

Extended Services Select Committee

Appendix 3

Extended Schools Survey of Schools, Pupils and Parents - Briefing

A Quantitative Study of Perceptions and Usage of Extended Services in Schools

Background

Ipsos MORI was commissioned by the Department for Children, Schools and Families (DCSF) to undertake a survey of schools, parents and pupils in relation to current provision, usage and perceptions of extended schools services.

Extended schools offer access to a wide range of services from 8am - 6pm, 48 weeks a year, including school holidays. Services may be provided directly by the school on-site, or the school may provide access to services at other schools or centres.

The core offer comprises:

- A varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities) in a safe place to be for primary and secondary schools;
- childcare 8am-6pm, 48 weeks a year for primary schools;
- parenting support including family learning;
- Swift and Easy Access to targeted and specialist services such as speech and language therapy; and
- community access to facilities including adult learning, ICT and sports facilities.

Key survey findings

The schools survey was designed to represent all maintained schools in England, not only those providing the full core offer of extended services. Parental and pupil reaction is therefore likely to vary dependent upon the status of the school, and when services or access to services were first provided. However, in addition, there are discrepancies between what schools at the time of the survey recognised in terms of the core offer and what they later agreed with local authorities and the Training and Development Agency (TDA).

One third of schools on the survey list said they were providing the core offer. This is different from the TDA data agreed with schools and Local Authorities in the next academic year. The differences in the figures in the current survey and the TDA figures may reflect fluctuations in provision over time: schools were asked to describe what services they currently offered. In addition, schools' experiences vary according to whether they provide the full core offer, part of the core offer, or access to it.

Key survey findings are summarised below.

Management and provision of extended services

- Over half of schools provide extended services in a cluster. Secondary schools (particularly small ones) and those providing the full core offer are more likely to provide extended services in a cluster than other types of schools.
- Most schools are responsible for the day-to-day provision of extended services, although many work with their local authority, private providers and others to offer access to services.
- Childcare and activities are most likely to be funded by users and/or the school. Users are most likely to pay for childcare in primary schools, although schools in deprived areas are most likely to fund childcare themselves. The majority of schools that charge users for childcare and activities provide help for families who struggle to pay the full fee.
- Schools are also most likely to obtain funding for community access from users, although around one in five also funds community access themselves. Secondary schools are more likely than primary schools to charge users for community access.
- In contrast, parental support and Swift and Easy Access are more likely to be funded exclusively by schools, or jointly by schools and local authorities.

Support in developing and providing extended services

- Overall, schools are more likely to agree than disagree (42% vs. 28%) that they currently receive sufficient support to develop and provide extended services.
- The most commonly cited sources of support include local authorities (cited by 82% of schools), other schools (54%), the health sector (32%) and School Improvement Partners (26%).
- Schools providing extended services in a cluster are more likely than non-cluster schools to say they receive support for planning, developing and providing services from most of the support services asked about, and are more likely to agree they receive sufficient support (48% agree compared with 36% non-cluster schools).
- A significant minority of special schools (12%) say they have not received any support for the planning and provision of services, and are less likely than mainstream schools to feel that they receive sufficient support.

Consultation and information about extended services

- The majority of schools report that they engage in consultation about the development of extended services with parents (86% schools) and pupils (73% schools).
- Generally, pupils report that they feel consulted: around seven in ten say their school consults with and listens to young people's views about activities on offer, mainly through questionnaires or discussions in class/tutor groups. Nevertheless, over half of pupils say they need more information about the activities their school offers outside of lesson times.
- Over half (54%) of parents cite ways in which they have been consulted about extended services; however two in five do not recall being consulted in the past year, and two in five feel their child's school does not take parents' views into account when developing extended services. In line with this, only two in five parents say they know much about extended services currently.
- Nearly all schools say they promote extended services to parents and pupils through written channels, either through letters home (95%) or in the school newsletter (93%). However, a smaller proportion of parents say they currently get their information about extended services via these channels (77% and 60%, respectively). Despite the fact that parents cite written information as their preferred format for finding out about services, it appears that some information provided by schools is not received, or is not recalled, by parents currently. This is unlikely to be an issue relating only to communications about extended services.

- Schools that offer community access are more likely than others to have consulted the wider community when planning extended services. In line with this, schools that are more likely to offer community access, such as secondary schools and those working in clusters, are also more likely to have consulted the community.

Provision and usage of childcare and activities

- The most commonly-provided extended services are activities for children and young people, as opposed to services for parents or the community. Nearly all (94%) schools offer activities and/or childcare either at or through their school. In line with this, 88% of parents are aware that activities and childcare are provided by their child's school. Special schools are less likely than mainstream primary and secondary schools to offer activities and childcare.

- Around three in five parents (58%) say their child has attended an activity or childcare service provided by their school in the last term.

- The great majority of schools (91%) offer childcare and activities after school, while two-thirds provide them before school, and just over half during school holidays.

