



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Wednesday, 15 February, 2012, at 2.00 pm

Ask for: **Theresa Grayell/
Gaetano Romagnuolo**
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**Stour Room, Sessions House, County Hall,
Maidstone**

Tea/Coffee will be available before the meeting

Membership

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

UNRESTRICTED ITEMS

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

Item No

1. Extended Services - 'One Year On' Report (pages 1 – 26)
2. Next Steps

EXEMPT ITEMS

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

Peter Sass
Head of Democratic Services
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Thursday, 2 February 2012

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By: Patrick Leeson, Corporate Director, Education, Learning and Skills

To: Select Committee: Extended Services – 15 February 2012

Subject: EXTENDED SERVICES – “ONE YEAR ON” REPORT

Classification: Unrestricted

Summary: To advise Members of the action that has been taken forward since the publication of the Extended Services Select Committee report in December 2010

Introduction

- 1.1 The Extended Services Select Committee reported to the County Council in December 2010.
- 1.2 The Terms of Reference for the Select Committee Topic Review for Extended Services were:
 - To identify aspects of the extended services programme in Kent that are proving to have the greatest impact and benefit for the community, and that are most likely to be sustainable in the future.
 - To explore ways - if any – in which collaboration and partnership working between all organisations involved in providing extended services in Kent can be improved.
 - To investigate any obstacles and challenges to the progress of extended services and the development of the concept of the “school that never sleeps”, particularly those that may prevent closer partnership working and could threaten sustainability. To identify possible solutions to overcome these challenges.
 - To analyse whether resources for extended services within Kent County Council, and across schools and other partner organisations, are deployed in the most efficient and effective manner.
 - For the Extended Services Select Committee to make recommendations after having gathered evidence and information throughout the review.
- 1.3. The Committee received evidence and information from a wide range of stakeholders, professionals, representatives of organisations supplying extended activities and services, academics, officers as well as pupils and families accessing extended services.

1.4 The Extended Services Select Committee made a total of 18 recommendations for further action. The 'One Year On' monitoring report (Appendix 1) will be considered by The Extended Services Select Committee on 15th February 2012 to review progress made against the recommendations.

Context

2.1 Members will be aware of the challenging financial environment that the County Council faces, as well as the evolving changes in the relationship and role that the County Council has with schools in light of national policy direction. The pace of change in the education sector means that the context in which a number of the Select Committee's recommendations were made have changed since the report was finalised in October 2010. For this reason a revised action plan was presented and endorsed by the Communities Policy Overview and Scrutiny Committee on 8th July 2011 and the Education, Learning and Skills Policy Overview and Scrutiny Committee on 12th July 2011. It was intended that the revised actions did not lose the spirit of what was intended when the recommendations were originally set out, but which could be achieved in the different environment that we are now in.

2.2 Responsibility for the delivery of the majority of the Select Committee's recommendations sit primarily with the Learning Plus Team within Education, Learning and Skills, although a few impact on other teams such as the Youth Service. The Youth Service is itself currently subject to a review and consultation process, and the Learning Plus Team is subject to the current formal consultation process for Education, Learning and Skills, with a view to the service (with the exception of one post) becoming a traded activity.

2.3 Since the Select Committee reported, the ring fenced government grants for Extended Services have ceased and changes to funding arrangements for schools have resulted in a reduction in capacity to a small strategic team working across the county. In the context of these funding changes as well as the changing relationship and levels of support to schools from services provided by the authority changing, the vast majority of schools have to date felt unable to commit to pooling resources to continue the employment locally of operationally focussed Extended Services Co-ordinators. This has therefore had an impact on the ability to implement a number of the Select Committee recommendations that related to the work of Extended Services/ Consortium Co-ordinators. Many schools are however now either investigating or moving towards collaborations together in order to pool resources and expertise and this is an area that the Learning Plus Team are developing tools, resources and facilitated support to enable this to happen. These collaborations are taking many forms, from simply pooling budgets for specific activities/ resources to federations to academy trusts.

