

KENT COUNTY COUNCIL

SELECT COMMITTEE - EXTENDED SERVICES

MINUTES of a meeting of the Select Committee - Extended Services held in the Wantsum Room, Sessions House, County Hall, Maidstone on Wednesday, 9 June 2010.

PRESENT: Mr R B Burgess (Chairman), Mrs A D Allen, Mr A R Chell, Mr R J Parry, Mr K H Pugh, Mr K Smith and Mr M J Vye

ALSO PRESENT: Mrs J Whittle

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

UNRESTRICTED ITEMS

18. Interview with Richard Young, Young Persons' Sports Academy (YPSA) *(Item 1)*

Please introduce yourself and outline the responsibilities that your post involves.

I am the Director of YPSA, which I set up in March 2010. The aim is to help schools to meet their pledge of providing five hours of physical education for every pupil each week, and to help them deliver wrap-around education. YPSA helps them set up breakfast clubs and lunchtime and after-school activities. YPSA aims to support a school to provide these services in their own format and in a programme with which they are happy, and we work with them to establish this package. Many schools are under pressure to provide more PE, and many teacher training courses simply do not include sufficient PE training.

My background is in physical education. Previously I have been a PE specialist and a PE consultant, and have a Masters degree in sports management. My business partner and I hire ourselves out to help schools.

Please outline the Extended Services that the Young Persons' Sports Academy offers, and how these services are structured, commissioned and delivered. Can you give an example of the sort of schools you work with, and how much you charge for your service?

We had hoped to be working with two schools by this summer, but we found a greater need than we expected and we are currently working with four schools, and I will start working with a fifth this afternoon. We have eight coaches on our books. We work with a Community School, at which I have a coach who is now settling in to run their breakfast club from 8.00 to 9.00 am daily. Once we have started a new working relationship and placed a coach in a school, I go back to visit and appraise the set-up. We have an ongoing monitoring role.

The costs to us of setting up a new placement include the costs of CRB checks on each of our coaches, and we have liability insurance of £5 million, which we are required to have. We charge a school £30 per hour for our services.

What type of working relationship exists between the Young Persons' Sports Academy and Kent County Council? How would you like to see this relationship develop into the future? In which ways – if any – can collaboration and partnership working between all organisations involved in providing Extended Services in the County be improved?

I was introduced to Emma Jenkins and have had brilliant support, advice and help from her. I was able to share some of my contacts with her team, so the relationship has been reciprocal and it has been an ideal platform for me to work from. I found that Emma had incorporated my logo into an Extended Services best practice document, which I now use as a working document for my company. I have also worked with the Kent Sports Development Unit (KSDU). I have a good partnership with the KCC, and this link has been commented on in a recent Ofsted report for one of the school I work with. In terms of improving this collaborative working, more inter-departmental working would help. I think KSDU could work more with other partners, but they do not seem to see the value of this. I appreciate that different teams and units have different remits, but more linkages would help.

In your experience, what are the main benefits resulting from the provision of Extended Services, and what are the main challenges in providing Extended Services?

One of the benefits is that schools get good value for money. Budgets are a challenge, as is the lack of PE training delivered on teacher training courses.

All political parties have recognised the importance of PE in enhancing a child's behaviour and academic ability. I thought Loughborough University was supposed to be very good at PE training?

Yes it is, but we are hiring teachers who are coming out of Kent colleges, and it is frustrating that they do not have national qualifications. The reluctance of KSDU to be involved is also a challenge. The work they are doing is very engaging and I want to be more involved. I have attended some of their courses, and will continue to do so. I have to fill in the PE training that my coaches have not had previously, and covering this gap is expensive for me. The training issue is my major challenge, as the success of my company will rely on the quality of my coaches.

In your opinion, how can these challenges be resolved?

More collaboration would help. Unless colleges spend more time on training this will not improve. I worry that graduate PE teachers will be going into schools with insufficient skills.

In which ways, if any, might the reduction of Government funding for Extended Services in future years, and the possible shrinking of the Extended Services team, affect the provision of Extended Services? Would the work done so far on Extended Services be harmed?