- In line with school provision, activities **straight after school** are more commonly used than activities at other times (53% of all parents say their child attended after school activities in the last term). The schools survey findings also indicate that after-school activities are better attended than activities at other times of the day. Pupils attending after-school activities tend to do so once or twice a week (74%).

- While **before-school activities** are used by smaller numbers than after-school services (only 16% of parents say their child used these services last term, and school data indicates lower attendance before school), these users are regular attendees. Around one in five parents say their child attends before-school activities five days a week, compared with only three percent of parents whose children attend after-school activities every weekday.

- **Evening activities (after 6pm)** are provided by half of secondary schools (51%) but by smaller proportions of primary (21%) and special schools (38%). Those attending evening activities after 6pm (four percent of all parents report their child has attended these in the past term) are more likely to be in years 10-13 than in younger year groups, and all are in mainstream schools. This reflects the finding that secondary schools are somewhat more likely than other types of school to provide evening activities.

- Only six percent of parents say their child has attended an activity **during school holidays** in the last year. However, just over half of schools provide activities and childcare during school holidays and daily attendance at these activities, according to schools, is 34 pupils per school (mean). A large

proportion of parents say they would like to be able to use more activities in the holidays (for example, 58% would like to use more activities in the summer holidays), suggesting that there is either a lack of awareness and/or barriers to accessing holiday activities.

- Results from the parents survey indicate that pupils who are least likely to be using activities and childcare are those from more deprived backgrounds, those where parents do not work or only one parent works, those attending special schools and those where parents are dissatisfied with the school.
- Across all term-time and holiday activities, supervised activities such as sports, drama and performing arts clubs are most widely used (48% of parents say their child has attended these in the past term), while homework and study groups are also used by 15%.
- The pupils' survey finds some differences between subgroups in the **types of supervised activities** that pupils use. Whereas girls are more likely than boys to have attended dance, drama and performing arts, music and art and craft clubs, boys are more likely than girls to have attended sports clubs. Meanwhile, secondary pupils are more likely than primary pupils to use homework and study groups (25% compared with four percent).

Provision of transport for off-site activities

- Childcare and activities are mostly provided on-site, and very few schools provide these services (particularly after-school activities and childcare) *exclusively* off-site. However around half of holiday provision is either off-site or mixed on-site/off-site. Childcare is slightly more likely than activities to be provided off-site after school.
- Where activities and childcare are provided off-site, schools generally provide transport to these when they are not within walking distance; however around one in four schools does not provide transport. Schools working as part of a cluster are less likely to provide transport (32% do not) than non cluster schools (13%).

Ratings of childcare and activities

- A majority of parents and pupils rate the childcare and activities provided by their school positively: 67% of pupils rate the activities available outside lesson times as good, and 60% of parents say the services meet their needs. However, a significant minority (26%) of parents say current offerings do not meet their needs.
- Parents and pupils from two-parent families – especially where both parents work – and younger pupils and their parents are most likely to say that services meet their needs. In contrast, the parents of pupils in special schools

are least likely to feel that activities meet their needs, as are the parents of pupils in years 7-9 in secondary schools.

- Parents' reports that services meet their needs tend to correlate positively with other attitudinal measures, such as satisfaction with the school, feeling that the school takes parents' views into account and being aware of the extended activities provided by the school.

Perceived benefits of childcare and activities

- Fun and socialising for children are the most frequently cited benefits of childcare and activities by parents (mentioned by 62% and 61%, respectively). Improved health (52%) and academic outcomes (49%) are slightly less frequently mentioned, although the parents of secondary school pupils are more likely to focus on these.
- The parents of primary school children are more likely than their secondary school counterparts to cite allowing the parent to work as a benefit (22% compared with eight percent), as are those who work. The parents of pupils attending special schools also acknowledge that childcare and activities provided by the school allow the parent to spend time on other things (39%), and offer respite and a break from caring (33%).
- Pupils are also most likely to cite the social aspect of attending activities as the thing they like most: seeing their friends (59%) and the enjoyment (52%) form the main appeal. A third of pupils (34%) say they like activities because they get to learn new things.

Perceived barriers to using childcare and activities

- When asked what stops their child from using childcare and activities, one in five (21%) parents say that the child does not want to do the activities and a similar proportion (19%) of pupils say that there are no clubs or activities that they like. However, being too tired to attend before-school or after-school activities is the most frequently mentioned barrier among pupils (25%).
- A significant minority of parents also cite lack of time (17%), cost (16%) and lack of transport (10%)/inconvenient location (5%) as barriers to their child using childcare and activities. Meeting costs is most likely to be a barrier according to lone parents and the parents of special school pupils. Transport is most likely to be cited by parents of secondary and special school pupils, possibly because pupils are likely to travel further to these types of schools.

