



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Wednesday, 12th May, 2010, at 2.00 pm

**Swale 3, Sessions House, County Hall,
Maidstone**

Ask for: **Theresa Grayell/
Gaetano Romagnuolo**
Telephone **(01622) 694277/694292**

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

Membership

Mr R B Burgess (Chairman), Mrs A D Allen, 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)

2.00 - 2.45 Interview with Simon Smith, Director of Sport, Castle Community College, Deal (Pages 1 - 6)

3.00 - 3.45 Interview with Martin Absolom, Head Teacher, Oakley Special School, Tunbridge Wells (Pages 7 - 10)

4.00 - 4.45 Interview with Heather Kemp, Head Teacher, Holy Trinity and St John's Primary School, Margate (Pages 11 - 16)

Three additional briefing documents are attached as background reading for today's session: (Pages 17 - 50)

- ATL Position Statement on Extended Services
- Delivering Extended Services
- Building a 21st Century School System - Summary

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)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

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

Tuesday, 4 May 2010

EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday 12 May 2010

Simon Smith, Director of Sport, Castle Community College, Deal

Biography

Simon is the Assistant Principal and Director of Specialism at Castle Community College in Deal. Simon also holds responsibilities with regard to Extended Schools, Healthy Schools, Health & Safety and Safeguarding.

As a Sports College the school is at the hub site of the Dover District School Sport Partnership and Simon line manages Elaine Head, the Partnership Development Manager.

Simon has worked at Castle Community College for five years; previously he was Head of PE at Chatham Grammar School for Boys in Ramsgate. He is very passionate about sport both on and off the field of play!

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday 12 May 2010

Simon Smith, Director of Sport, Castle Community College, Deal

Additional Information

Castle Community College

Castle Community College is an 'Advanced' Extended School, and hosts Kent Adult Education, "Tree Tops" Nursery and Deal Town Rangers Football Club on its site.

Provision for extended services is excellent; during term time there are many extra curricular clubs available for pupils, and in holidays clubs and activities are provided. The site is usually open until 10pm every night for Adult Learning and Sports Activities, the new facility with *Astroturf* flooring is used by many community groups (approximately 600 people per week) and has proved to be a very successful addition to the College's facilities.

Castle was one of the lead schools in the DES (Dover Extended Services) project, in which all schools in the Dover District successfully achieved 'Established' status for Quality in Extended schools (QES), a national accreditation. The schools worked collaboratively to give children and families a quality extended service, and are now working together towards 'Advanced' status.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday, 12th May, 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Simon Smith, Director of Sport, Castle Community College, Deal

- Please introduce yourself and describe the roles and responsibilities that your post involves.
- Please outline the extended services Castle Community College offers to its pupils and to the local community.
- In your view, does the provision of extended services help improve educational attainment? In your experience, are there any other benefits that extended services bring about for pupils and for the local community?
- In your view, what are the main economic, legal, social and operational challenges – if any – for the College, when providing extended services to the local community?
- In your opinion, in what ways can these challenges be overcome?
- In your view, which groups of Kent residents benefit most from the provision of extended services? Are there any particular groups of Kent residents who, in your view, find it more difficult to access extended services? If so, why?
- In your view, in what ways can pupil participation in extended services activities be increased?
- In what ways, if any, may the reduction of Government funding for Extended Services in future years affect the extended services Castle Community College provides?

- In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?
- In your view, in what ways, if any, can collaboration between Kent County Council, schools and external partners, such as those in the voluntary and private sector, be made more effective when providing Extended Services?
- Are there any issues or questions in relation to extended services that you would like to raise with the Select Committee?

EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday 12 May 2010

Martin Absolom, Principal, Oakley Special School, Tunbridge Wells

Biography

Martin Absolom is the Principal of Oakley Special School, in Tunbridge Wells.

Martin began teaching in 1976, completing two years as a teacher in a mainstream school, before working until today in Special Education. He was also employed in part-time youth work in the Inner London Education Authority for a number of years at the beginning of his career.

In 1990 Martin moved to Kent and became Deputy Headteacher of the Harbour School in Dover. In 1996 he trained as an OFSTED inspector, before returning to teaching in 1997.

In 1998 Martin was seconded to a school in special measures, and was subsequently appointed as Headteacher, but the school was closed in 2000. He was appointed again to head an amalgamated new school, Oakley – a school which was reorganised and rebuilt on 2 sites 7 miles apart in the Tunbridge Wells area. Under Martin's leadership the school has gone from strength to strength, despite a number of challenges. The development has been complemented by widening partnerships and extending services.

In 2006 the Oakley school was re-designated again, and it was promised to re-build it on one site, but the plan was hindered as a result of the financial crisis. In January 2010 the school achieved a successful OFSTED inspection review.

Martin is married and has 4 children aged between 18 and 31, one of whom has severe cerebral palsy, communication, learning difficulties and challenging behaviour.

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Themes and Questions

Martin Absolom, Principal, Oakley Special School, Tunbridge Wells

- Please introduce yourself and outline the responsibilities that your post involves.
- Please outline the extended services that Oakley Special School offers, and the ways these services are structured and delivered. Why did the school pursue an extended services pilot initiative?
- Are the extended services offered by Oakley Special School delivered in collaboration with other agencies? If so, who else is involved in the provision of extended services in the School? How do you rate the level of collaboration?
- In your experience, what are the main benefits resulting from the provision of extended services?
- In your view, what are the main economic, legal, social and operational challenges – if any – for the School, when providing extended services (for example, with regard to transport, expansion and equality of access)?
- In your opinion, in what ways can these blockages be resolved?
- In what ways, if any, may the reduction of Government funding for Extended Services in future years affect the extended services Oakley Special School provides?
- In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?

- In your view, in what ways, if any, can Kent County Council, schools and external partners, improve the general provision of extended services?
- Are there any issues or questions in relation to extended services that you would like to raise with the Select Committee?

EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday 12 May 2010

Heather Kemp, Head Teacher, Holy Trinity and St John's Primary School, Margate

Biography

Heather Kemp has been Head Teacher at Holy Trinity & St John's CE Primary in Margate since April 2006. Holy Trinity is a 2 form entry primary school with a maintained nursery. It is situated in the Margate Central Ward and serves an area of high deprivation.