I hope that work so far won't be damaged; I don't think it will. So much work has been put into establishing this that I hope this won't be undone. The Extended Services team has been very responsive to what I have been doing, and I want to keep this relationship. I think that, as long as good communication is maintained, the good work done so far won't be undone. I know that some companies used to mislead schools about the range of sports they could offer, but I hope that our work has helped schools to be able to have more trust in the services they are buying.

Would you be able to market yourselves directly to schools, with no help from an Extended Services team?

Possibly, yes. In the half term holiday we worked with Larkfield Primary School to use their premises for community activities for 5 to 16 year olds.

In your view, what Extended Services activities have the greatest impact and benefit for the community, and what programmes are most likely to be sustainable in the future?

The sort of activity we did at Larkfield would be a good example of this. It all contributes to the wrap-around care and out-of-hours service that they are able to offer the local community.

In your opinion, how can Kent County Council, together with schools and other providers of Extended Services, ensure the sustainability of Extended Services into the future?

KCC can help by continuing communication and acknowledging partnership working. It is also very important that companies delivering Extended Services are assessed and regulated so schools can be confident that they can trust who they are dealing with and rely on the services they are purchasing.

How can we push companies like yours further into the education system, particularly with academies and private schools?

I am open to any type of collaboration, working with 5 to 16 year olds. There is a big drop-off in the level of sports activity at secondary school level. I do not discriminate between types of school and will work with any. I think that private schools would be less likely to engage my company as they usually have more sports facilities and staff than other schools and are less likely to need help. When we take on a new contract, we expect to set up the service and then hand it over to the school to run themselves, once the relationship is established.

In your view, in which ways, if any, can Kent County Council, schools and external partners improve the general provision of Extended Services?

By setting up a standard which would need to be met, and ensuring that a provider is qualified. My company is good at identifying how we can ensure quality, and Quality In Study Support (QISS) has been a great help with this.

How could a school cover the cost of Extended Services if they cannot charge for providing it? Are there grants they can access? How could you continue if they could not pay your charges?

Many schools have already set and allocated their budgets when they get involved with us. For instance, the school I am going to today has a problem with allocating funds beyond September 2010. I highlight the system for applying for funding and schools then have to apply for it. This is the system at the moment; unfortunately I cannot apply for funding on their behalf. Maybe I might be allowed to in the future, I don't know. KSDU helped me to identify the advice to give to schools about funding.

A Community Interest Company (CIC) would be eligible to apply for grants.

That is helpful advice – I will follow that up.

How can the KCC address the problem of PE teachers not being fully trained when they leave college? Is there somewhere we can apply pressure to address this?

I think the KCC should press for better PE training as your schools need to have access to well-trained staff. Sports training contributes to teachers' leadership skills. I suggest the KCC could take up the issue with College Deans. Perhaps the Select Committee could write to them.

Extended Services can be seen as a pilot to provide out-of-hours activity. You could sell your service by charging 30 children £1 per head for an hour's activity, to cover your £30 an hour charge. Could schools get sponsorship to provide Extended Services? How would they go about accessing it?

Sponsorship would be a good way forward. Schools could get brands to sponsor their Extended Services sports provision, but I would suggest NOT using any fast food companies as sponsors! I will look into the CIC option which has been mentioned today. I think most Head Teachers would welcome this idea. Some Head Teachers are very pro-active at getting money, and make a small charge to each child to attend a breakfast club – eg 50p. To cover our costs of £30 per hour, the school could charge 15 children £2 per hour and encourage them to get their friends involved as this will make it cheaper for each child. Keeping up the numbers will make it viable to keep the club running.

I applaud the development of sports skills. Can this be used to help disaffected pupils? How could you reach out to them?

I am very interested in this aspect, and have just signed up to do a course on sports coaching for disability. I will tell you a good example of how my service has benefitted a pupil. One pupil at the Community School I work with was never at school on time, and would abscond in the morning as soon as his mother had left him, but since joining the breakfast club he has been encouraged and engaged, he attends more on time, and his mother is happier and more confident with his attendance. Our service has made a tangible difference to his life, and I would seek more of the same.

You could cite this as one of the benefits of your service in your company's marketing.

Yes, I seek continuity and to build lasting relationships. I expect each of our coaching placements to run for at least one year, and I want all my coaches to be fully occupied so they are cost effective.