Provision and usage of other extended services

- Of the other elements within the extended schools core offer, the most commonly offered service is Swift and Easy Access, mentioned by 76% of schools. Seven in ten schools (70%) say they offer parenting support, and over half provide community access (54%). Schools providing extended services in a cluster are more likely than others to offer these services, as are secondary schools. Encouragingly, awareness of these services among parents is broadly in line with the proportion of schools offering them.
- A third of parents say they have used Swift and Easy Access services in the last year (mainly healthcare-related services). Around nine in ten parents say they would approach the school for help if they or their child had a problem, and a similar proportion of pupils say they know who to go to if they have any personal problems.
- Parental support is more likely to be offered in schools with relatively high levels of deprivation. Information sessions for parents before or after their children enter education are the most commonly-provided and used type of parental support. Reflecting their popularity, around a third of parents would like to see more information sessions available. Parents of special school pupils are more likely than average to report attending parenting courses and support groups.
- Community access typically involves schools allowing public access to halls, classrooms and sports facilities. Secondary schools and those providing extended services in a cluster are more likely than average to offer community access.

Perceived barriers to using and providing other extended services

- Around 13% parents say they would be unlikely to approach their child's school for help in accessing support services if their child had a problem. Of these parents, around half (51%) say they would rather go to other professionals first.
- Just over a quarter of parents (28%) who would be unlikely to approach their school for help say they are unaware of such services being provided by the school, suggesting that there is scope for improving awareness of Swift and Easy Access services. This is particularly the case for parents of children who attend large schools.
- Others, particularly the parents of secondary school pupils (23%), cite previous bad experience when seeking advice from school staff as a barrier for using Swift and Easy Access services.
- Although three in ten schools that currently open facilities for community access do not have any more facilities that could be made available, some

schools are currently not opening facilities that are highly regarded by parents such as ICT suites (27%) and libraries (15%).

Source: DCSF and Ipsos MORI (2009)

Data, Tables, Graphs

Extended Services Offered

Q1 I would like to start by asking you about the extended services that your school offers. By “extended services” I mean a range of activities and services for children, parents, and the wider local community. Which of the following services does your school offer?

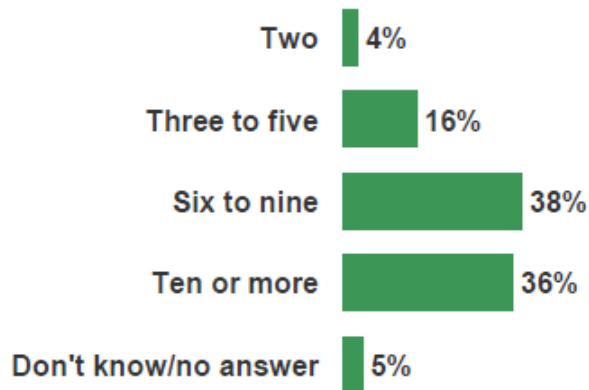
Base: All respondents

	%	%	%
	Postal	Telephone	Combined
Childcare or activities that can be used as childcare before and/or after school, for example breakfast clubs or homework clubs, or during the school holidays	72	76	74
All Activities – typically after school or during the school holidays, for example sports, arts and crafts or ICT	79	93	85
Parenting support, such as information sessions, adult learning opportunities, family activities	67	76	70
Community access – opening appropriate facilities to the wider community, for example sports facilities or ICT suites	46	66	54
Swift and easy access - working closely with other statutory services and the voluntary and community sector, to help and support children with additional needs, for example school nurses, speech and language therapists or the police	66	89	76
None of these	2	1	2
No answer	2	-	1

Delivering services in a cluster

Q How many schools are there in this cluster?

55% of schools deliver extended services as part of a cluster



Base: All schools (1,801)

Base: All schools who deliver services as part of a cluster (982), June – July 2008, Source: Ipsos MORI.

Figure 6 - For each of the core services that your school offers, please tell me who is responsible for delivering it day to day¹⁰.

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
<i>Base: All providing each service</i>	(1,321) %	(1,600) %	(1,352) %	(1,230) %	(1,422) %
The school	67	86	60	60	60
Another school	8	5	5	3	2
Local authority	4	7	36	8	27
Private providers	36	28	5	15	3
Voluntary sector providers	7	7	9	8	3
Health/ statutory agency	1	1	10	1	12
Other	3	3	4	4	1
School responsibility only	45	54	33	50	43

Source: Ipsos MORI

Funding

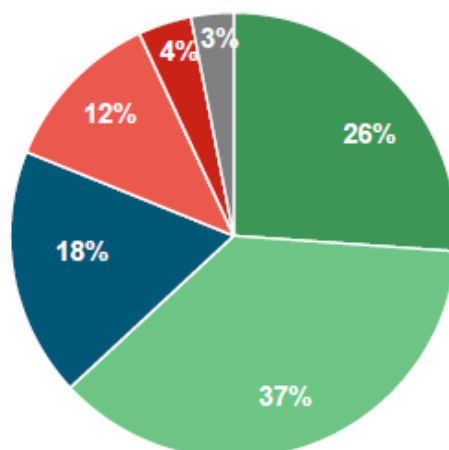
Figure 7 - For each of the core services that your school offers, please tell me how it is funded.