2.4 There are two noticeable exceptions to the situation described above, with two clusters of schools that have each pooled funding to maintain their local Extended Services resource. These clusters are:

- Quartet in the Community – A cluster of 4 schools in Thanet (Hartsdown Technology College, Garlinge Infant School, Holy Trinity and St.John’s Primary School and Salmestone Primary School.) These schools have pooled funding in order to maintain their Extended Services Co-ordinator post.
- Dover Extended Services (DES) – Following Dover being the first district of schools and partners in the country to achieve a Quality in Extended Services Award at Advanced level in November 2010, the majority of schools agreed to pool funding together (on a per pupil basis) in order to sustain and develop the DES partnership. For 2011/12 this has maintained the post of a Development Manager and a Co-ordinator. Discussions are currently on-going about the partnerships plans and staffing needs for future years.

2.5 In addition KCC services such as Community Learning and Skills, Kent Adult Education, continues to offer free Family Learning opportunities which address the needs of families, in some of Kent's most disadvantaged neighbourhoods, through intergenerational learning in order to improve the skills, expectations and aspirations of both adults and children, improve parenting skills and the connections between school and home. Programmes are targeted at those areas where adults have the lowest skills levels and where the need for improvements are the greatest. In 2010-11 503 programmes were offered of which there were 3, 265 enrolments at 240 venues across the County which include primary schools (176), Children's Centres (47) and other community venues.

One Year On

3.1 In light of the context detailed above, the monitoring report for the recommendations of this Select Committee is presented in Appendix 1 of this report.

Current Extended Services Support to Schools and Partners

4.1 The current priorities and support provided by the Learning Plus Team, informed by the work and recommendations of the Extended Services Select Committee is presented in Appendix 2 of this report.

Recommendation

Members are asked to note the contents of the 'One Year On' report.

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Appendices

Appendix 1 Extended Services 'One Year On' Monitoring Report

Appendix 2 Current Priorities and Support Provided by the Learning Plus Team

Background Documents:

Extended Services Select Committee Report to Full Council on 16/12/10

Minutes of Full Council on 16/12/10

APPENDIX 1

EXTENDED SERVICES SELECT COMMITTEE "ONE YEAR ON" MONITORING REPORT 2012

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
1.	<p>The Leader of Kent County Council should write to, and meet, both the Secretary of State for Education and the Secretary of State for Communities and Local Government to promote an extended services ethos and a stronger recognition at national level that extended services are an essential component of a world class education.</p> <p>KCC Managing Directors of the Children, Families and Education Directorate and the Communities Directorate should also write to, and meet, senior officers in the Department for Education and to the Department for Communities and Local Government respectively, to promote an extended services ethos and a stronger recognition at national level that extended services are an essential component of a world class education.</p>	<p>Leader</p> <p>Sean Carter, Learning Plus Manager</p>	<p>As a key element of the national government's localism agenda, there is a clear move towards a much more outcomes focussed approach, and a clear mandate to leave decisions about defining which approaches and interventions are to be used to local decision making.</p> <p>It is therefore felt that the focus locally should be about working with school leaders and partners in Kent to embed the local extended services work where it is known to have a clear educational benefit and impact.</p> <p>Revised action: No action be taken on this recommendation.</p>	<p>No further action taken.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
2.	<p>The Children, Families and Education Directorate and the Communities Directorate in KCC should be closely involved in helping schools to organise six county-wide roadshows to promote extended services and to urge the development of consortia in an effort to provide more efficient, effective and sustainable extended services.</p> <p>The roadshows should take place throughout the year 2011, and may be organised in conjunction with existing events which will involve key extended services stakeholders, such as schools, parents, governing bodies and extended services providers.</p> <p>KCC Cabinet Members for Education and for Communities are encouraged to continue to champion extended services, and to deliver speeches emphasising the importance and the benefits of these services.</p>	Sean Carter, Learning Plus Manager	<p>In light of current budgetary pressures regular large meetings of schools have dramatically reduced in occurrence. Also national policy drivers around the academies programme, the devolution of further funding to schools and the local commissioning of services have meant that schools have been organising themselves into smaller groupings and clusters.</p> <p>Revised action: The Corporate Director and Cabinet Member for Education Learning and Skills write to all Head Teacher and Chairs of Governors emphasising the importance and benefit of extended services to school improvement and their pupils.</p>	<p>The Corporate Director and Cabinet Member for Education Learning and Skills use the weekly schools e-bulletin as their main form of communication to all schools.</p> <p>The Corporate Director included in his bulletin out to schools on 10th January 2012 reference to the importance of extended services and asking for schools to participate in a survey to measure current uptake of extended services and to identify the level of support schools require.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
3.	<p>The Kent Children's Trust should put greater emphasis on extended services in the priorities and outcomes of the new Children and Young People's Plan, to reflect the numerous benefits extended services bring to children and young people in Kent's vision for the future.</p> <p>One key outcome that the new Plan should include is to ensure that local consortia are formed throughout the County to provide more efficient and effective extended services. The model of extended services consortium adopted may vary, ranging from a social enterprise, a model delivered wholly or in part by private businesses or a traded service where schools and partners can buy discrete packages of support or consultancy</p>	Helen Jones, Head of Commissioning	<p>The Kent Children's Trust is in the process of agreeing a new Children and Young People's Plan, however given funding cuts and local constraints, priorities in year one have been limited to Safeguarding and Emotional Wellbeing and Mental Health. In year 2-3 the plan seeks to address broader issues where the work of extended schools will be extremely important. However given the redirection of funding to schools, this will be dependent on individual or groups of schools agreeing to fund extended school provision.</p> <p>Revised action: No further action be taken.</p>	<p>No further action taken.</p> <p>However, please note that the previous responsibilities of the Kent Children's Trust and their associated plans now sit with the Kent Children and Young People's Joint Commissioning Board.</p> <p>An Early Intervention and Prevention Strategy and associated procurement plan are in place.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
4.	<p>Representatives of schools' governing bodies and headteachers in newly formed consortia in Kent are strongly encouraged to undertake extended services training. The training should provide support to develop extended services provision, should offer guidance to undertake the Quality in Extended Services accreditation scheme, and should highlight the numerous benefits that extended services bring for schools and for the wider community</p>	Sean Carter, Learning Plus Manager	<p>Training to school staff and Governing Bodies continues to be available and is ongoing.</p> <p>Revised action: The training available to schools continues to be promoted via existing regular communications to Head Teachers and Governing Bodies.</p>	<p>This action remains ongoing. In addition an article has been published in the January 2012 edition of the Governor briefing notes about the importance of Study Support/ Extended Services and the work of the Learning Plus Team.</p>
5.	<p>KCC's Education and Communities Directorates should produce a DVD providing information and guidance about extended services, and emphasising the benefits of these services.</p> <p>All governors of primary, secondary and special schools in Kent are strongly encouraged to view this DVD in an effort to encourage more extended service provision in the County.</p>	Sean Carter, Learning Plus Manager	<p>Revised action: A web based training and support site be developed that includes video footage providing information and guidance about extended services and activities.</p>	<p>The Learning Plus web pages have been amended to include training videos produced by Teachers TV on extended services for teaching staff, support staff and governors. Video footage of case studies from Kent schools is also being incorporated.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
6.	The Managing Director of KCC's Children, Families and Education Directorate should write to Ofsted and urge the organisation to retain "community cohesion" as one of the focus areas for inspection in its revised assessment framework.	Sue Rogers, Head of Standards and School Improvement.	<p>Senior Officers have been involved in feeding into the consultation processes established by Ofsted into a revised inspection framework for schools. Although it is extremely unlikely that "community cohesion" will remain as an explicit focus area current proposals indicate Ofsted do intend to form their judgements that will take into account "the spiritual, moral, social and cultural development of pupils" and pupils "behaviour and attitudes towards others, and respect for other young people and adults".</p> <p>Revised action: Officers continue to actively feed into the development of the revised Ofsted inspection framework for schools.</p>	<p>The new Ofsted Inspection Framework for Schools came into place from 1st January 2012, and the previous proposals reported on in July 2011 have been incorporated into the new framework.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
7.	<p>Primary, secondary and special schools, together with all organisations and agencies providing extended services in the County, should form local consortia to offer more efficient, effective and sustainable extended services to their communities.</p> <p>The Select Committee recommends that each consortium funds one post for an Extended Services Consortium Coordinator to manage extended services provision in the consortium. The model adopted to run each consortium may vary, depending on the needs and priorities of the community.</p> <p>The Extended Services Team should give high priority to supporting schools and other organisations to identify suitable Extended Services Consortium Coordinators for appointment, and in setting up consortia across the County by August 2011.</p>	Sean Carter, Learning Plus Manager	<p>In light of the national policy changes for schools and the relationship with the local authority, schools have been coming together to form themselves into small groupings and clusters in order to consider joint planning and commissioning of services, etc. At the same time, discussions and work are ongoing around the work and arrangements of the Local Boards.</p> <p>The Extended Learning Manager wrote to all schools in May 2011 (once their budgets for 2010/11 were known) inviting them to consider employing a co-ordinator locally beyond August 2011. The Extended Learning Team are in discussion with interested groups of schools, and are considering various models that best suit the needs of each grouping.</p> <p>Revised action: Support</p>	<p>In the context of the evolving education environment, this action remains on-going.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
			continues to be provided to groups of schools coming together and looking to share a Consortium Co-ordinator post.	
8.	The Children, Families and Education Directorate should employ, for a period of one year at most, ideally four Extended Schools Development Managers, to provide Extended Services Consortium Coordinators with initial strategic guidance and support, and to ensure that newly formed consortia can operate in a sustainable manner.	Sean Carter, Learning Plus Manager	<p>Following the formal consultation process carried out for the Extended Learning Team a small strategic team, consisting of 8 posts has been retained until 31st August 2012. Opportunities to develop into a traded service will be explored and undertaken during this time.</p> <p>Revised action: The strategic team provide initial strategic guidance and support to the groupings who decide to employ a Consortium Co-ordinator to ensure that work can be undertaken locally in a sustainable manner.</p>	In the context of the evolving education environment, this action remains on-going.
9.	One of the first tasks of each, newly appointed Extended Services Consortium Coordinator should be to organise a genuine and comprehensive consultation with the local community to identify	Sean Carter, Learning Plus Manager	<p>Revised Action: Where Consortium Co-ordinators are employed, the strategic Extended Learning Team encourage and support the co-ordinators to:</p>	In the context of the evolving education environment, this action remains on-going.