Some schools would find it difficult to employ a teacher just to teach PE, but a cluster of schools could club together to employ a sports coach, and have them for one or two days each a week. They could share the costs of providing breakfast or after-school clubs. Schools are not geared up for this sort of arrangement, and would need the support of the Extended Services team to set this up. They would need an element of competition to be able to secure value for money and get the best price.

I am pleased that you have raised that! I used to see schools as being very insular, and wondered why they were not keen to swap or share resources with other schools. Some still seem to have a problem with the concept, and in particular the divide between private and state schools is still very apparent. I think schools should share more and be able to reap the benefits of sharing.

Is there anything else you want to ask or tell the Select Committee?

To be provided with support and taken seriously by Emma Jenkins was a great help when I first approached the KCC. It would be a great shame to see Extended

Services end when so much ground has been covered already. The KCC should continue to build on this work, but it is important that good communication is also continued. I would seek assurance that this good work will continue.

19. Interview with Paul Myers, Parent Governor *(Item 2)*

Please introduce yourself and describe the role and responsibilities that your position as School Parent Governor involves.

I trained as a solicitor and worked for many years in this profession but then gave up full-time work to be a carer for my son, who is profoundly disabled and attends Valence School. I have served as a School Governor since 1996. I am currently the Chair of the Teaching and Learning Committee at Valence School, and, amongst other commercial legal issues, act as a consultant on Disability Discrimination Act matters for the John Lewis Partnership (for whom I used to work as the Commercial Solicitor).

Please outline the Extended Services that Valence School – at which you are the Chair of the Teaching and Learning Committee - offers to its pupils and to the local community.

We can offer pupils a broad range of services:-

- a 'one stop shop' for healthcare, including physiotherapy, speech and language therapy and occupational therapy;
- wheelchair provision, repairs and servicing;
- consultants from London hospitals come to Valence for appointments with pupils, as do dentists, optometrists and GPs (for the boarding pupils);
- we have a specialist teacher for support services, and an AAC department;
- we have after-school clubs and activities in the evenings and at weekends, which can be accessed by boarders and day pupils;
- we have recently been awarded Sports College status, and operate two Kent Sports academies to help pupils who have been identified as having particular sport skills.

However, we would love to be able to offer this same range of services to the local community, but we have had less than positive engagement and we currently provide no services at all to the local community.

Why do you think this is?

I think there are several reasons, including inertia in the community - although, as part of our Sports College status, we have a duty to engage the community and share our facilities. We approached the local GPs' surgeries to link to people who could benefit from our 'one stop shop' healthcare services, and we also have a well-equipped gym, but all our attempts to engage have failed. Maybe this is because people have a mental block as it's a 'special' school and they don't see it as being relevant to them. Other factors may be the demographics of the local area and the fact that the school site is relatively isolated, being set in some 47 acres of countryside.

In your experience, what are the benefits - if any - that Extended Services bring to pupils and to the local community?

Having London consultants visit the school means that pupils do not have to take time away from study to attend an appointment in London, parents do not have to take time off work to accompany them, and families are spared the travels costs and the physical difficulties of making a journey by public transport with a profoundly disabled child. The school has twelve pupils with muscular dystrophy who are treated at the school by the only consultant available locally who works with muscular dystrophy. Our after-school clubs in particular offer a range of interests and activities, which benefit pupils' mental health and, often, also their physical health. We have a number of pupils who have developed their sports skills to a national level, and competition and leadership skills help pupils develop independence and self worth.

What are the main challenges for Valence School, and for schools in general, when providing Extended Services to pupils and to the local community? Is there any particular difficulty in accommodating special needs?

A major challenge is to offer the services to the community that our Sports College status requires us to offer. We have tried, and are continuing to try, different ways of engaging the community, as this is a major issue that we need to address. Funding is also a challenge, as our healthcare programme relies on NHS, Social Services and Education funding, and if any one of these dries up it will have a big impact. For instance, the PCT's funds are short and nursing staff cover has been adversely affected. This has had a big impact on the services we are able to offer to pupils with complex medical needs.

Please can you tell us a bit about the pupils and the Valence School.