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
<i>Base: All providing each service</i>	(1,321) %	(1,600) %	(1,352) %	(1,230) %	(1,422) %
Users pay	73	43	5	53	3
School funding	32	58	43	22	40
Public sector	13	11	37	11	37
Private sector	6	4	2	7	1
Voluntary sector	4	5	6	4	3
Staff volunteer	15	42	11	4	2
Others volunteer	5	13	3	3	1
Other funding	5	7	6	3	2
School funding only	8	20	27	12	26

Source: Ipsos MORI

Meeting costs of activities

Q Generally speaking, how easy or difficult is it for you to meet the costs of the activities offered by the school that you want your child to use?



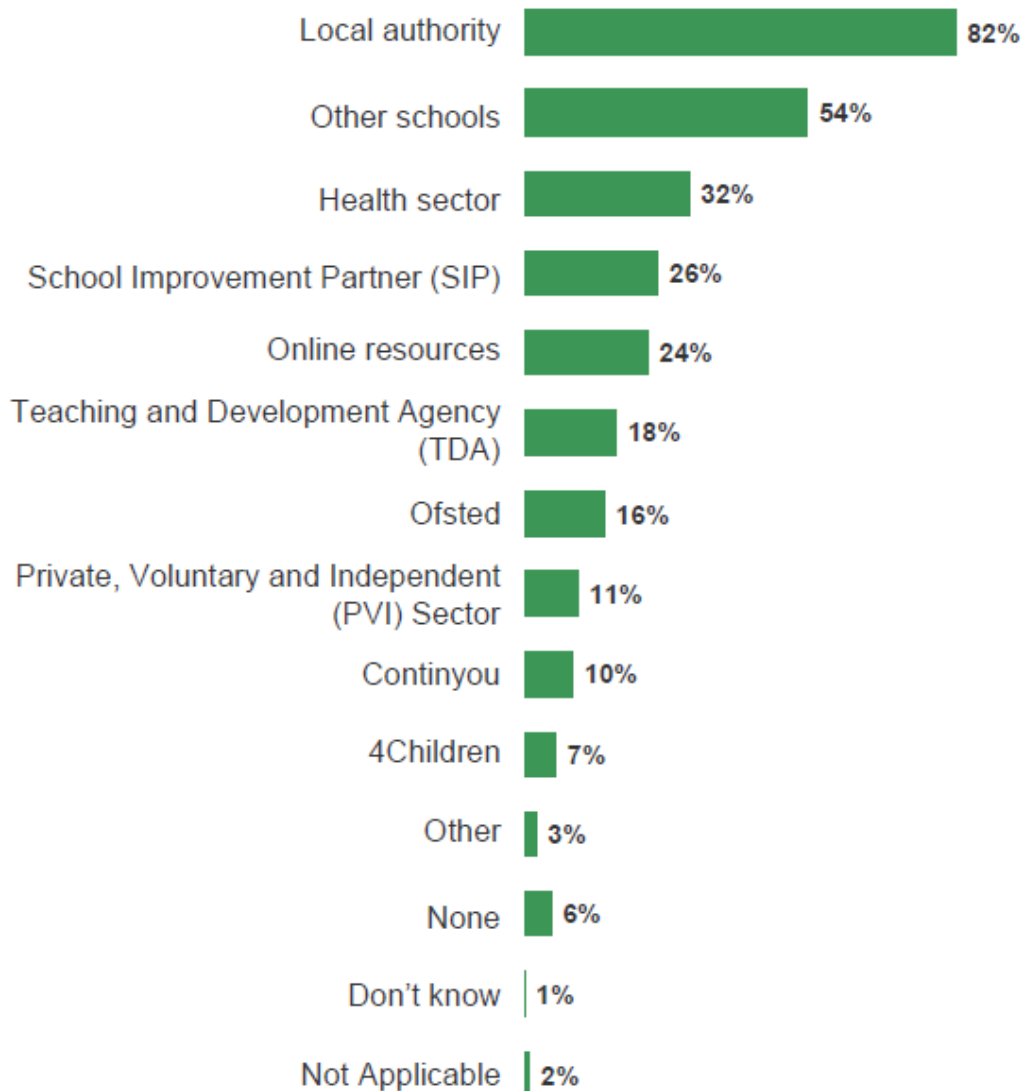
■ Very easy
 ■ Fairly easy
 ■ Neither
 ■ Fairly difficult
 ■ Very difficult
 ■ Don't know

Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

Support to Schools

Support in planning, developing and delivering services

Q Overall, which of the following sources of support have you used to help you plan, develop and deliver extended services?