Prior to her current role Heather worked as a Deputy Head Teacher in schools in Gravesend and Whitstable. At the latter she led the school to receive Quality in Study Support status. Whilst the majority of Heather's teaching career has been in East Kent, she also spent over 4 years as Key Stage leader at St John's International School in Bangkok.

Throughout her career as a teacher working in different environments Heather has always valued the extended schools agenda.

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EXTENDED SERVICES SELECT COMMITTEE

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Wednesday 12 May 2010

Heather Kemp, Head Teacher, Holy Trinity and St John's Primary School, Margate

Additional Information

Extended Services offered at Holy Trinity & St John's

As a school we pride ourselves on our engagement with the extended school's agenda. We have gained national recognition being awarded established status for Quality In Study Support (QISS). We were one of the original 4 schools to pilot the Quartet project, which has been a great success, providing a range of activities for families and children, ranging from trips to London to Saturday cinema club to our allotment. The school itself runs a huge range of out-of-hours activities for children and families. We employ 1.5 Family Liaison Officers who assist with holiday clubs and family learning. We run a breakfast club that has over 50 pupils on its register.

We also ran an After School Club, but this unfortunately closed in July 2009 because the credit slump meant that more families found themselves no longer needing child care, and the numbers couldn't sustain costs. We still signpost to local child care arrangements, and a very small group of pupils are collected to attend another after school club nearby.

We have made huge efforts to ensure the school buildings do not stand idle in the evenings and holidays, employing a lettings manager in addition to our site manager and caretaker. The school is used by a local church each week and also hosts Karate, Scottish Dancing and other dancing classes. Lets are very sporadic in their nature, and the school has found it difficult to retain lettings managers because of hours available. We are not sure that we will be able to sustain this facility because costs are not necessarily covered.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 3

Wednesday, 12th May, 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Heather Kemp, Head Teacher, Holy Trinity and St John's Primary School, Margate

- Please introduce yourself, and please describe the roles and responsibilities that your post involves.
- Please outline the extended services Holy Trinity and St John's Primary School offers, and the ways these services are structured and delivered.
- In your experience, what are the main benefits resulting from the provision of extended services?
- Does the School offer activities for the local community in the evenings and holidays? If so, how are these activities managed in the school and by whom?
- In your view, are there any groups of pupils who, in your view, find it particularly difficult to access extended services? If so, what can be done to help them access these services?
- In your view, what are the main economic, legal, social and operational challenges for the School – if any – when providing extended services?
- In your opinion, in what ways can these challenges be resolved?
- In what ways, if any, may the reduction of Government funding for Extended Services in future years, and the current restructuring of KCC Education Directorate, affect the extended services Holy Trinity and St John's provides?

- In your opinion, in what ways can Kent County Council, together with schools and other providers of extended services, ensure the sustainability of extended services into the future?
- In your view, in what ways, if any, can Kent County Council, schools and external partners, improve the general provision of extended services?
- Are there any issues or questions in relation to extended services that you wish to raise with the Select Committee?

Extended Services Select Committee

The Association of Teachers and Lecturers' (ATL) Position Statement on Extended Schools

Extended schools

The Government's extended schools initiative has clear benefits to schools, local authorities (LAs), children, families and local communities. However, its implementation has been a cause for concern for headteachers, teachers, teaching assistants and lecturers. For this reason, ATL's Policy Council set up a specialist task group (STG) to review the implementation of the initiative.

ATL used a variety of research methods to collect the data that formed the basis for this policy position including:

- a review of research literature on extended schools
- an examination of extended school strategies and other documents related to a sample of over 30 LAs
- meetings of the extended schools STG held to discuss findings and to provide data
- a workshop involving a focus group of ATL branch secretaries at a conference in January 2006
- information from a number of experts who are currently involved in the extended schools agenda
- direct contact with a large number of ATL members working in extended schools pilot areas.

National policy context

The extended schools initiative is an important piece of a complex policy jigsaw. According to the DfES prospectus *Extended Schools: Access to opportunities and services for all* (DfES, 2005), mainstream and special schools are expected to make a core offer of extended services to meet the needs of children and young people, their families and the local community. This core offer must include five key outcomes:

- 'wrap-around' childcare
- a varied menu of activities
- parenting support
- swift referral to a range of specialist support services
- community-wide access.

Primary schools are expected to work with a range of local agencies to help children and families access extended services, not necessarily on their own sites. Secondary schools, however, are expected to 'open from 8am-6pm all year around, offering a range of activities for young people'. The extended schools initiative also forms an essential part of the *Every Child Matters: Change for Children* (DfES, 2004) agenda and also contributes to the DfES' *Five-Year Strategy for Children and Young Learners* (DfES, 2004) and HM Treasury's *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare* (HM Treasury, 2005).

In addition, the initiative forms an important part of the Government's education white paper *Higher Standards, Better Schools for All: More choice for Parents and Pupils* (DfES, 2005). Extended services also fit with the provisions of The Children Act 2004 (OPSI, 2004), which makes a number of specific provisions related to children's services in England.

The impact of extended services on schools

Very few schools are currently involved in the extended schools initiative. However, many schools have been running services and activities which fall within the general category of 'core' extended services. LAs have started appointing lead officers; developing area-wide strategies and consulting local stakeholders on their extended services. However, there are thorny problems facing LAs as they start to roll-out the extended schools initiative. These include:

- the impact it has on teachers, headteachers and school governors
- leading consultations and auditing local services and needs
- establishing, developing and sustaining partnerships between schools and other local providers
- funding for extended services
- sustainability of extended services
- inspection of extended services and its implications for schools
- the role of the LAs in the extended schools agenda.

The extended schools initiative results from the Government's concern for social justice and its strong desire to tackle disadvantage and to address inequality in British society. ATL supports this action to reduce inequality and disadvantage in principle and believes this initiative is critical in removing barriers to learning. However, ATL has major concerns about its roll-out which need to be addressed to ensure its successful implementation in all LAs in the country.

The benefits of the extended services to schools

The extended schools initiative has benefits for schools. Evidence from recent research reports (Cummings et al, 2005:p27) suggest that it enabled schools to:

- improve parenting classes
- conduct market research
- engage external consultants
- purchase a minibus/lorry
- provide childcare places
- support planning activities
- establish infrastructure (such as building adaptations)
- employ coordinators to stimulate and manage activities in future (Cummings and Todd, 2003:p1)
- achieve huge improvements in communication between them and the agencies involved
- foster better relationships between these agencies and schools (Cummings et al, 2003:p3)
- consider how effective they actually are as community schools (Ibid.); impact on and raise standards (Ibid.).