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
	<p>extended services needs and to plan provision accordingly in the consortium.</p> <p>Extended Services Consortium Coordinators are strongly encouraged to share existing good practice to plan effective extended services provision.</p> <p>The newly appointed Extended Services Consortium Coordinators should also deal with any legal and operational issues, such as safeguarding and caretaking in the evenings, which may prevent the smooth provision of extended services.</p>		<p>(i) organise a genuine and comprehensive consultation with the local community to identify extended services needs and to plan provision accordingly in the consortium;</p> <p>(ii) share existing good practice to plan effective extended services provision;</p> <p>(iii) also deal with any legal and operational issues, such as safeguarding and caretaking in the evenings, which may prevent the smooth provision of extended services.</p>	
10.	<p>The Kent Youth Service should ensure that Community Youth Tutors spend the agreed proportion of their time in schools and in the wider community, in order to ensure that all Kent youth can benefit from their service.</p>	Nigel Baker, Head of Youth Service.	<p>The work of the Community Youth Tutors is recognised, and all Service Level Agreements between the Youth Service and host schools have recently been reviewed. These posts are protected in the proposed Service Transformation model for Kent Youth Service.</p>	<p>This work remains ongoing.</p>

No.	Original Recommendation	Lead Officer	Comments / Revised Actions – July 2011	Outcome – January 2012
11.	The Extended Services Consortium Coordinators should ensure that the transport available in each consortium is shared and is used for extended services purposes. The Coordinators are also encouraged to produce timetables for extended services transport, and to organise training for minibus drivers, if needed.	Sean Carter, Learning Plus Manager	<p>Revised Action: Where Consortium Co-ordinators are employed, the strategic Extended Learning Team encourage the co-ordinators and local consortia to consider how transport available in each consortium is shared and is used for extended services purposes.</p>	In the context of the evolving education environment, this action remains on-going.
12.	KCC should extend the use of the Kent Freedom Pass to include all 16 to 19 year olds in full-time secondary education or non advanced Further Education.	Tim Read, Head of Highway Transportation	<p>The extension of the Kent Freedom Pass was discussed at Full Council meeting on 17th February 2011, where it was agreed that no such extension would be made due to the financial implications. Since then a review group under the chairmanship of Mike Whiting has been considering KCC's future post-16 transport policy.</p> <p>Revised action: Further action will be reported in due course.</p>	The work of the Post-16 Transport Policy Group is ongoing until March 2012. The work is progressing, including some pilot activities to inform the final policy recommendations to Cabinet.