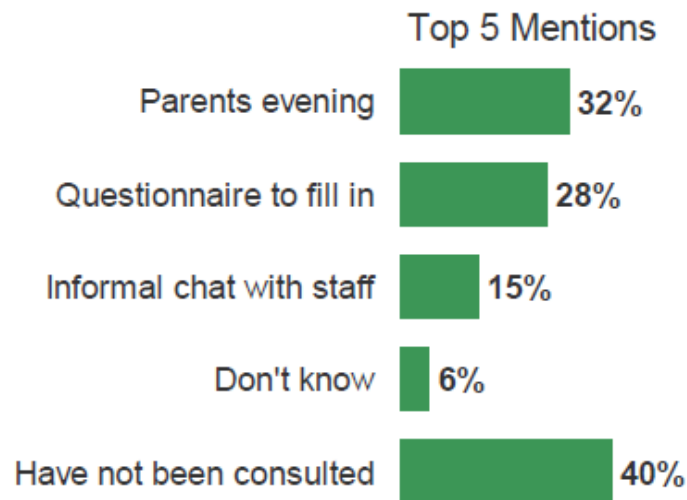


Base: All schools (1901), June–July 2008, Source: Ipsos MORI

Consultation and Knowledge

Consultation with parents

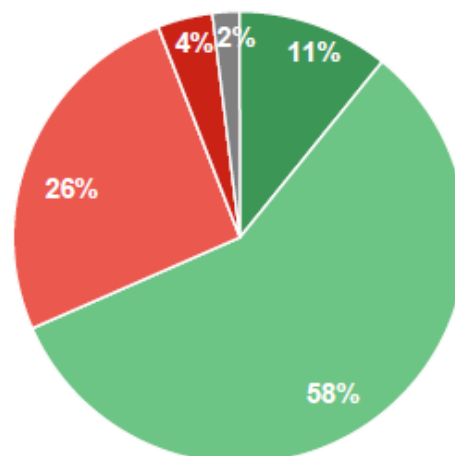
Q As far as you are aware, in what ways, if at all, has the school consulted parents in the last year about the additional services it offers?



Base: All parents (1021), June – August 2008, Source: Ipsos MORI

Listening to young people's views

Q How much, if at all, do you think your school listens to young people's views about the activities offered outside lesson times?