The impact of the extended services on school workforce

The extended schools initiative could have a negative impact on school leadership teams. Recent research reports (Cummings et al, 2005; Wilkin et al, 2003) suggest it could:

- impose strain on members of school leadership teams
- impact on the roles of other school staff
- distract headteachers and teachers from their 'core business' of promoting achievement by bringing additional stress to schools
- put pressure on headteachers and governors
- involve the headteacher and often other members of the school's senior management team
- lead to headteachers taking on a more managerial role, coordinating and overseeing the delivery of all the services and provisions on offer (Wilkin et al, 2003:p39)
- place 'heavy demands and extra responsibilities' on school governors (Wilkin et al, 2003:p34)
- affect teachers and teaching assistants (Cummings et al, 2005:p63)
- increase teachers' workload
- increase teachers' need for professional development and training
- affect teachers' working conditions and environments
- impact on their personal space and territory
- heighten concerns about the identity and function of the school (Wilkin et al, 2003:p60-79).

Consultation on extended services

ATL supports the principle of consultation and the concept of extended services responding to and meeting the needs of local stakeholders. However, ATL is conscious of the fact that genuine consultation requires proper planning, effective management and sufficient resourcing. ATL is concerned by the burden that this would place on schools and strongly recommends that LAs take responsibility for planning, managing and resourcing consultations on extended services in their areas. ATL believes LAs should take the lead in conducting audits of local needs and services; evidence suggests that audits of services are more effective when they are performed by LAs. In addition, ATL is of the view that such consultations and audits of local services and needs should involve representatives from education unions.

Partnership working

ATL upholds the value of partnerships between schools, LAs and other local agencies. However, ATL is concerned that it would place unreasonable demands on headteachers and other members of school leadership teams and affect their workload. ATL recommends that LAs take full responsibility for leading, building, developing, resourcing and sustaining partnerships to deliver extended services in their areas.

Funding

The DfES has allocated start-up funding to LAs for the development of extended services in their areas. However, ATL has serious concerns about the fragmented nature of the funding, its insufficiency and its short-term nature. ATL recommends that the DfES commissions an independent review of this funding regime with the view to ensure its weaknesses are effectively rectified. It is imperative to find a viable funding regime to replace the current system if the vision of extended services is to be translated into a palpable reality on the ground. ATL believes that investment in extended services will pay dividends in the long term.

Sustainability

ATL has grave concerns about the lack of sufficient resources to ensure sustainability of extended services. Raising funds from diverse sources is a huge challenge and charging presents a moral dilemma to some schools. There is clear evidence that some schools are charging children for their extended services whilst others are not. It is difficult for schools involved in extended services to come up with charging policies which are in harmony with each other. ATL believes that schools should not be required to produce charging policies as this could result in a competitive market in childcare which would drive down quality. ATL believes that LAs, in consultation with schools and other local service providers, should develop charging policies to ensure standardisation. Moreover, ATL believes that it is vital for LAs to take full responsibility for sustainability of extended services. As an interim measure, LAs should coordinate funding streams to support their long-term strategies for extended services in their areas, pending development of a more viable funding methodology.

Inspection

Ofsted inspectors will look for evidence to assess the impact of the core extended services on the five outcomes of *Every Child Matters*, which are:

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

ATL believes that if extended services offered by schools are configured as essentially LA services, offered in partnership with schools, this could avoid additional administrative and management responsibilities which would otherwise be an additional burden for headteachers, governors, teachers and teaching assistants. ATL concludes that all extended services should be inspected as part of the LAs' area-wide inspections, rather than as part of school inspections.

Impact on children

Evidence from the pilot and pathfinder projects suggests that extended schools have significant benefits to children. They impact positively on pupil attainment, motivation, attendance, punctuality and behaviour. They also boost education and learning, increase engagement and motivation and remove barriers to attendance and achievement. Full service extended schools may contribute to high levels of multi-agency working, which in turn result in benefits to vulnerable children and their families.

Impact on families

Full-service extended schools provision may have significant potential benefits for children, schools and parents. These include an impact on children's learning, new opportunities for positive relationships between schools and families, and support for parents in accessing services and in gaining and maintaining employment. Full-service extended schools also have positive outcomes including raised attainment, increased pupil engagement with learning, engendering trust and support between families and schools and the potential to tackle disadvantage. However, evidence suggests that lack of transport and childcare facilities in the school catchment areas have created barriers to increased parental involvement.

Impact on local communities

Extended schools can also impact positively on the local community. They can provide a dynamic base to which other organisations can become affiliated, and they can lead to more efficient service delivery. Extended schools can also impact on community pride and involvement by fostering a growing sense of self-esteem in community members and of control over decisions which affect their lives. The body of evidence examined by ATL suggests that extended services offer good opportunities which have the potential to change the lives of children and young people, parents, families and local communities. ATL therefore urges the DfES and LAs to ensure that such opportunities are extended to all children.

Local authority responsibility

ATL considers that the LA is better placed to be ultimately responsible for the planning and provision of extended services. LAs should assess and prioritise local needs and decide, in consultation with schools, the optimum provision of services. LAs should also be responsible for devising an appropriate charging policy to ensure sustainability.

