn't an issue about moving them to new locations – we just need more of them. The Youth Capital Fund might have helped develop some more, but this is due to end in March 2011. We have worked to fill the gap in provision in West Kent by using more detached youth workers and work with the voluntary sector (third sector). If resource can be identified to increase available resource, the Community Youth Tutor model will be developed.

How are Community Wardens involved in ES?

(NB) There are examples of good working between the Youth Service and Community Wardens. They set up youth clubs and youth projects as part of their work, with support from my team.

What is the role of Youth Advisory Groups (YAGs) and how successful are they?

(NB) A recent review of YAGs supports their role in overseeing development on young people's services at district level through a multi-agency approach. The review also recommended that the groups need to improve their processes of youth engagement, whilst recognising that consultation with young people also takes place via school councils, District/Borough Youth Forums, the KYCC, etc. I will send the Select Committee a copy of the review guidelines for YAGs.

What are the main challenges when developing ES, and how will you overcome them?

(DC) The main challenges are:-

- the power of Head Teachers: this can be both a force for good and a source of some difficulty;
- the difficulty of achieving strategic engagement as you want it;
- the fact that all HEAD TEACHERS relate to their communities in different ways;
- getting a sense of agreement of what good Extended Services should look like; and
- diverse funding streams can be disruptive.

But many things go right with the delivery of Extended Services. We need to be better at gathering evidence of successes and spreading good practice, to make Extended Services sustainable.

What links are there with School Improvement Plans (SIPs)? These measure academic improvement, but other things are important too.

(DC) There are no strategic links between Extended Services and SIPs. Links happen incidentally.

Can you set out some bullet points for best practice?

(DC and NB) We will send these to the Select Committee. *Subsequently supplied.*

There are three things which make the difference between a school getting a 'good' rating and an 'excellent' rating from Ofsted; community engagement, truancy rates and drop-out rates. Getting involved in drama can help develop literacy and numeracy skills, and stretch a child's imagination.

(NB) Young People's development is not just about schools but about their lives outside school. The Youth Service works mostly outside school hours, and delivers a wide-ranging curriculum offer to young people as an integral part of its offer, including sports, arts and other personal development programmes designed to support their transition to adulthood. I hope the Select Committee will bear this in mind when making recommendations, as this is very important.

Who benefits from Extended Services and who doesn't? And what can KCC do to help?

(NB)

- in some schools, 85% of pupils travel some distance home from their schools at the end of the day, and if they are going to a community which does not have any facilities for them, or schools that do not welcome them, they will not benefit from Extended Services;
- addressing the provision of activities where a child lives would spread the benefit;
- some schools specify that only pupils who attend their school will be admitted to take part in Extended Services activities, and this excludes others in the community from benefitting. We would seek access to Extended Services by age, not by membership of a school; and
- further development of the CYT model would help, as 60% of their work is done outside the school day.

So far we have only spoken about schools, but communities include people of all ages.

(DC) Yes, that is a good point. We need to engage more older people, via Adult Education and in other ways. We will need to look into how best to do this. However, 60% of Adult Education courses are provided in the day time, so could not be based at school premises, as evening courses could.

(DC) To sum up, my dream would be to have a community champion on the governing body of every school in Kent.

(NB) Since 2007, the KCC has had a statutory duty to provide positive activities for young people, and these need to be linked to Extended Services.

8. Interview with Sean Carter, Project Lead for the 'Community Use of Schools' Project, and Extended Services Lead Manager, KCC (Item 3)

Please introduce yourself and outline your role and responsibilities.

I am the Extended Services Lead Manager in CFE, and also have responsibility for Healthy Schools. I was recently the project lead of the Community Use of Schools (CUS) project. Members have a copy of the project report.

The project arose out of a desire to review the community use element of the core offer and the impact that extended services had had in increasing the use of secondary school sites for community use. The project focussed on structured community use of school premises. It links to Total Place, as the project suggests that the appropriate way forward, and the way that the Extended Services team has worked to date, is to work with the community and local partners to assess the facilities which are needed in a community and asks how local schools might be able to help meet them. The aim is not to endanger other providers of community activities, such as village halls, but to identify gaps and assess the ability of schools to fill these gaps. As part of the project, survey work was undertaken with schools and was overseen by a steering group, with representatives from schools, CFE and other KCC directorates.

What could the CUS project achieve in terms of extended services?

The aim was to explore greater structured and organised use of school sites, working with partners, and to highlight the opportunities and challenges for developing areas of the premises that the school could use in the day and the community could use outside school hours.

Have academies embraced community use?

Some have. The historic relationship which exists between a school and its community affects the way both parties might view any kind of link, like extended services.