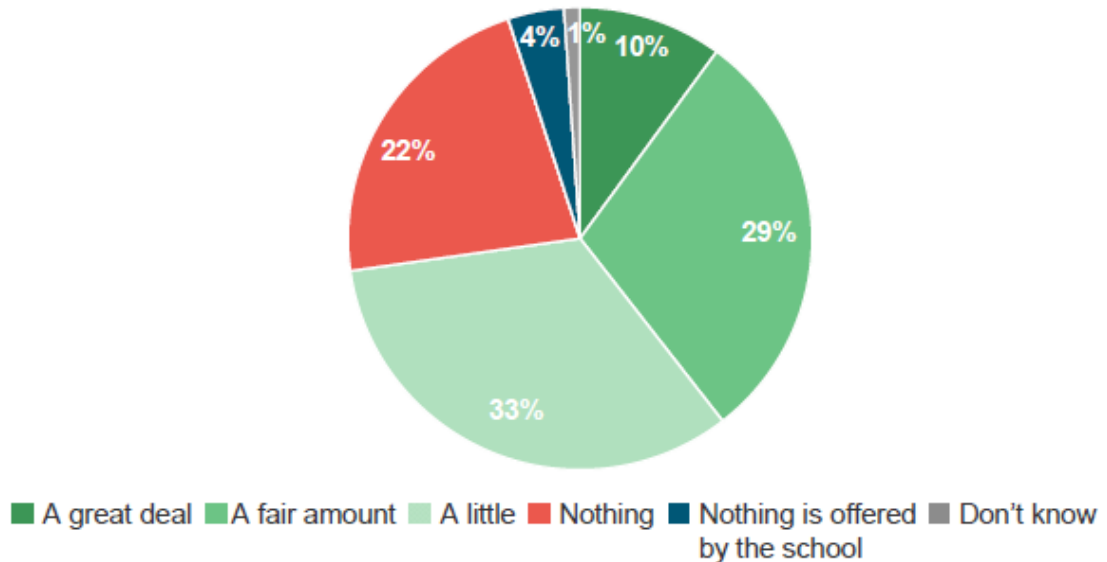


■ A great deal ■ A fair amount ■ Not very much ■ Not at all ■ Don't know

Base: All pupils (1,019), June – August 2008, Source: Ipsos MORI

Knowledge of additional services

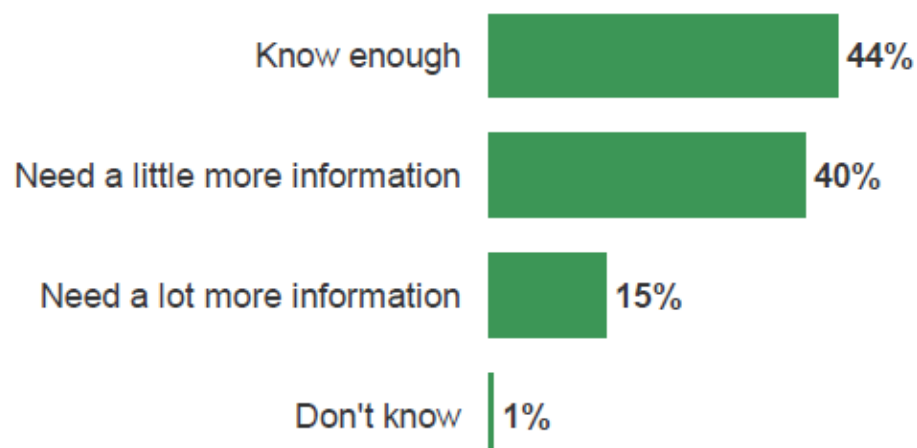
Q How much, if at all, do you feel you know about the types of additional services that your child's school offers?



Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Pupil knowledge of activities

Q Do you know enough about what activities your school offers outside of school time or do you need more information?

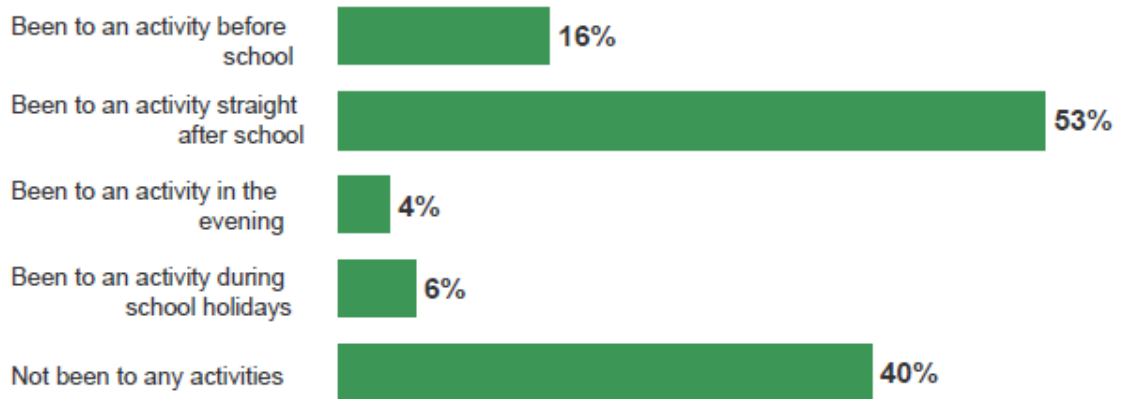


Base: All pupils (1,019), June – August 2008, Source: Ipsos MORI

Usage of Activities

Usage of childcare and activities at various times

- Q Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to before school/straight after school/after 6pm in the evening in the last term?
- Q I'd now like you to think about the activities and childcare services that are offered by the school during the school holidays. Thinking about the last year, in which holidays, if any did your child go to activities or childcare services provided by the school?

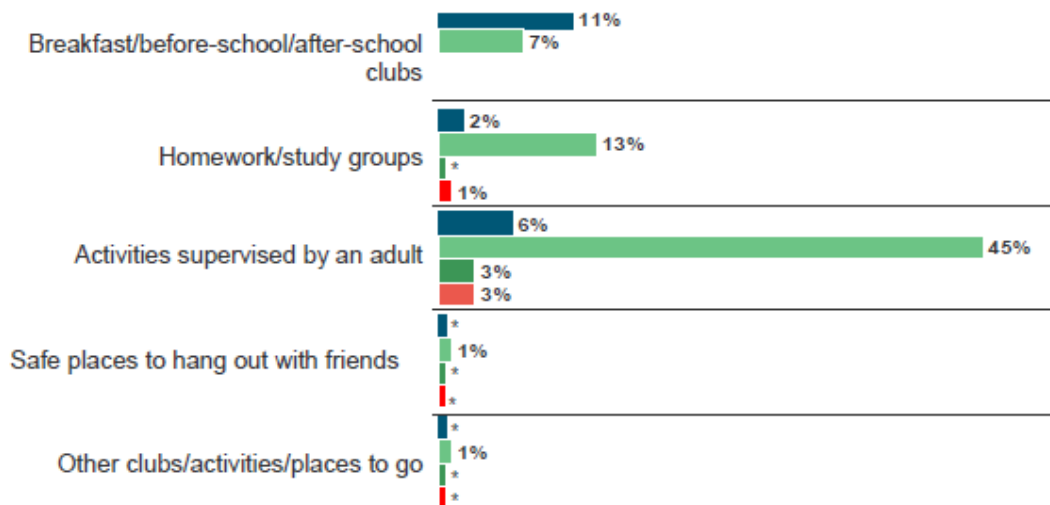


Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Types of activity used

- Q Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to before school/ straight after school/ after 6pm in the last term or during school holidays?