ATL's recommendations

- The extended schools initiative is critical in removing barriers to learning, and ATL will continue to support government action to reduce inequality and disadvantage.
- However, ATL has major concerns regarding the roll-out of the initiative, which need to be addressed to ensure its successful implementation in all LAs in the country.
- ATL supports the extended schools policy, and urges the DfES and LAs to ensure that the opportunities and benefits of the initiative are extended to all children, young people and families and parents, communities and schools in deprived areas.
- ATL recommends that the DfES and LAs should ensure that all teachers, teaching assistants, headteachers and other members of school leadership teams and school governors are not overburdened by the extended schools initiative.
- ATL recommends that LAs should take full responsibility for planning, coordinating, reviewing, funding and staffing extended services in their area.
- ATL recommends that Ofsted should inspect LAs rather than schools involved in running extended services.
- ATL supports the principle of consulting with local stakeholders in order that extended services respond to and meet their needs. ATL strongly recommends that LAs take responsibility for consulting on extended services, auditing local services and identifying local needs.
- ATL believes in the value of partnerships between schools, other local service providers and LAs, and recommends that LAs take full responsibility for leading, building, developing, resourcing and sustaining partnerships to deliver extended services in their areas. This will be essential in ensuring that school governors and school leadership teams are not overburdened by undertaking these tasks.
- ATL regrets the fragmented nature of the current funding methodology with some money going directly to schools and some to LAs. ATL urges the DfES and LAs to ensure that extended services are sufficiently funded. ATL strongly recommends that the DfES commissions an independent review of this funding regime with the view to ensuring that weaknesses are rectified effectively. In the interim LAs should coordinate funding streams to support their long-term strategies for extended services in their areas.
- Given the difficulty that schools involved in extended services will have in developing charging policies that are in harmony with each other, ATL strongly recommends that LAs should develop charging policies in consultation with schools and other local service providers to ensure fairness and standardisation.
- ATL urges the DfES to ensure that all LAs are supported in their endeavours to develop and implement long-term strategies to translate the vision of extended schools into a palpable reality on the ground.

Source: ATL website, 2006

Extended Services Select Committee

Hearing 3

Wednesday 12 May 2010

Delivering Extended Services

Most schools are already delivering some elements of the extended services core offer. These pages outline how schools can identify local demand for additional services and work in partnership with other schools and local organisations to deliver them.

Many schools already offer a range of extra-curricular activities and support for pupils and are providing at least part of the core offer. Delivering the full core offer may mean expanding the range of services they provide, but schools are not expected to do this alone nor to make all services available onsite.

Designing services

Schools are legally required to consult widely before delivering extended services. The first step should be to contact the local authority (LA) – all LAs will have an extended services remodelling adviser (ESRA) or equivalent role. The ESRA will be able to provide an overview of:

- current local service provision
- the LA strategic plan for extended services
- the Children and Young People's Plan
- Children's Trust partners, and
- local cluster arrangements.

Schools will also need to consult potential service users, including pupils, parents and members of the local community, about their needs. Schools can then use this information to develop an extended services offer that reflects local demand, promotes the Every Child Matters outcomes and supports their own school improvement planning.

Partnership working

Schools should be looking to share facilities and expertise with other schools and local organisations, such as childcare providers. This may mean building on existing links with other agencies and schools, or forming new relationships with voluntary, community and private sector contacts. For most schools, delivering the core offer will involve a mix of clear, effective signposting to other services and 'in-house' provision.

Responsibilities and opportunities

Inevitably, this will bring new responsibilities and new personal and professional development opportunities for school staff. In some cases, new roles – for example extended services coordinator or parent support adviser – will be set up to provide additional support.

Consultation

Consultation with children, young people, the community and school staff will help schools develop extended services that truly meet the communities' needs and are sustainable in the long term.

Schools are required by law to consult widely before starting to offer extended services. The Education Act 2002 states that schools must, as a minimum, talk to pupils and their parents, staff and the local authority, and to the members of the local community. Consultation should be ongoing, in order to maintain an up-to-date picture of changing needs.

Consultation mechanisms

There is a wide range of possible approaches to consultation. The right one will depend on the situation and the audience, but schools could think about using:

- pupil council meetings
- parents' forums
- parent-teacher groups
- school websites
- newsletters, and
- staff and union meetings.

Schools will also need to look at ways of engaging with members of the local community who currently have no ties or connections to the school.

The benefits of consultation

Where children, young people and their families are involved in developing services from the outset, they are more likely to feel a sense of ownership, to get involved in activities and to benefit from them. It is also important that school staff, who are likely to be closely involved in delivering extended services, subscribe to the idea and support it from the start.

Consultation will also provide valuable information and insights. For example, parents are best placed to identify their own learning and parenting support needs. Members of the local community will have a good understanding of local health, education and leisure services. School staff will have a detailed

knowledge of pupil needs and be well placed to encourage people to access services.

Consultation can also help schools make more effective use of resources by providing an accurate picture of existing provision and highlighting any gaps. Schools can then use this information to develop extended services where they are most needed and avoid duplication.

Funding and Charging

Schools must look at ways of funding extended services to ensure the sustainability of services and to deliver long-term benefits.

Extended services must be well-researched, robust in their business planning and appropriately funded if they are to be sustainable in the long-term. Schools should consider the full range of funding options, including charging for services, with a view to keeping services operating beyond the initial funding period.

Government funding

Over the next three years, the government will be investing £1.3 billion in the extended services programme. Some of this funding is being routed via local authorities through the standards fund, the Area Based Grant and the Sure Start, Early Years and Childcare Grant (2008/09 only). Funds are also going direct to schools via the school standards grant and the dedicated schools grant, some of which is for supporting personalised learning during and beyond the school day. Funding can be used flexibly – for example, to appoint a manager to develop extended services across a cluster of schools or employ a parent support adviser.

Extended services funding guidance

The Government is making a major investment in the extended schools programme over the next three years and has produced a guide for local authorities, schools and their partners as to what funding has been made available. It explains how money will be paid to local authorities between 2008 and 2011, and includes advice and guidance on how it can be used to support the roll out of extended services.

Other sources of funding

Schools are also accessing funding for extended services from a range of other sources, including neighbourhood renewal, charities, the National Lottery and private sponsors, for example to support access to breakfast clubs and study support sessions. This funding is often time bound, so services will need to be made sustainable by other means in the longer term.

Sustainability

Schools can also fund services by sharing costs with other schools and through partnerships with other agencies. In some cases, services will be sustained by charging a fee. Services which schools could charge for include:

- all childcare, whether delivered directly or through partner providers
- community access, for example to gyms and sports facilities, and
- out-of-hours activities including sport, music and drama clubs.

Before they can charge for services, schools must have in place a charging policy, developed by the governing body in consultation with parents.

Some schools choose to provide free access to selected study support activities and to offer affordable services for low-income families. Charges made for childcare are eligible for the childcare element of the working tax credit.

Partnership Working

To deliver the full range of extended services, schools will need to work in partnership with their local authority, other schools and a range of public, private, voluntary and community sector providers.