Valence School is pretty unique, and I am not aware of any other school like it, certainly in the south-east. Our pupils have profound and complex physical disabilities – some also with complex medical conditions, and the majority are in manual or powered chairs. An increasing number have no vocal ability at all and rely on communication aids. I could sum it up by comparing them to a large group of 6 – 19 year old Stephen Hawkings! Some have Special Educational Needs (SEN) but most have very active and very able brains. Our role at the school is to tease out every ounce of ability and potential that we can identify, to give them the best possible start that we can. Many will go on to college or university, but to do this they need much practical support and input in terms of services. We do not have many pupils with severe learning difficulties. Most special schools do, but we don't.

Has the School experienced any particular problems with regard to the safeguarding of its pupils and with regard to security? What are the main challenges for students with special educational needs in accessing Extended Services?

The Valence School site is made up of a very large old house with other buildings around it. Pupils have free access across the whole 47-acre site. It is very rural and remote, and is difficult to access by public transport. If the site were opened up to the community, this would compromise the safety of students, and the security measures we would need to take to safeguard pupils would mean that pupils would lose the easy access across the site that they have now. We would need to secure the individual buildings, but could not secure the whole site, so we could not stop people wandering in. There are student bungalows on site, which are occupied by some of the boarders, and these we prefer not to secure as it inhibits students' ability to move about freely.

All the consultants and other medical personnel who attend the school are CRB checked, but community use brings us a number of new issues and presents a number of safeguarding problems.

There is also a challenge around making the after-school clubs accessible to all pupils. Although these are open to all pupils, they are mostly used by boarders as the day pupils travel home from the site at the end of the school day. It is difficult to try to persuade a commercial transport company to run a service for one or two pupils at an odd time. Most parents do not have the freedom that I have as a self-employed person, and cannot run a taxi service for their child at all hours.

How long do pupils stay at the school?

From the age of 5 up to 19. Sadly, some of our pupils will not live much longer than their late teens or early 20s. Those who do are likely to need to access Adult Social Services to live independently. Some will be able to take a place at a specialist college or at university, with sufficient practical support.

I know that Adult Social Services day centres and Borough/District Council cohesion schemes try to encourage disabled and able-bodied young people to mix. Is your school too remote to make such a link practical?

This is a useful suggestion, which I will look into. I know we have some liaison with Sevenoaks District Council and Westerham Parish Council, but I think this is at a very early stage. We have had for some time very strong links with Sevenoaks School, who regularly provide VSU pupils to assist our youngsters and who also throw open their sports field for our annual Sports Day.

Please describe your experience of the “Swift and Easy Access” element of the Extended Services core offer, when providing support for children and young people who have additional needs.

My understanding of this is that it's a one stop shop for social care and health services for pupils and their families. We offer extensive Swift and Easy Access and it works well and is valued by parents. There is no need for pupils to travel to a dentist or GP, and it gives parents and pupils confidence that we have everything necessary on site. We offer all services that parents would be able to access at a children's centre, except parental counselling. But our role as a special school includes liaison with and support for parents and families.

In which ways, if any, might the reduction of Government funding for Extended Services in future years affect the Extended Services which Valence School provides?

I think it will kill it stone dead, as it is so dependent on three funding sources - from the NHS, Social Services and Education – and the loss of any one source will have an enormous impact.

Do you know the ratio of funding given by the three providers?

I am not sure, but I think two-thirds comes from Education and the rest is from Social Services and the NHS, with Social Services' share being the smallest.

In your opinion, how can Kent County Council, together with schools and other providers of Extended Services, ensure the sustainability of Extended Services into the future, and how 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?

I can tell you an example of something that happened in Surrey. My son's favourite sport is bocchia, which is a version of boules developed for people with cerebral palsy. Both my son and I are qualified coaches and referees for the game, and we both play and coach at the local YMCA in Surrey.

This joint working by local businesses, Surrey County Council, the YMCA, local schools and NHS initiatives such as the MEND programme provides a whole host of clubs and activities, including breakfast clubs, after-school clubs and holiday clubs for mainstream and SEN pupils, complete with a transport arrangement to and fro. Sports activities cater for the whole community, from the cradle to the grave, and include a fully-accessible gym, but have focused activities for children, teens and young adults. The clubs offered to those children and young people with special needs are a positive activity to engage young people as well as giving parents and families valuable respite time while a club is running. I am not aware of anything like this in Kent, but a similar arrangement could be set up.