13.	<p>KCC should seek to persuade rail travel operators in Kent to incorporate off-peak rail travel into the Kent Freedom Pass, enabling more young people to access extended services facilities.</p>	<p>Tim Read, Head of Highway Transportation</p>	<p>Revised action: KCC does not propose to seek approval from the Department for Transport to incorporate off-peak rail travel into the Kent Freedom Pass scheme, as the need to offset the lost revenue would mitigate against the proposals KCC has presented to the Department for Transport in the Rail Action Plan for Kent for inclusion in the new Integrated Kent Franchise from April 2014.</p>	<p>No further action taken.</p>
14.	<p>KCC's Education and Communities Directorates should provide £50,000 for each Kent District for the financial year starting in April 2011 to support newly formed consortia and to strengthen existing extended service provision in the County's local communities. This District-based funding will enable KCC Members of each District to establish the most appropriate and equitable ways of distributing resources according to local priorities and extended services needs.</p>	<p>Sean Carter, Learning Plus Manager</p>	<p>In light of the current financial pressures on the County Council it will not be possible to implement this recommendation, or even a lower amount specifically for this purpose.</p> <p>Revised action: No further action on this recommendation are undertaken.</p>	<p>No further action taken.</p>

15	<p>All consortia should consider the introduction of a charging regime for some of the extended services activities they offer, in order to promote the sustainability of such activities. The profits from such activities should be expected to be re-invested solely into extended services provision.</p>	<p>Sean Carter, Learning Plus Manager</p>	<p>Revised action: Where Consortium Co-ordinators are employed, the strategic Extended Learning Team encourage and support the co-ordinators to introduce a charging regime for some of the extended services activities they offer, in order to promote the sustainability of such activities</p>	<p>In the context of the evolving education environment, this action remains on-going.</p>
16.	<p>Extended Services Consortium Coordinators should build strong relationships with their local communities and secure the support of volunteers to promote the variety and sustainability of extended services into the future.</p>	<p>Sean Carter, Learning Plus Manager</p>	<p>Revised action: Where Consortium Co-ordinators are employed, the strategic Extended Learning Team encourage the co-ordinators to build strong relationships with their local communities and secure the support of volunteers to promote the variety and sustainability of extended services into the future.</p>	<p>In the context of the evolving education environment, this action remains on-going.</p>
17.	<p>KCC should devise a voucher-based scheme that entitles the bearers to access some extended services activities free of charge. Vouchers would be given by Coordinators to extended services</p>	<p>Sean Carter, Learning Plus Manager</p>	<p>In view of the current budgetary constraints and the reduction in staff numbers it is suggested that it will not be feasible to establish and administer such a scheme at a</p>	

	<p>volunteers – including children and young people - in recognition of their contribution.</p>	<p>county wide level. It may however be possible to arrange such schemes at a local level, and / or link in to proposals contained in the recently published Giving White Paper from Central Government,</p> <p>Revised actions:</p> <ul style="list-style-type: none">(i) Due consideration be given to this proposal when the outcome of the Giving White Paper becomes known;(ii) Where Consortium Co-ordinators are employed, the strategic Extended Learning Team encourage the co-ordinators to devise a voucher-based scheme that entitles the bearers to access some extended services activities free of charge.	<p>i) The outcome of the Giving White Paper and an announcement on the next stages is awaited from Central Government.</p> <p>ii) In the context of the evolving education environment, this action remains on-going.</p>
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18.	<p>Extended Services Sustainability Officers and School Improvement Partners should – as a central part of their duties - urge all schools within newly formed extended services consortia in Kent to undertake the Quality in Extended Services accreditation scheme.</p>	Sean Carter, Learning Plus Manager	<p>The Quality in Extended Services accreditation scheme continues to be promoted and support to schools provided. To date (June 2011) 152 Kent schools have achieved the status (either individually or as part of a group) and 106 schools are currently working towards accreditation and expected to achieve by October 2011.</p> <p>Revised Action: Officers continue to promote and encourage schools to undertake the Quality in Extended Services and / or similar accreditation schemes.</p>	<p>The Quality in Extended Services (QES) scheme has been actively promoted to schools with over 250 schools accredited to emerged, established or advanced level. A number of schools continue to work on the scheme to accredit at a higher level.</p> <p>Particular successes include all the schools and partners in Dover District becoming the first schools in the country to be accredited at advanced level in November 2010, and Shepway district achieving established level in July 2011.</p> <p>An impact evaluation study of this scheme on different types of schools in Kent is currently underway and is due to report back in March 2012. The findings will be</p>
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				presented at a national conference in London at the end of March 2012, and it is anticipated that academic articles may well also be published as a result of this research.
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Appendix 2

Current Priorities and Support Provided by the Learning Plus Team

Background

The Learning Plus Team (established on 1st September 2011) builds on the work that schools and partners have achieved through the Extended Services and Healthy Schools agendas. It is about focussing on the activities and services provided to children, young people and their families in order that they are meeting each school's improvement priorities, ensuring that every child has the opportunity to have a broad range of learning experiences outside of the school day in order to reach his/her potential, celebrate their achievements and to support their learning back in the classroom.