In its options for moving forward, the CUS document recommends identifying the facilities which are available at a school and how these can be marketed for Extended Services use, and the need to lease facilities at a market rate.

For some schools we do not have complete information about the full range of facilities available. Some work needs to be done on this, and on the issue of tracking the level of lettings happening on school sites at any point in time. I don't know how feasible this work will be with the resources I have available.

Some facilities and organisations promote using the letting fee paid by one user, perhaps a commercial enterprise, to cover or reduce the costs to other users, perhaps volunteer bodies. Is there anything to stop a school adopting this model?

No, as long as community use of the school does not deplete the school's own funds. A commercial hirer could pay a commercial rate to hire the premises, and this would cover the initial costs of opening up the building and employing the caretaker. While the premises are open, other users who are not able to pay such a rate can use other parts of the premises at a 'subsidised', reduced rate. It is possible to learn much from the arrangements which have been trialled in various premises, eg PFI schools

such as Swan Valley. I have discussed this with KCC Commercial Services to see if this model can be used to encourage community use of school sites.

Herne Bay High School PFI has developed its sports facilities for community use. Please could you supply the Select Committee with a briefing of other examples of best practice and what can be achieved?

Yes. I am happy to arrange for this to be done and brought back to the Select Committee.

What are the challenges and barriers to increased community use of school premises?

Much school building stock was not built with wider community use in mind, and its layout and facilities, eg toilets and changing rooms, are not suitable for public use. In Building Schools for the Future (BSF), a key part of the plans has to cover how the premises would lend themselves to community use. For primary schools, some funding is available to address small issues, such as increasing the security of a school site or changing the access point. Many district and borough councils do marketing to promote their facilities to the community, often by using a database of community facilities. One option could be about making schools aware of the opportunities to link into this. The information available is not necessarily new, but could just be combined or used differently. The quality of some school facilities remains an obstacle and would need some investment.

What investment is available? Is there some funding that schools are not aware of?

There has been Extended Services capital funding for primary school for a few years, but this is only £600,000 this financial year for the whole county. Schools have benefitted from investment to increase disabled access, for example, or to make small improvements such as adding a sink. Under BSF, these improvements will be built in from the start.

The CUS report is concerned only with secondary schools. Are there plans to do the same for primary schools? We should not ignore the resources available in our primary schools.

There is a piece of work to be done in the future about primary schools. We did involve some primary school colleagues in the forums for the CUS project, and we found that many of the issues in secondary schools are shared by primary schools.

How does the level of KCC control over secondary schools and primary schools differ?

We do not have any more control over primary schools than we do over secondary, as the authority to run a school is delegated to the governing body.

Can we lobby Ofsted to make 'community engagement' a more prominent part of a school's inspection?

In Ofsted inspections, schools are asked questions about 'community cohesion'.

As part of the planning process for BSF, is there any template for community use?

No. Funding for BSF is calculated in terms of classroom space. To benefit community use, designed space would need to be more flexible and capable of being used for classroom teaching as well as other activities.

Is the KCC pushing, or could it push, for specific space/features in BSF plans to allow future community use?

Yes.

Could Select Committee Members attend a Governors' meeting at which BSF plans are being discussed, to see the issues involved at the planning stage?

Yes, this is feasible. It would help if other local partners were involved in this process at an earlier stage.

We have been told that Head Teachers have power in a school but it is the governing body which runs it. So should those wishing to introduce Extended Services/Community use of the school talk to the governing body instead?

This would have to be by the invitation of the governing body.

In new school provision under BSF, we could think bigger. Partners could work with KCC, and regeneration colleagues could link in to the BSF agenda. It would be helpful for the Select Committee to have a briefing paper on best practice and the KCC's role.

A good example of what can be done is at Canterbury High School, where a community space has been designed in a new building. The school also has a Community Youth Tutor scheme.

How can KCC ensure sustainable and effective Extended Services into the future, given that government funding is due to end in March 2011?

To date, we have had the core offer from the government and had our ability to meet it measured. This core offer gives the framework for discussions between schools and partner organisations, including other schools, to optimise the scope for working together. I feel that there is now a clear opportunity for KCC to identify its own Kent version of the core offer to give schools clear direction and vision for the future, to achieve the best progress for the benefit of children, young people and the community with the resources available.

Much of the work done on Extended Services has been about working in partnership and contributing funding to work with partners and other KCC directorates and teams, eg Bookstart and Y2Crew jointly with Extended Services and Libraries and Extended Services and the Youth Service, respectively. Extended Services is key, but with my team in an enabler role, linking with others.