Do you receive NHS funding for what you do at this club, as you are, in effect, doing preventative work to improve the health and active engagement of those young people?

We have found that it is very difficult to access money and support from the NHS.

What is the role of the Governing body in supporting/promoting Extended Services, and to what extent are Governors and the Head Teacher on board? I am concerned that you say the withdrawal of government funding will kill Extended Services stone dead. Surely you can't afford to let this happen?

This is a major concern. As an education facility, our goal is to give 24-hour education, and we are always looking for ways to improve the syllabus for our residential pupils. The Head Teacher is very enthusiastic about Extended Services. We are a Sports College, so we are keen to offer everyone the benefits of the facilities that we have, and we will continue to make every effort to engage the local community.

Do you focus on proving any parenting support to the parents of pupils, to support their skills and knowledge?

No, not at the moment. We are unique in the huge size of our catchment area, which includes London Boroughs, so parents are spread far and wide and it is difficult to gather them together into any group to deliver such sessions. We have to rely on them to contact us if they need support. We do not go out to them to promote such ideas.

Do you have any volunteers involved in delivering Extended Services?

Not to my knowledge.

I am concerned that you say the NHS has not replaced one of your nurses. Can the KCC put pressure on the NHS to fill this gap, as good health care is important to help pupils to concentrate on study?

Our School Improvement Officer has taken up the issue. I am not sure what our relationship is with the NHS, or how we link to them. We will continue to pressure the NHS about this.

What would happen if all local government Extended Services interaction were to go away completely? Would the school be able to be entrepreneurial and provide Extended Services yourselves?

We are pragmatic about the future and we know there is very little money available. We look to promote ourselves as a business, across Kent and beyond, and we have appointed a Business Manager into the former Bursar post. We are planning much activity to promote our value to the community, and to enhance what we do. Whilst being determined to do whatever we need to do to carry on, it must be recognised that the likelihood of funding cuts across the board in education – not just in Extended Services interaction – will have a profound effect on our ability to provide such services.

20. Interview with Jack Keeler, Kent Governors' Association, and Eimir Roberts, Governor
(Item 3)

Please introduce yourselves and describe your roles and the responsibilities that your positions involve.

(ER) I am the Chair of Governors at Harrietsham Primary School, near Maidstone. I have been involved in the National Teaching Awards since 2008 and am now a judge of the competition.

(JK) I am the Chair of the Kent Governors' Association (KGA) as well as the Chair of Governors at Headcorn Primary School. I am also an area-appointed District Governor at Parkwood School in Maidstone, which had been given a 'notice to improve' and has since moved on successfully. As the Chair of the Kent Governors' Association, I attend the Annual and South East regional meetings of the National Governors' Association. I think this is an important link to keep up, as the national feedback is very helpful.

Please outline the Extended Services that Headcorn Primary School and Harrietsham Primary School offer to their pupils and to the local community.

(ER) At Harrietsham, we started a breakfast club. Initially, we investigated using Surestart funding to establish it, however we decided instead to fund it and run it ourselves. We run an after-school club via Kent Play Clubs, for which we did surveys and needs assessments to guide the setting of realistic fees. Harrietsham hosts a French language school on Saturdays and a summer play scheme as well as several school-run activity clubs. The Governing body funded the breakfast club, as, from our questionnaires, we knew there was a big need for it, and we have staff who are willing to run it. We fundraised the £1,500 needed to establish it.

(JK) At Headcorn, we signpost to a breakfast club in the village, which is held in a local Montessori school and is very well attended. The people who run it escort our children who attend it from their school to ours, as many parents who live in Headcorn are commuters who are not available to accompany their children to school. We have sports clubs, dance and drama clubs, after-school activities and a French club, so our activities are spread through the school day as well as after it. Every evening, the school premises are used for some activity like a gym club or Brownies. We provide the facilities for and host the summer play scheme. The local

Extended Services Co-ordinator is resident at our school and serves other schools too, so we gain links that way.

In your view, who benefits the most from the provision of Extended Services? Are there any particular groups of pupils and of Kent residents who find it more difficult to access Extended Services? If so, why?