Delivering the core offer and meeting the needs of pupils, parents and the community can mean offering access to a wide range of services. Schools are not expected to provide these services alone, nor even to deliver them all onsite. The Children's Plan puts schools at the heart of the community, as the centre of a network of local organisations that work together to help all children and young people realise their potential.

Key partners

Local authorities are already working with key partners to plan and commission services as part of the Children's Trust arrangements. They are well placed to identify links to potential partners or service providers and help schools tap into local initiatives. This knowledge will help schools plan and deliver extended services efficiently and effectively, avoiding duplication and, where appropriate, sharing facilities and expertise and providing clear signposting to existing services.

Clusters

Cluster arrangements offer schools the opportunity to network and share resources – including new roles such as extended schools coordinators and parent support advisers – with each other. Services like childcare, parenting classes and after-school clubs can be shared across schools. Joining a cluster can also help primary schools strengthen ties with local secondary

schools, supporting pupils in transition between school phases and promoting stronger community links.

Multi-agency working

Integrated working is essential for the effective provision of the ‘swift and easy access’ element of the core offer of extended services. Schools can provide access to a wide range of specialist services and support through partnerships with local social services, housing associations, youth and community services, Connexions and other agencies. Being part of multi-agency teams means schools can offer specialist support on-site, meaning less disruption for pupils as well as a convenient location for parents, or facilitate referrals to external services as appropriate.

Staffing and Workload

Schools will need to make creative use of resources – including human resources – to deliver the extended services core offer.

Delivering extended services will bring extra responsibilities for school staff, but also new opportunities for personal and professional development. Staff might be directly involved in delivering services, developing and maintaining partnerships with public, private and voluntary sector organisations and other schools, and/or providing information and guidance for pupils and their families.

The national agreement

The national agreement on Raising Standards and Tackling Workload was introduced in 2003 to enable teachers to focus on their core area of expertise – teaching and learning. The agreement has also led to an increase both in support staff numbers and levels of professionalism, with many support staff now trained and experienced in working with children and young people.

Many members of the school workforce will have skills that are directly relevant to extended services. However, there is no requirement for either teachers or support staff to deliver extended services, and schools will need to ensure that the progress made in raising standards and tackling teachers’ workload is maintained. Local authority workforce team members can provide guidance on all workforce issues.

New roles

In some cases, local authorities are introducing new roles with a remit to support the delivery of extended services. These include cluster coordinators, whose role includes fundraising and developing partnerships with the voluntary sector and other organisations to coordinate services across the cluster.

Following a successful pilot of the parent support adviser (PSA) role the DCSF is funding a national expansion of school-based PSAs as outlined in the Children's Plan. You can read more about the role in the PSA section.

Roles and Responsibilities

Everyone in the school community has a part to play in the successful delivery of extended services.

The local authority team

An extended services remodelling adviser (ESRA) has overall strategic responsibility for developing and leading extended services. ESRAs, or an equivalent role, are also responsible for establishing and maintaining partnerships with the community and voluntary and private sector organisations. Cluster managers work to raise awareness, and to develop and implement extended services across a group of schools. They are also in a strong position to identify opportunities for sharing facilities and expertise.

School staff

Most headteachers will delegate the management of extended services to a member of the senior leadership team or to an extended services coordinator or cluster manager. Extended services can also fall within the remit of the school business manager or bursar. The role of the headteacher is principally to oversee and guide services, working with governors and the senior management team to provide the vision, strategy and direction of the school.

Teachers and support staff have a vital role to play in identifying the needs and priorities of pupils primarily, as well as those of parents and the local community. While they are not under any obligation to get involved in extended services, delivering or coordinating services offers a range of personal and professional development opportunities for the whole school workforce.

School governors

School governors are in a strong position to promote and support links between the school and the wider community. Their role will include working with the headteacher to ensure that the extended service provision supports and complements the school improvement plan and is consistent with the national agreement.

Governors are responsible for registering childcare with Ofsted and ensuring that extended services benefit the community, with any profits being reinvested in the service or the school. In some schools, governing

committees have been restructured to reflect the demands of running a school offering extended services.

Parents and carers

Parents and carers stand to benefit from extended services such as childcare, parenting support and adult learning. They also have a vital role to play in supporting their children's learning and helping to raise levels of achievement.

Voluntary and private sector partners

Schools across the country are working with voluntary and private sector organisations to provide a range of opportunities for pupils – and the skills and experience of these organisations can ensure high-quality provision. Relationships with these providers can give a solid basis for developing extended services.

Rural Access

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 challenges.

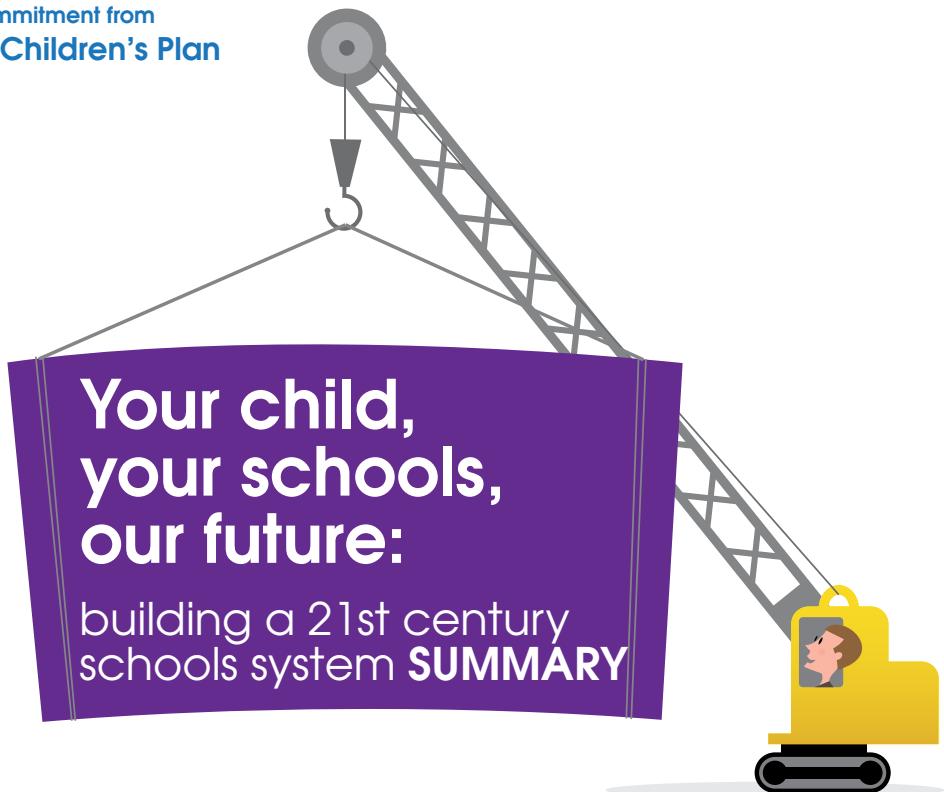
Local authorities can play a vital role in encouraging and supporting the development of extended services in rural areas. Rural schools may need extra support, particularly at a strategic level, to develop key services, such as high-quality childcare, and to provide flexible transport, so that pupils, parents and members of the community can access extended services.

