

Extended Services Select Committee

Appendix 2 What Are Extended Services?

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



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

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

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

As a result...

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



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

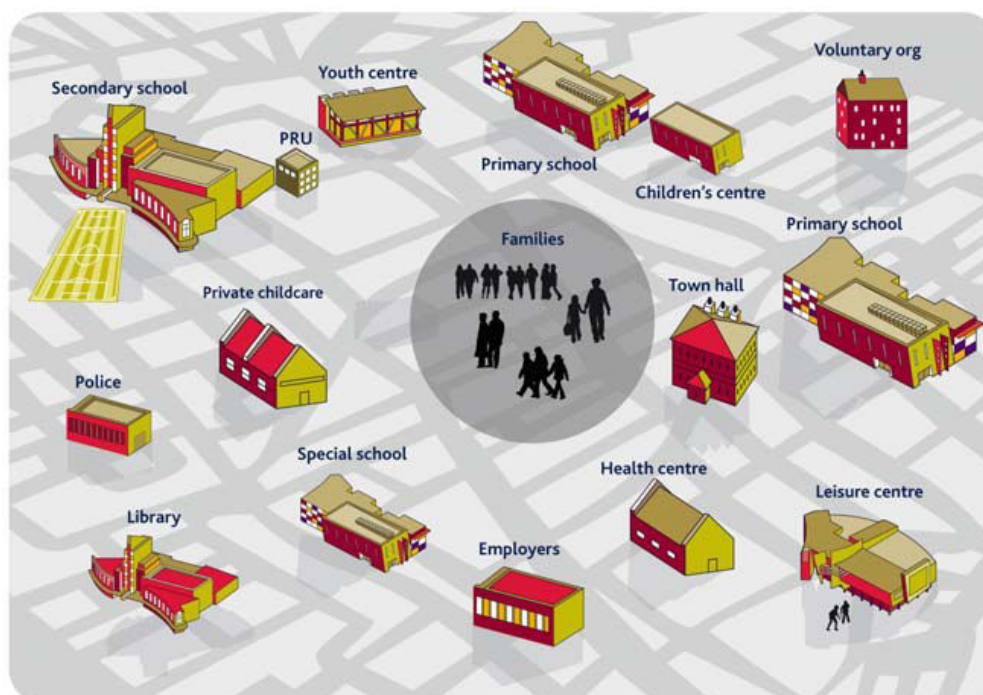
- The word ‘**access**’ is crucial – schools do not necessarily need to offer services on the school site. If there are existing services that meet local demand, schools can signpost to this provision, eg. to high-quality private childcare. If consultation reveals there is no local demand, there is no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

The Elements of the Core Offer



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

Extended services – working in partnership



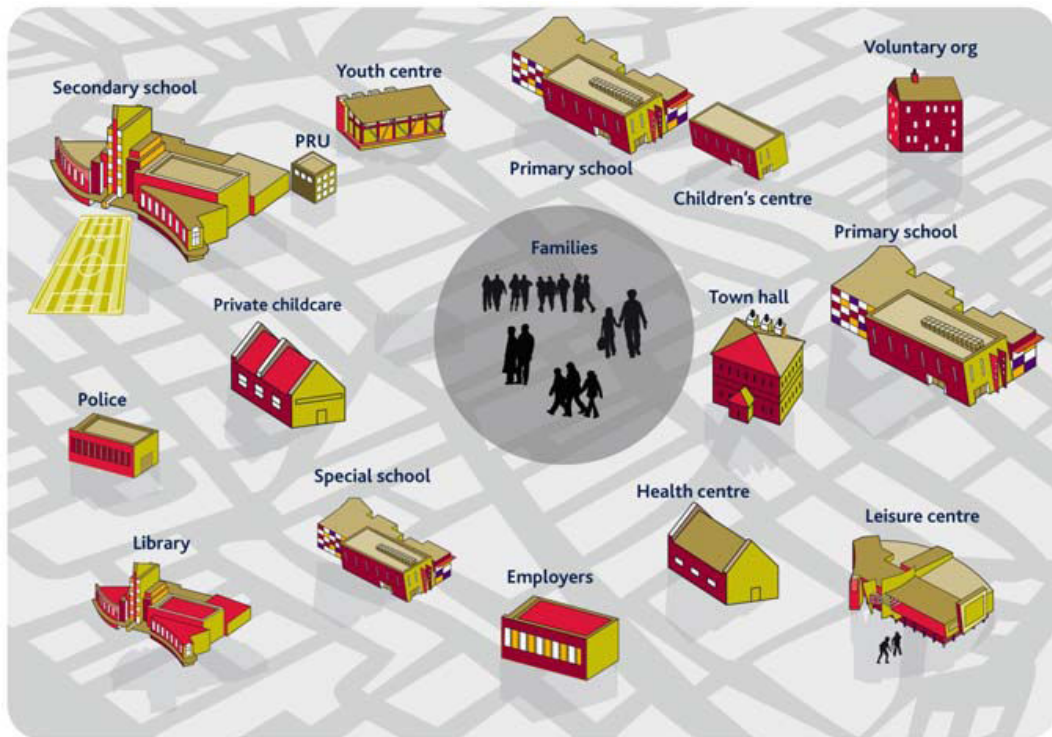
“No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children’s services in order to offer more by working together than any one partner could alone and to provide better value for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