(JK) Some people have to travel through rural areas to our site, but this seems to cause no problem with attendance at any event. At one time it was possible that our site would be used as a children's centre, but this is not run from our site. In the Every Child Matters agenda, a priority is encouraging more work that will benefit children and families. If a child and their family both have a worthwhile experience at school, it helps them both to go forward well. I am concerned about partnership working being reduced. I responded to the consultation about this. Extended Services cannot be allowed to drift, as much good work has been done.

(ER) When we did our first questionnaire to assess the need for Extended Services, we expected working parents to be the most likely to respond and take it up, so we made a special effort to target other, low income families whom we thought might have most need of the breakfast club. 'Your Choice' funding helped us target and make a judgement to benefit the most needy parents. Children get involved in the club and want to carry on after the initial funding ends, but it was slow to get going.

In your experience, are Extended Services closing the 'attainment gap' between the levels of achievement of children growing up in disadvantaged circumstances and those of their better-off peers?

(ER) Harrietsham School was built brand new four years ago, and we had to fight to get the pre-school unit to be accommodated in the same premises so we could use it for after-school clubs, so forward planning is important. We have 148 pupils in 5 classes, and our new site was built to accommodate 1 form entry, which has helped us to deliver Extended Services. We will shortly have a good school field as well. A downside of this is that other schools are reluctant to send their pupils to us, I think because they might be envious of our facilities and concerned that their pupils may be encouraged to move schools! Those who benefit from Extended Services are the children who attend the breakfast club, who get a calmer start to their day than they would have at the family home, which must help their attainment. The many after-school clubs also build pupils' interest. The school gives the premises free of charge and the staff give their time. We have seen a difference in behaviour and attainment.

(JK) At Headcorn we have also seen a change in behaviour in those pupils who attend the breakfast club. We have a school playing field and good facilities in our site, which is a split site made up of a Victorian school building and a 1960s block, together housing 200 pupils. The older building and the old Head Teacher's house were converted two years ago to accommodate Extended Services. These premises are much used by children and parents. We run parenting classes there one day a week, numeracy for parents one day a week, and welcome its use for any other meetings. It is hard to quantify how far we have been able to close the attainment gap, but we are successful in getting children and families interested in what is available to them.

What are the main challenges for Headcorn Primary School and for Harrietsham Primary School when providing Extended Services to pupils and to the local community (for example, with regard to staffing, signposting, finance, health and safety, transport and safeguarding), and how can these challenges be overcome?

(JK) Being aware of what is already available before trying to set up something new or different. It is vital to do a risk assessment, and we have one Governor who takes on this role. Setting up new things takes time, planning and effort, but once it is done, it is done and we plan to keep it. Staffing is a challenge, but the biggest challenge is funding

(ER) We are pleased that Extended Services has been made more possible by our new site. The Governors put in much work to do questionnaires and surveys, which was an onerous commitment in terms of the time and effort it took. Now we have it established, there is one other school which provides some after-school clubs, but other schools will not work with us, although we have tried. We just about break even with our activities, as others will not join in and reciprocate. The challenge is in changing the way of thinking. Several schools could contribute to a shared minibus to serve their activities. We do not charge the play scheme for using our premises, so in the winter we have to bear the cost of the heating they use as we have no way of recouping it. I wonder if, in doing this, we are discriminating against our own pupils. We don't have a full time caretaker. Money has to go into providing Extended Services. The teachers who volunteer to run activities do the locking up, and they don't mind doing this, but it is not sustainable.

To what extent, in your view, does the new Ofsted inspection framework provide levers for the promotion and provision of Extended Services by schools? Have you had experience of Ofsted asking about Extended Services?

(ER) In the last year I have been involved in three Ofsted inspections; one at the school where I work, one where I am a Governor, and another at Sutton Valence Primary where I was a Local Authority additional governor and temporary Chair of Governors. I was disappointed that, at Harrietsham, no questions were asked about Extended Services provision. We persuaded Ofsted to change the outcome for us, but it took a battle on our part. Extended Services is just not on the Ofsted agenda, only attainment. The self-evaluation document seems to colour their approach.

(JK) We had a much better experience.

Do you think some training for Ofsted inspectors would help them to do this differently?

(ER) They should liaise with and seek a view from the Local Authority before going to a school, and need to have a dialogue and look at a school's accreditations first. They would then already know about a school's Extended Services provision, and when they arrive they would be ready to witness the provision in action.