The rural pathfinder project

The Agency's rural pathfinder project involved consultation with local authorities and schools in Shropshire, Cheshire, Dorset and Norfolk, sharing practice and working through a change programme. With our support, the local authority teams identified key challenges, shared solutions and good practice strategies for service delivery. The teams covered areas such as transport, flexible service delivery, cluster and multi-agency working, engaging the community and voluntary sector, and stakeholder commitment.

Source: Training and Development Agency for schools, 2008

A commitment from
The Children's Plan



Summary

Chapter 1 – Our ambition for every child: an education that prepares them for the challenges of the 21st century

1. We want every child to succeed, and we will never give up on any child. These convictions underpin our Children's Plan vision to make this the best place in the world to grow up, and all of the proposals in this White Paper. Ensuring every child enjoys their childhood, does well at school and turns 18 with the knowledge, skills and qualifications that will give them the best chance of success in adult life is not only right for each individual child and family, it is also what we must do to secure the future success of our country and society.
2. Over the last 12 years great progress has been made. Childcare, nurseries and early learning have been transformed, school standards have risen, more 16- and 17-year-olds are staying on in learning and gaining good qualifications, and England's education system has gone from below to above average in comparison with other advanced countries. These achievements are in large part due to the greatly improved leadership and teaching in our schools and colleges, which is stronger than ever before.
3. However, we also face new challenges. The demand for higher skills, including key skills in science, technology and mathematics,

2 Your child, your schools, our future

continues to rise. Projections of the future skills needs of our economy when today's young people are adults show that there will be very few jobs available for people with low or no skills, and the current global economic downturn makes it even clearer that everyone needs good qualifications and skills. Tackling global environmental change will require enormous creativity and adaptability.

4. The world is changing fast: many of today's most popular graduate jobs did not exist 20 years ago. It will continue to change fast and unpredictably, so today's young people will need to be able to learn and re-train, think and work in teams and to be flexible, adaptable and creative. They also need to develop a sense of responsibility for themselves, for their health, for their environment, and for their society. They need to develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community.
5. The challenge to our education system is clear: that it should prepare not just most children but every child to make a success of their life, developing the broader skills, knowledge and understanding that they will need for this future world. If this is our ambition, then we must make sure that the best of what is on offer in our school system – which matches the best anywhere in the world – is made available to all children as we seek to break the link between disadvantage and low achievement.
6. So in this White Paper, we set out to build on the last 12 years of reform by establishing an ambitious new **Pupil Guarantee**,

setting out new entitlements to personalised support for every child, matched by a **Parent Guarantee** for every parent. And we set out our plans for securing those guarantees across the country.

Chapter 2 – In every school: excellent teaching and the extra help each child needs

7. The school system we seek is one where every child and young person is inspired to develop a lifelong love of learning; where every child and young person is progressing and achieving to 18 and beyond; and where each one is being prepared by the education and training system to make a success of their life. The reforms of the last 12 years and all the successes of teachers and schools in recent years, mean that it is now possible to seek to guarantee this for every child and every parent.
8. Every pupil will go to a school where there is **good behaviour, strong discipline, order and safety**. Every parent wants to know their child will be safe and happy at school. To secure every child's right to learn in a well-run, orderly school, we will act upon the recommendations of Sir Alan Steer's behaviour review. In addition, new Home School Agreements will give parents a clearer understanding of their own responsibilities toward their child's schooling, especially around behaviour. In applying for a school place every parent will agree to adhere to the school's behaviour rules. Once their child is in school, the parents will be expected to sign the agreement each year and will face real consequences if they fail to live up to the responsibilities set out within it, including the possibility of a court-imposed parenting order. In turn, parents

4 Your child, your schools, our future

will also have the right to complain if they believe the school is not holding other parents to their responsibilities.

9. Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life. It remains our absolute priority that every child achieves well in the basics, especially in English and mathematics. There has been a step change in the standards achieved. The challenge now is how to achieve the next big step forward: we believe that now standards of teaching and knowledge of effective practice are high, one key will be allowing schools more flexibility in the curriculum, particularly to devote more time to English and mathematics for those who have fallen behind, while giving schools more scope to tailor provision to their own circumstances and the needs of the children in their care. A new, more flexible primary curriculum will be introduced from 2011, alongside the new secondary curriculum introduced by 2010. From the age of 14, young people will have an entitlement to study a choice from any of the new Diplomas by 2013, and the choice of an Apprenticeship place from the age of 16. We intend to create a system in which no matter what level a young person is learning at, and no matter what their preference for style of learning, they will have access to a course and to qualifications that suit them.
10. Every pupil will go to a school where they are **taught in a way that meets their needs**, where their progress is regularly checked and where additional needs are spotted early and quickly addressed. Every child will have a Personal Tutor, who knows them well. Any primary pupils falling behind in Key Stage 2 will have an

entitlement to 10 hours of one-to-one tuition. For those who are behind at the start of secondary school, we will now guarantee one-to-one or small group catch-up tuition in Year 7. As recommended by the Expert Group on Assessment, we will also develop a 'progress check' assessment for these pupils to ensure that support has been effective, carried out by class teachers and reported to parents. More generally, schools will report online in 'real time' to parents about progress, behaviour and attendance, by 2010 in secondary schools and by 2012 in primary schools. Where young people face barriers such as a disability or special educational need, or where they or their family are facing wider problems and needing specialist support, we will make sure that they get early intervention support from appropriate professionals. This will often be based in schools, but working as part of multi-agency teams – so that problems are tackled early and barriers to learning broken down.