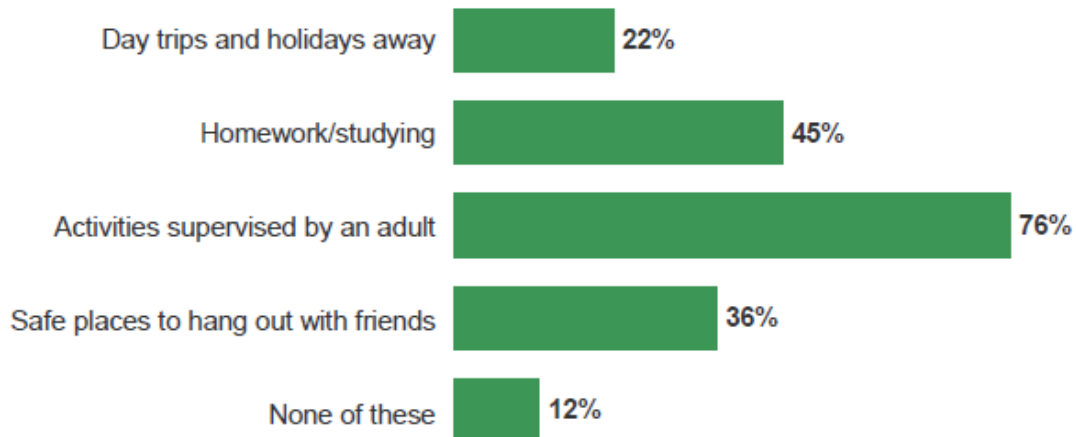
■ % Before school ■ % Straight after school ■ % In the evening ■ % During school holidays



Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

Types of activity parents would like to use more

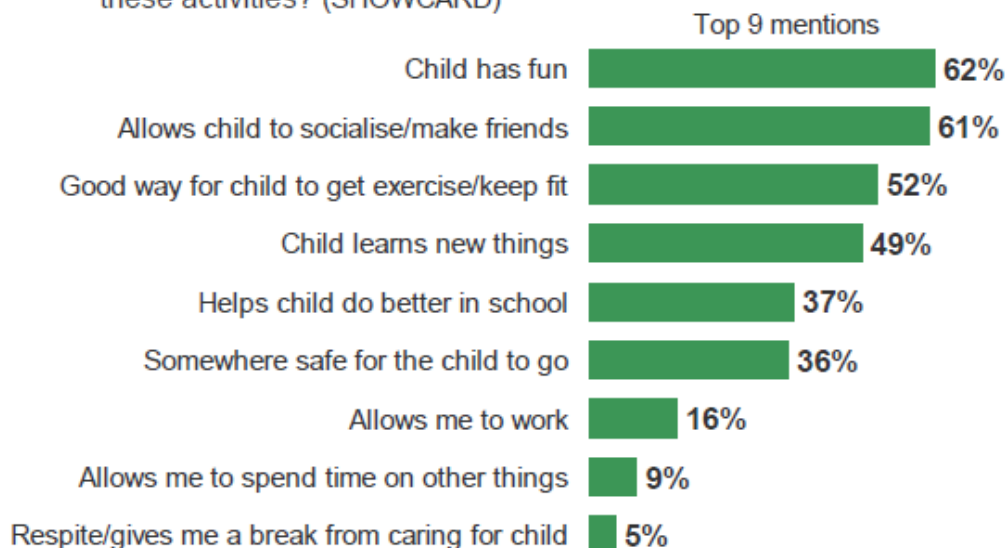
Q Which, if any, of these types of activities would you like your child to use, or to use more than he/she already does?



Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

Main benefits of using activities

Q What would you say are the main benefits to you and your child of using these activities? (SHOWCARD)

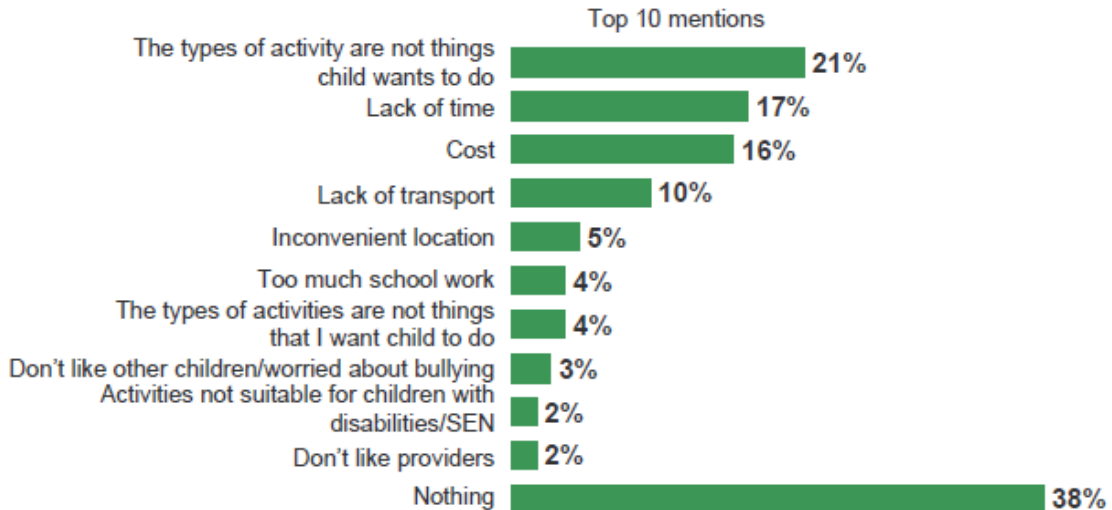


Base: All parents whose child has used any term-time or holiday activities in the last term (597), June – August 2008, Source: Ipsos MORI