Learning Plus is about assisting schools and partners to identify and deliver local priorities in terms of health, well-being and community development that will close the attainment gap and improve life chances for the children, young people and their families.

Rationale

The focus of the Learning Plus Team is underpinned by a comprehensive body of evidence including:

- The research and recommendations of the Extended Services Select Committee that reported in December 2010.
- Research commissioned and published by the Department for Education into services such as after-school clubs and adult literacy classes found that extended services lead to improvements in pupils' grades and the career prospects of their parents. The research concluded that extended services "can maintain children in school, help them engage with learning and put them onto productive pathways after school". The research team, including academics from the universities of Manchester, Southampton and Newcastle, added: "They can help families deal with crises, encourage better parenting practices, and enable adults to move into learning and employment pathways. This in turn has positive impacts on children, their learning in school and their life chances." **The report states the success of such activities depends on schools being able to target families and pupils most in need.** The study also urges head teachers to ensure extended services are continually reviewed, with close monitoring of their effect on outcomes such as school attainment and attendance. (Extended Services in Practice: A Summary of Evaluation Evidence for Head Teachers, 2011).

- Just 14% of variation in individuals' performance is accounted for by school quality. Most variation is explained by other factors, underlining the need to look at a range of children's experiences, inside and outside of school, when seeking to raise achievement (Joseph Rowntree Foundation, 2007)
- "What happens after the school gates close at 3pm is just as vital as what goes on in the school day. Children who do after-school activities have more confidence, see the world in different ways, have a stronger sense of identity – and this ultimately translates into doing better in exams and getting a better job. We're particularly concerned poorer children are missing out as a result."(Save the Children, 2010)
- "Research shows clearly that out-of-school activities are not just an 'optional extra', but an important part of children's education and development. The evidence is that children with such experiences also approach school learning in a more positive way." (Donald Hirsch, Loughborough University's Centre for Research in Social Policy, 2010).
- "Inequalities in educational outcomes are as persistent as those for health and are subject to a similar social gradient. Despite many decades of policies aimed at equalising educational opportunities, the attainment gap remains. As with health inequalities, reducing educational inequalities involves understanding the interaction between the social determinants of educational outcomes, including family background, neighbourhood and relationship with peers, as well as what goes on in schools. Indeed, evidence on the most important factors influencing educational attainment suggests that it is families, rather than schools, that have the most influence. Closer links between schools, the family, and the local community are needed". Policy recommendations include: extending the role of schools in supporting families and communities and taking a "whole child" approach to education; and developing the school-based workforce to build their skills in working across school-home boundaries and addressing social and emotional development, physical and mental health and well-being. ("Fair Society, Healthy Lives – Strategic Review of Health Inequalities in England post-2010", The Marmot Review, 2010)
- "Where child learning becomes family learning, and where educators understand that they cannot meet the needs of children and young people alone, true engagement and shared understanding are developed". ("Leadership for parental engagement", National College, 2010)
- Ofsted's evidence suggests that schools offering extended services make a positive difference to:
 - Improved motivation and self-esteem
 - Improved achievement

- Increased attendance and improved behaviour
 - More engaged parents
 - Greater willingness to adopt healthy lifestyles
 - Better community access to local services
- ‘Education outcomes do not just depend on schools. They are influenced by a range of factors including poverty, family circumstances, housing and health. If schools are to deliver effectively for children and young people they need to work with other schools, parents, the local community, statutory partners and voluntary organisations.’ (School effectiveness framework: building effective learning communities together, February 2008)
- Key findings of the 'The Impact of Parental Involvement in Children's Education' Research report (DfES, 2008):
 - Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education.
 - Parental involvement has a significant effect on pupil achievement throughout the years of schooling.
 - Educational failure is increased by lack of parental interest in schooling.
 - In particular, a father's interest in a child's schooling is strongly linked to educational outcomes for the child.
- “‘The system’ – education, social and health services – has, for as long as schools have existed, failed many young people, closing doors in mid afternoon, weekends and holidays. While there is little evidence to show that more days of school or longer hours in classrooms would be the answer, there is evidence to show that achievement is raised and self esteem enhanced when there are opportunities to learn beyond the school day and outside the classroom (MacBeath 2006)