(JK) We have expert knowledge in the Local Authority of delivering Extended Services, so that should be made use of.

What role can school Governors play, and what difference can they make, in promoting the provision of Extended Services in schools? How can school Governors enhance their understanding Extended Services?

(JK) They have a more strategic role than previously. They need to be aware of what goes on outside the school day, and be ready and willing to ask questions.

(ER) More responsibility is now being placed on Governors, but they are well supported by KCC. We have had Governor training and support, which has really helped, and having someone to go to for guidance when setting up Extended Services is a great help. If we lose this support, it will leave Governors, who are volunteers, with no support, no way of being updated on latest legislation, etc, which will make the job much harder. Governors have a key role in a school as they hold

the purse strings, but to make good decisions they sometimes need guidance. The KGA struggles to get many Governors to attend briefings, and it's always a struggle. (ER) If Governors' role in Extended Services is to continue, they will still need support to deliver it. Some Governors are reluctant to get involved in Extended Services as they find the main school business is enough to cope with, as they are all volunteers.

Should schools be encouraged to develop and gain Extended Services accreditation? If so, why? What type of accreditation would you advise schools to gain? What would be the added value of having this accreditation?

(JK) Yes, I think they should do.

(ER) Yes, I think they should be encouraged to do Extended Services well if they are going to do it – not just to tick a box on a form or add a logo to their letterhead. I have found the accreditation team very supportive.

(JK) The last two years working on the accreditations have been very challenging, but the accreditations are very worthwhile. Working on these has allowed a way to network and open up opportunities. For example, I have found out that there is an education centre at Buckmore Park. It's been a real learning curve – accreditation is not just a paper exercise.

(ER) Learning days working on accreditations are very enriching.

What will suffer when Extended Services money is reduced? Will accreditation work fall away?

(JK) Yes, if we don't keep hold of it. It's well worth holding on to.

(ER) Our Governors were willing to do breakfast clubs as it is low risk. Kent Play Club helped as back up and gave us confidence in setting this up. We should always check what is already available and not re-invent things.

(JK) Schools should be encouraged to share their resources, and we need to reduce their fear of sharing and feelings of being insular.

How well is Kent's provision of Extended Services regarded on a national level? How might the reduction of Government funding for Extended Services in future years, and the reduction of staff in the Extended Services Team of Kent County Council, affect the quality of Extended Services provision in the County?

(ER) If you plan ahead and build in Extended Services, and maintain links which will develop it, you could end with a federation of schools delivering Extended Services together. We don't charge some providers of activities, but we do charge those who charge their users a fee to take part. What they pay helps subsidise those whom we don't charge. But the first call on our buildings and resources always needs to be for our own pupils, and we cannot risk any upheaval for them or any damage to their school day.

In your opinion, how can Kent County Council, together with schools and other providers of Extended Services, ensure the sustainability of Extended Services into the future?

(JK) By listening to those who deliver the services on the ground, and realising the level of good work that goes on in the county, and the passion which is there. You need to get into it and understand it. Much is done free of charge for children and families, to make sure they all get the services they deserve.

What about sponsorship or patronage?

(ER) You can tap into Trustees, etc, but you have to be selective, and you can't use this to relieve the public purse. You need to be creative with getting support – we already have Sony and Rolls Royce sponsoring our Extended Services provision.

(JK) We had National Lotto and BBC support for a community garden, and we hope to be able to attract more sponsors in the future.

To what extent can partnership working between geographically-close schools improve the Extended Services these schools can offer to the local community? Could you evangelise and inspire other schools who are less keen?

(ER) We can share good practice, which we have done via the KGA and within our own networks. There has been some antipathy from parents (parents make up the largest number of Governors!) but they need to be encouraged to think in terms of sharing. Some are very reluctant to link beyond their own school.

(JK) We are trying to address this issue as part of the extensive induction training for Governors.

Can Head Teachers be encouraged to evangelise to other Head Teachers in their cluster of schools?

(JK) We will shortly have two new Head Teachers appointed in our local cluster, and I am expecting this to bring new opportunities and make a big difference to how things will go.

If Extended Services funding were not ring-fenced, could you do more with it?