11. Every pupil will go to a school where they **take part in sport and cultural activities** – including access to 5 hours of PE and sport each week and a wide range of out-of-school activities. Childcare will be available for primary school pupils.
12. Every pupil will go to a school **that promotes their health and wellbeing**, where they have the chance to express their views and where they and their families are welcomed and valued. Every school should be a healthy school, and every child should receive personal, social, health and economic education (PSHE) as part of their curriculum entitlement.

6 Your child, your schools, our future

- 13.** The Pupil and Parent Guarantees will be underpinned by legislation, and implemented across the country in the coming years, driving the next stage of education reform and embedding across the country much of the best practice to be found in our most effective schools.

Chapter 3 – Every school working in partnerships: because no school can do it alone

- 14.** 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. At the same time, federation and other partnership solutions will become central to tackling underperformance and extending the reach of the best leaders. Partnerships with wider children's services as part of the Children's Trust will mean that schools can tackle problems early.
- 15.** Building on the near-universal specialist schools system, we will seek to make sure that across the country, children and young people have access to the best subject teaching and centres of excellence in specialist schools, through partnership working and the specialist schools networks. We want to see 21st century special schools developing partnerships, sharing their expertise and facilities with other schools and providing children with the skills and confidence needed for greater independence in adult life. We will ensure that in every part of the country, local consortia

are in place which can offer a choice of every one of the new Diplomas to 14-19 year-olds. And as the new primary curriculum is implemented, we will support primary schools to work together to share specialist teaching that they could not have access to on their own. And we will make sure that where schools wish to bring partnerships together – for example, curriculum, behaviour and extended schools partnerships – to maximise their impact, they are able to do so.

- 16.** In order to support this approach, and to make clear that as well as making sure that their own pupils benefit from partnerships, schools should contribute to the good of other pupils, we are currently legislating to require schools to collaborate and we will go further to make it clear that schools have responsibilities for children across the area as well as those on their own roll. We will make clear that where schools wish to pool funds and resources to achieve better value, they can do so.
- 17.** In order to continue to tackle weakness and low performance rigorously, we will continue to accelerate the creation of Academies – to 200 by September 2009, with a further 100 the next year – and of Trust schools, bringing in new sponsors and partners as we do so. Building on the success of education institutions sponsoring Academies, we will extend the powers of strong governing bodies to allow them to directly sponsor Academies and propose new schools.
- 18.** And we will now develop and promote a system for accrediting good education providers who wish to run groups of schools – Accredited Schools Groups – so that the best schools and school

8 Your child, your schools, our future

leaders can spread their excellence around the system. We are extending local authorities' powers to intervene in cases of failure and as the new system is developed, and as providers are accredited and capacity grows, we will require local authorities to consider the use of accredited providers to tackle underperforming schools. We will make available £20m over two years to support accredited providers to develop their capacity and take on underperforming schools.

- 19.** We will support the creation of multi-agency teams in schools, bringing together a wide range of children's services professionals. We will bring schools and wider services together in Children's Trusts, establishing Children's Trust Boards, making schools' partners in the Children's Trusts and giving schools' representatives places on the Boards. We have established a co-location fund worth £200 million and we have just announced 101 projects in which local authorities and their partners are co-locating services such as specialist child health clinics, youth centres and sports facilities around schools, children's centres and other community facilities. We will continue to promote approaches to partnership which increase efficiency – including, for example, School Business Managers – and will require governing bodies to consider federation or executive headship before appointing a new head.
- 20.** We will make sure that barriers to partnership working are removed and we will fund a leadership and partnership national support programme to support schools to manage change as partnerships develop. In addition, Ofsted is introducing a revised

grade for partnership working and will carry out more co-ordinated inspections for federations of schools.

Chapter 4 – Every school improving: strong accountability and rapid intervention when it is needed

21. Our central principle has always been that each school is responsible for its own improvement. Nonetheless, centrally driven support programmes have played an important role in recent years in challenging performance, in training teachers and in spreading effective practice. The gains made through these programmes are well embedded: teaching is more effective than ever before and knowledge about effective practice widely shared.
22. With these gains in place, the next stage in improving schools will be based on a much more tailored approach. This is in no way a step back from the reforms of recent years. For example, we will still expect every primary school to be teaching daily 'literacy hours' and daily mathematics lessons. The key question now is how to help each school to do better day by day its core job of teaching those lessons. Where reforms have been underway for less time, for instance, in the early years, centrally-funded support may need to continue. But in most areas, with firm foundations in place across the country, taking the next step requires improvement support to be based on a deeper understanding of the needs of each school and of what will be effective in generating improvement.

10 Your child, your schools, our future

- 23.** We will reform the role of 'School Improvement Partner' (SIP) so that SIPs are responsible not only for monitoring and challenge, but have a wider role of brokering support, based on a deep understanding of a school, its challenges and what will be effective in generating improvement. SIPs will work with school leaders to identify what support is needed to generate improvement. Support will come from a wider range of providers, including high performing schools and nationally accredited providers. DCSF will ensure there is sufficient supply of high-quality support across the country, differentiated to meet schools' specific needs. We will expect local authorities to work through SIPs to support schools. We will reform SIP training and quality assurance in support of the new role.
- 24.** We have started to move towards this system already. The proposed approach to the SIP role is based on that which has proved successful in the City Challenges, and has been developed as part of the National Challenge. The differentiated approach to support builds on our secondary school improvement strategy, *Promoting Excellence for All* and on *Gaining Ground*, our strategy for schools where pupils are not making fast enough progress. We will establish a *Good and Great Schools* programme to give good schools inspiring opportunities to support their ongoing development. And our new primary school improvement strategy will support both the weakest performing primaries, and those with poor rates of progression or inconsistent results.
- 25.** Our reforms will be underpinned by strong school accountability. The school accountability system will now focus more sharply on

how well each child is progressing and developing; it will take more account of the views of pupils and parents; and reward those schools which are most effective in breaking the links between deprivation and low achievement. To deliver this we will develop a new School Report Card (SRC) for every school, which will provide a rounded assessment of school performance and enable parents and the public to make better informed judgements about the effectiveness of each school. Alongside this White Paper we are publishing, jointly with Ofsted, a Prospectus for the next, detailed stage of development of the School Report Card.