Focus of Support

Based on the above evidence, feedback from Kent schools and the support provided to schools by the Extended Services/ Learning Team up to August 2011, Learning Plus focuses its support on three areas:

- Ensuring the activities and services offered to pupils and families support school improvement and school development priorities;
- Developing a “total child” approach where issues such as health and well-being, parental involvement, etc are considered alongside achievement and attendance data
- Targeting the appropriate services and activities to the pupils and families that need to access them and who will benefit most from them, and

ensuring that there are learning opportunities and support for learning beyond the school day.

Taking each of these aspects in turn:

a) Ensuring support meets school improvement and development priorities

It is vital that any support and activities that a school offers, or makes available to its pupils and families, ultimately links back to supporting the learning back in the classroom. In the current economic climate it is even more important than ever to be able to justify that the resources available are being appropriately targeted and supporting the schools priorities for its pupils' learning.

As well as being able to support schools in their school improvement planning to ensure that a wide range of stakeholders are involved in its development and implementation, the Learning Plus team are currently piloting a self-evaluation framework for schools (that can lead to a recognised Quality Mark if the school wishes to follow this through) that looks at how the extended services provision supports the school's priorities for their pupils literacy, numeracy and communication skills. This can either be done by a school on its own, together with other local schools, or could be a school and up to 4 other providers (who could be children's centres, local leisure providers, other external providers as well as the school's provision that it runs itself).

b) Developing a "Total Child" Approach

The Learning Plus Team has developed a partnership with an organisation who have developed a set of tools to support schools to identify their pupil's indicators in areas such as health and wellbeing, parental engagement, etc alongside achievement and attendance data to identify issues outside of the teaching and learning that may be impacting on their pupils achievement. This data can be looked at on a pupil by pupil basis, as well as in larger groups. This approach has been piloted with 6 Kent schools and an additional 30 schools have purchased the resources to date and are embarking on this approach.

The first stage of the Total Child approach is to seek the Teacher's perceptions on each of their pupils, and for this it is suggested that they use a template such as the one attached in appendix 1 of this report. This has proved to be a very useful starting point and feedback from schools has been that it has provided a framework for a discussion between teachers and between teachers and support staff. It is also helpful in identifying possible professional development needs for staff where gaps have appeared in the responses recorded on the sheets.

The second stage is then to undertake surveys of the pupils and their parents on their perceptions on a range of issues, primarily based around the Every Child Matters outcomes. Once completed the schools receive a detailed report for their school as well as the data on a pupil by pupil basis. The Learning Plus

Team have then been commissioned to provide support to the schools in terms of identifying appropriate responses and interventions in response to the results of the survey. There is already evidence from the pilot schools that this is providing an additional valuable set of data that the schools have been able to act upon. The intention is that schools would repeat these surveys at a suitable point in the future (once interventions have been completed, or at the end of the academic year for example) to see if there is an improvement in the responses as well as the pupils' academic achievement.

As more schools come on board with the system it will be possible to provide data reports for groupings of schools, as well as providing comparative data across the county as required. It is also anticipated that this tool will be useful to schools in terms of identifying the appropriate support for pupils receiving the Pupil Premium and also for being able to report on and demonstrate its impact.

c) Targeting Services and Activities

As well as the Total Child approach described above, the Learning Plus Team is working closely with schools and partners to ensure that there are a wide range of services and activities available for schools, pupils and families, and that schools look at a range of strategies to target the pupils and families that would benefit most from the interventions. The team is currently supporting this to happen in two ways:

- External Provider Training

The team has now provided training to over 340 businesses and organisations providing activities and services to Kent schools. These range from small businesses to multi-national organisations. As well as ensuring that these organisations are aware of their legal requirements in terms of insurances, CRBs, etc time is also spent explaining the priorities and context that schools are working in and supporting the organisations to identify how their services can best be targeted to support schools.