(ER) In a primary school, funding is not necessarily ring-fenced (although some is - for modern languages, for instance). There is less ring-fencing now so it is not as much of a problem as it once was.

(JK) Funding allocated for Extended Services (for example, for the conversion of our older school building), is ring-fenced, but I think it is right to be so, to ensure that the money is used appropriately.

(ER) We need to guard the funding that we get. 'Your Choice' funding could be spread too thin or inappropriately if there was not some restriction on how it could be used.

(JK) If Extended Services funding were not protected, it might be used for something for which, it might turn out, there is some other channel for funding.

When you were building up your Extended Services provision, what help did you get from the KCC?

(ER) We had help initially to investigate and establish what Extended Services provision we needed, this included some training and administrative support to prepare and analyse the questionnaire, before our Extended Services even got going.

If the KCC Extended Services team should go, who would fill the gap?

(JK) It would have to be us, the Governors! We would have to be willing to accept this responsibility, as we are all responsible people.

What can the KGA do to encourage more Governors and Head Teachers to get on board with Extended Services?

(JK) The message is already getting out and around, and many Governors are already very committed to Extended Services. The door is already open but we need

to take every opportunity to push on it some more. I am willing to promote Extended Services and spread the message if the KCC gives me a steer.

(ER) If a school is not well graded by Ofsted, its priorities change and efforts are geared to addressing attainment. Even if some Governors are keen, we would need an overriding body of support to drive Extended Services forward. Depending on the focus of their inspection, Ofsted are not always interested in Extended Services as they do not see that it helps attainment.

In the current economic climate, do you try to find volunteers to help run your Extended Services – eg, to run a club which is open to several local schools? Is it easier to find volunteers if you look to run things across a bigger area?

(JK) Much volunteering goes on now, and parents and families have helped out for many years – long before Extended Services started. The changes happening in CFE are something we have to get to grips with, along with relationships with other partners. These are key areas to address.

(ER) We both have very strong links between our schools and the local Parish Councils. Many schools do not have this link; it all depends on the size of the local Parish Council and what resources it has.

We have heard that some schools are reluctant to do Extended Services. Why do you think this might be?

(JK) Some schools see it as just a different name for something they are already doing, so don't see the need to take it up as a new or different thing. We just need to keep chipping away at them.

(ER) I think some are reluctant as they have unstable staffing, and in that situation, Extended Services is simply not a priority for them. They see that Extended Services is a long-term commitment, and don't feel able to make that commitment, and there is always an element of risk in change. Our local community centre usually charges for activities, whereas we don't charge for most of ours, and as we don't have that income we cannot afford a full time caretaker. Our computer suite could be used for Adult Education classes, but the work and data that our pupils keep on the system would need to be kept secure. There are also very practical considerations when using primary school premises for adults; you will need bigger chairs and tables! You would also need somewhere to store this extra, bigger furniture when it is not being used.

What about Extended Services beyond school, going out into the community? Schools which encourage their pupils to get involved in community clubs for sports, arts, music, etc, help their pupils' attainment, reduce absenteeism and help them avoid hanging around and getting ASBOs while out of school. On Sheppey we run art and pottery classes at the community centre and have a community chef who comes into schools.

(JK) We do this too. Headcorn Football Club uses our site, as do local cricket and tennis clubs. Many of our after school clubs are now run by our teaching assistants. This works well in our rural area; I am not sure it would work the same way in an urban area. In Parkwood in Maidstone we have many different cultures and languages coming together, so we have an interesting mix of people who can learn much from each other.

(ER) A hand bell ringing club is run at our premises by the local church. There is a challenge around getting older teens to attend activities which are run at primary school premises, and they tend to become disengaged. Also, the parents of 6 and 7 year olds are not necessarily happy for them to attend an event alongside older

teens. We do support some teens as volunteer play leaders, but we tend to find that a primary school is not a good place to mix age groups of young people.

(JK) Older members of the community come together one night a week, and the local Youth Forum meets and reports back to the Parish Council. Younger pupils see the activities that teens get involved in and get interested in doing the same, so we signpost people to others' events and avoid booking things on dates which clash, in case people want to attend a mixture of events.

(JK) In summing up, I would say that the KCC is in a really good position to encourage good Extended Services provision and it should be very careful of what it might lose if Extended Services were allowed to fall away.