26. Where the School Report Card shows low or declining performance, Ofsted may inspect more frequently. In inspecting schools, Ofsted inspectors will also strengthen their focus in key areas, raising the bar, with more time spent observing lessons; and new and more demanding standards for each judgement. 'Limiting' grades for achievement, equalities and safeguarding will act as caps on the overall effectiveness judgement; and inspectors will also judge the quality of partnership working.
27. When schools are underperforming, timely and effective action must be taken. To ensure this, local authorities will use the School Report Card assessment of performance, and Ofsted's judgement of a school's overall effectiveness, to produce an overall school improvement assessment. This will trigger strong intervention where schools are not performing well and not improving or have little capacity to improve, with closure, or a structural solution – Academy, federation, Trust status or becoming part of an Accredited Schools Group – being the normal response.

Chapter 5 – Every school and school leader supported: the right roles for local and central government

28. We have made unprecedented investment in schools over the last 12 years. We have launched a major review of the distribution of the Dedicated Schools Grant (DSG) from 2011. The review needs to produce a funding system which better reflects need, raises standards, narrows gaps and supports partnership working. Children from deprived backgrounds are still less likely to achieve than their more advantaged peers, and the DSG review is looking at how best to target funding at children from deprived backgrounds. We will bring forward proposals in early 2010, subject to spending decisions and the outcome of the review, but our principles are that: money allocated at the national level for deprivation should all be allocated locally to schools with the pupils who need it; the system should be more responsive to changes in the characteristics of pupils in schools and local authorities; and the proportion of resources allocated nationally for deprivation should be maintained or increase so that the amount spent locally on deprivation will grow. We will consult on specific proposals in early 2010.
29. We will provide greater flexibility for schools and encourage greater innovation. We will ask the Implementation Review Unit, an independent panel of experienced heads, teachers and school managers, to undertake a review of how our policies are implemented with a view to removing barriers to delivery.

- 30.** Local authorities, operating between the national level and front-line delivery, need to use their commissioning role to ensure delivery of high-quality school places and children's services that deliver the Pupil Guarantee, effective early intervention and wider support for children, young people and their families. Local authorities will be clearly responsible for ensuring maintained schools are effectively challenged and supported to improve. Local authorities must make sure their SIPs are performing well and agree challenging but achievable targets for maintained schools.
- 31.** Parents make a critical contribution to their children's success at school and it is important that they have a strong voice at all levels of the system. Local authorities are responsible for ensuring there is a pattern of high-quality provision to meet local demands and aspirations. We intend to place a new requirement on them to gather parents' views on the school choices available in their area, and to publish a local plan for improvement if a high proportion of parents are dissatisfied. Alongside parental views about their own child's school feeding into the School Report Card, this will mean a significant strengthening of parental voice in the education system as a driver for improvement.
- 32.** In future, we want to move to a position in which the relationship between DCSF and local authorities (as the leaders of Children's Trusts) mirrors that which we would like to see between local authorities and schools. The White Paper clarifies the role of DCSF Children and Learner Teams based in regional Government Offices (GOs) to lead and co-ordinate strategic support and challenge to

local authorities and Children's Trusts on behalf of DCSF across all five Every Child Matters (ECM) outcomes. We will also develop a new system of improvement support for local authorities and Children's Trusts which will provide a better balance between centrally commissioned support for national programmes and more targeted and differentiated packages of support to meet local and regional needs. DCSF will continue to intervene in local authorities which are underperforming.

Chapter 6 – In every school: a well-led and highly skilled workforce

- 33.** It is only the workforce who can deliver our ambition of improved outcomes, with children and young people fully engaged with their education and supported to progress through it. This workforce will need to be well-led, highly-skilled, motivated and effectively-deployed.
- 34.** We want our best school leaders to be innovative, to take on wider system leadership roles and to lead school partnerships. In addition to the established pattern of head teachers working together in local areas, there are already a number of new and developing system leadership roles, including head teachers becoming 'consultant leaders' or 'executive heads' who provide strategic leadership across a number of schools operating in partnership.
- 35.** We aim to transform the culture of teachers' professional development, through the introduction of the new Masters in

Teaching and Learning, which we aim to extend across the profession. In addition, we intend to introduce a new renewable 'licence to teach' linked to a new professional development entitlement for teachers. This will mean that every teacher will need to keep their skills up to date and demonstrate periodically that their professional practice and development meets the standards required for the profession; and that they will have access to the necessary professional development support. We will begin the roll out of the licence to teach and new entitlement with newly qualified teachers and for those returning to teaching.

- 36.** We will also establish new and stronger expectations for the development of support staff. Our ambition is that all staff within a school are trained and supported in their current role and are given the opportunity to develop their skills and progress in their careers. In the 21st century school all staff supporting pupils' learning will have, or will be working towards, a Level 3 qualification. We will also look to the School Support Staff Negotiating Body to develop a pay and conditions framework that contributes to the effective training and deployment of school support staff.
- 37.** School governors play a vital role in our education system by holding to account the school's leadership for the performance of the school. We want to strengthen this role by enshrining in law governing bodies' fundamental duties to children, young people and the wider community. We will require SIPs to provide information and advice to the governing body about the school's performance, so that governors are more able to challenge and

support school leaders. We will also improve governor training and expect all chairs of governing bodies to undergo specific training. We will expect initial training for governors to focus on the central tasks: providing effective challenge and support, holding to account, making effective use of data and information to manage performance and ensuring value for money. Governors will also be trained where appropriate in overseeing more than one school and managing co-located services. And we will introduce greater flexibility into rules about the composition of governing bodies.

- 38.** Taken together, these proposals will build on the foundations of the progress made over the last 12 years, to create a world-leading system of schooling which reflects the needs of the 21st century: responding to the challenges of a changing global economy, a changing society, rapid technological innovation and a changing planet. They will ensure that every school develops and extends the potential and talents of every child and young person to give them the skills they need for the future, so that every child can enjoy growing up and achieve high standards. And fundamentally, they will create a system which progressively breaks the link between disadvantage and low educational attainment.
- 39.** Schools are central to our Children's Plan vision to make this the best place in the world to grow up. They exist to give a great start in life for every child, not just for some. That is why teachers join the profession, why school leaders take on their challenges every day, and why we are taking the radical and ambitious steps set out in this White Paper.

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