- Learning Destinations

Based around a Passport for Learning, this is part of a national scheme run by the National Children's University. Children achieve stamps in their passport for every hour of learning outside of the classroom that they undertake – there are certificates at various target points, but for children who reach the gold stage (100 stamps) they are invited to a graduation ceremony that we run with the University of Greenwich to receive their awards and have a tour of the university campus. At the moment the scheme is particularly focussed on years 3 to 8, and stamps can be achieved at out of school activities at their school (if their school is affiliated to the scheme) or at other Learning Destinations across the

county. There are currently approximately 50 Learning Destinations across the county that include many of the large tourist attractions and places of interest across the county, including Kent's County Parks. This provides an opportunity for families to undertake fun learning activities together. In Kent, over 5000 passports have been issued to date.

Impact

As well as the impact of the approaches and interventions highlighted in this report being evidenced going forward at a school level, Canterbury Christ Church University are undertaking some focussed impact evaluation studies on the work of the Learning Plus Team. It is anticipated that this study will be completed by Easter 2012 when the University are planning on also publishing the results in the form of academic papers as Kent is one of a very few local authorities in the country that has a team such as Learning Plus. The focus for the study will be looking at the impact to date for schools and clusters who have achieved the Quality in Extended Services award (over 250 schools in Kent have this award).

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Total Child - Closing the Achievement Gap - Prioritising Evidence													Extent to which areas have a positive or negative effect on attainment and achievement				Positive			Negative		Don't know	
Evidence	History			School Support		Self				Home			Make-up										
	Attainment on Entry	Curriculum Skills Knowledge gaps	Achievement progress	Per Pupil Budget	Degree of Intervention	Health	Well-being	Behaviour	Safety	Social/ Cultural Attitudes	Financial Constraints	Capacity to Support	Attitudes to learning	Attitudes to learning	Physical medical issues	Cognitive Issues							
Priority Indicator Choices	Recorded EYFS/APS	Curriculum attainment	School progression profile	Pupil premium	Hours per week in school	Pupil Perceptions Health Indicators	Pupil Perceptions Well-being Indicators	Pupil Perceptions Behaviour Indicators	Pupil Perceptions Safety Indicators	% attendance at parents' evening	FSM status	Parent experiences	Attendance figures	Behaviour record	Symptomatic impact	Official diagnosis							
Class 1																							
Child 1	P	P	N	N	N	P	D	N	D	N	D	P	N	N	P	P							
Child 2	N	N	P	P	P	N	P	P	N	P	N	N	P	P	N	N							
Child 3	P	P	P	P	P	P	P	N	N	P	P	D	P	P	P	P							
Child 4	N	N	N	N	N	D	N	P	P	N	N	P	N	N	P	P							
Child 5	P	P	P	P	P	P	P	D	P	P	P	P	P	P	P	P							
Child 6	P	N	P	P	P	N	P	P	P	P	P	P	N	P	P	N							
Child 7	P	P	P	P	P	P	P	N	P	P	P	P	P	P	P	P							
Child 8	N	P	N	N	P	P	N	P	N	P	P	P	N	N	N	N							
Child 9	P	N	P	P	N	P	P	P	P	D	N	P	P	P	P	P							
Child 10	N	P	N	P	P	N	P	N	N	N	P	P	P	P	P	P							
Child 11	P	P	P	N	P	P	P	P	P	P	P	P	P	P	N	D							
Child 12	P	N	P	P	P	P	P	P	P	P	P	N	P	P	P	P							
Child 13	N	P	N	N	P	N	P	P	N	N	P	N	N	N	D	N							
Child 14	P	P	P	P	P	P	P	P	P	D	N	P	P	P	P	D							
Child 15	P	N	P	N	P	N	P	P	P	P	P	P	P	P	P	P							
Child 16	N	P	N	N	N	P	P	N	D	P	P	P	P	N	N	P							
Child 17	P	P	P	N	P	P	P	P	D	N	N	P	P	P	N	D							
Child 18	N	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P							
Child 19	P	N	P	P	P	N	D	P	P	P	P	P	P	P	P	P							
Child 20	P	P	P	P	N	P	P	D	P	D	P	P	P	P	N	P							
Child 21	N	P	N	N	P	N	N	N	D	P	P	P	N	P	P	N							
Child 22	P	N	P	P	P	P	D	P	P	P	P	P	P	P	P	P							
Child 23	N	P	N	N	P	N	N	N	P	P	P	P	N	P	P	N							
Child 24	P	P	P	P	P	N	P	N	D	P	D	P	D	P	D	P							
Staff Confidence/ Awareness																							
Staff 1	P	P	P	P	P	P	N	P	D	P	P	N	P	P	P	D							