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

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

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

Offering extended services



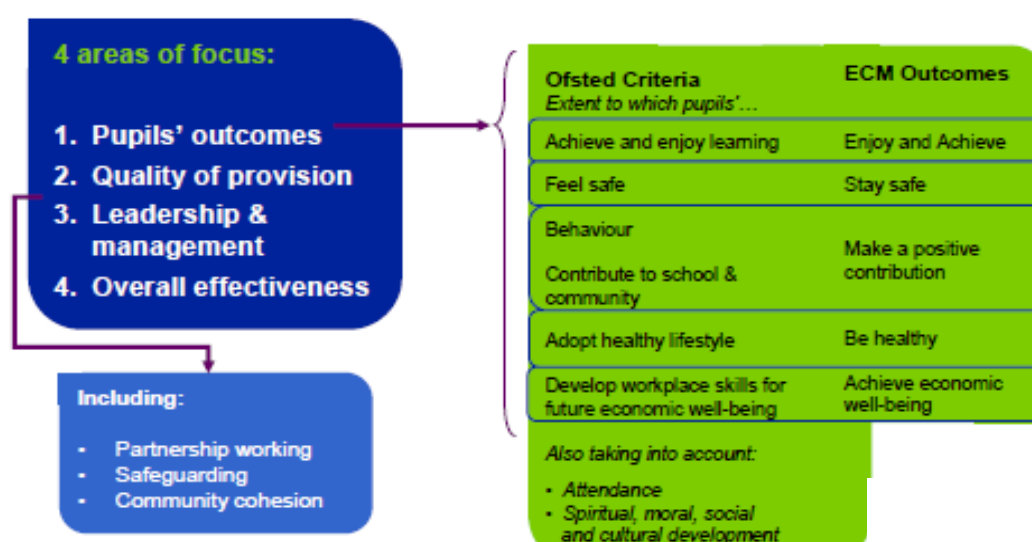
- Offering extended services enables schools to meet the aspirations of the Children's Plan (the 21st century school as the hub of services for the children, families and the community), and to meet their statutory duties on well-being and community cohesion (Every Child Matters).
- Schools are not expected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

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

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

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

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



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

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

Potential benefits of extended services for various stakeholders

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

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

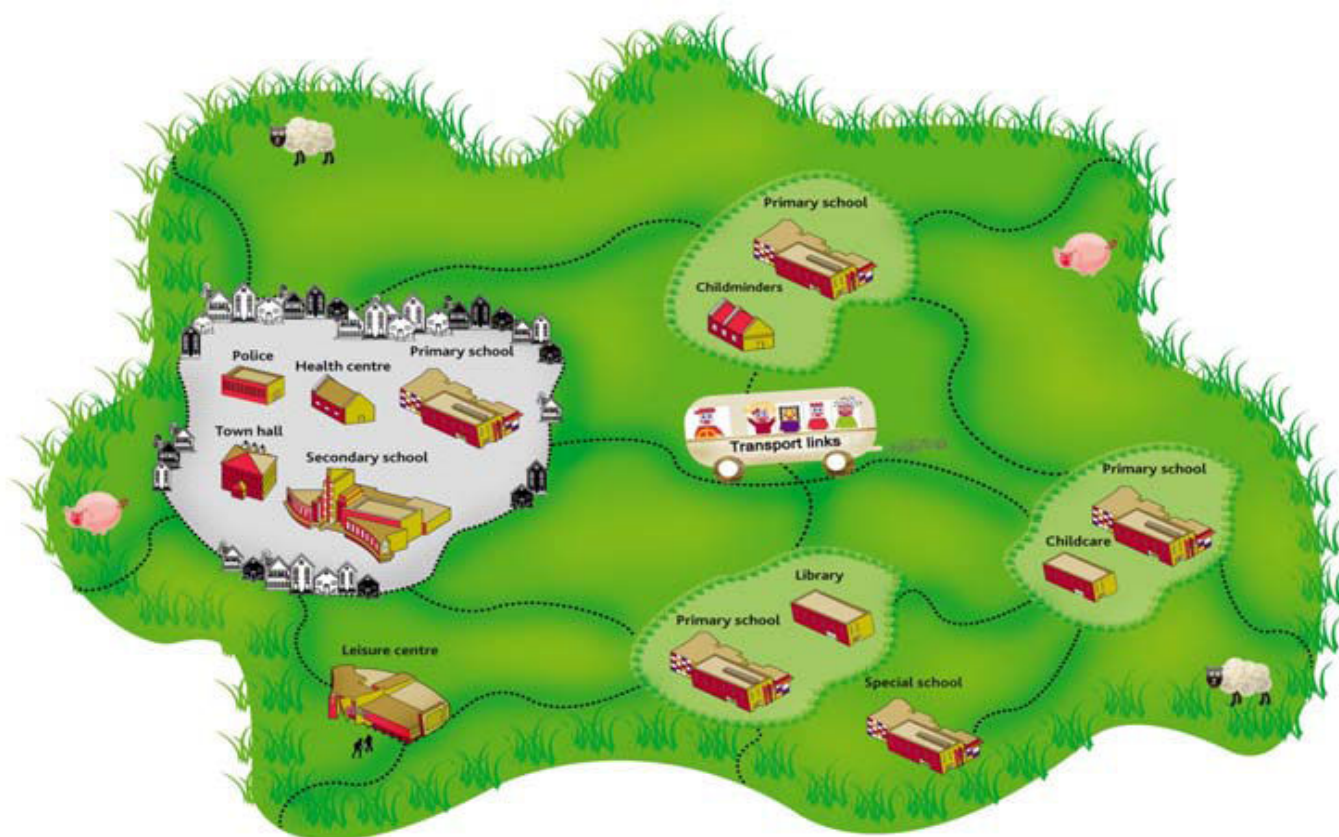
Community: access to school sports and IT facilities; local base for further education courses, vocational courses and other learning opportunities; local access to health and specialist services, and information about other local services; promotes community cohesion.

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

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

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

Potential challenges: extended services in rural settings



According to the Training and Development Agency for Schools:

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