Barriers to Using and Delivering Services

Barriers to using activities

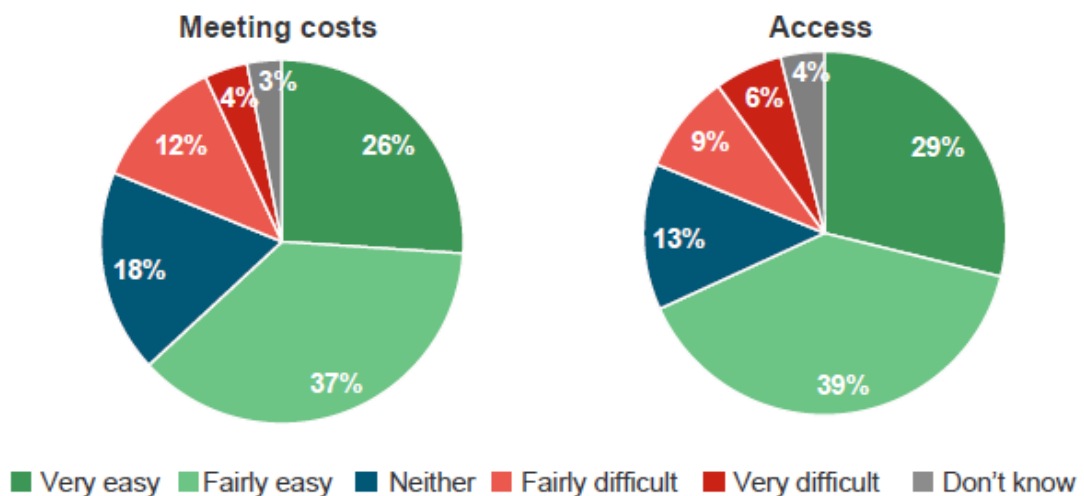
Q Is there anything that stops your child from doing more of the activities offered by the school? (SHOWCARD)



Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

Ease/difficulty of meeting costs and access

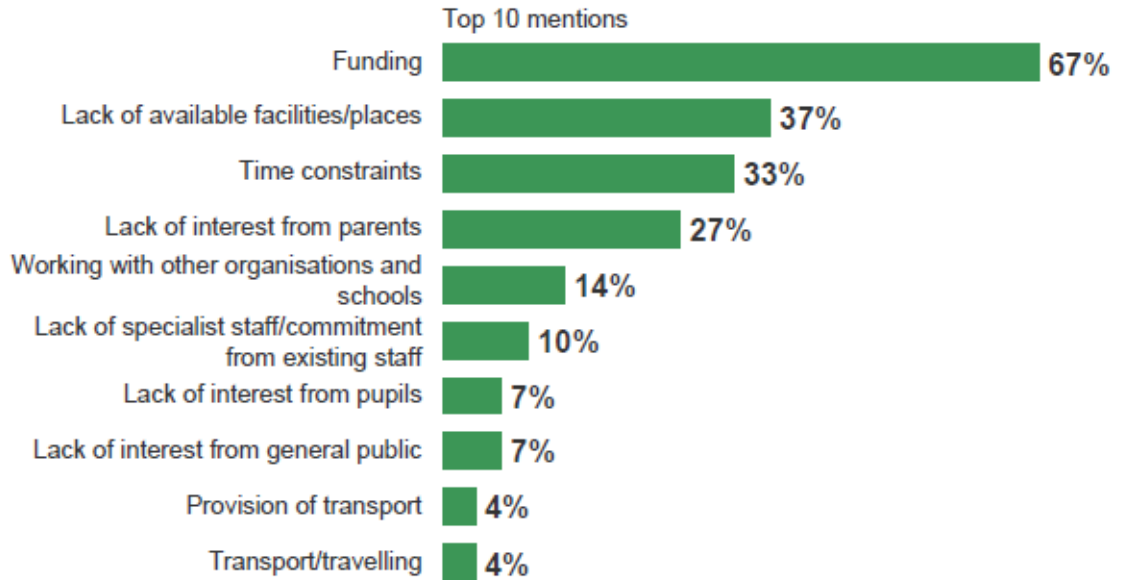
Q How easy or difficult is it for you to meet the costs of/access the activities offered by the school that you want your child to use?



Base: All parents who are aware of activities being provided by their child's school (894), June – August 2008, Source: Ipsos MORI

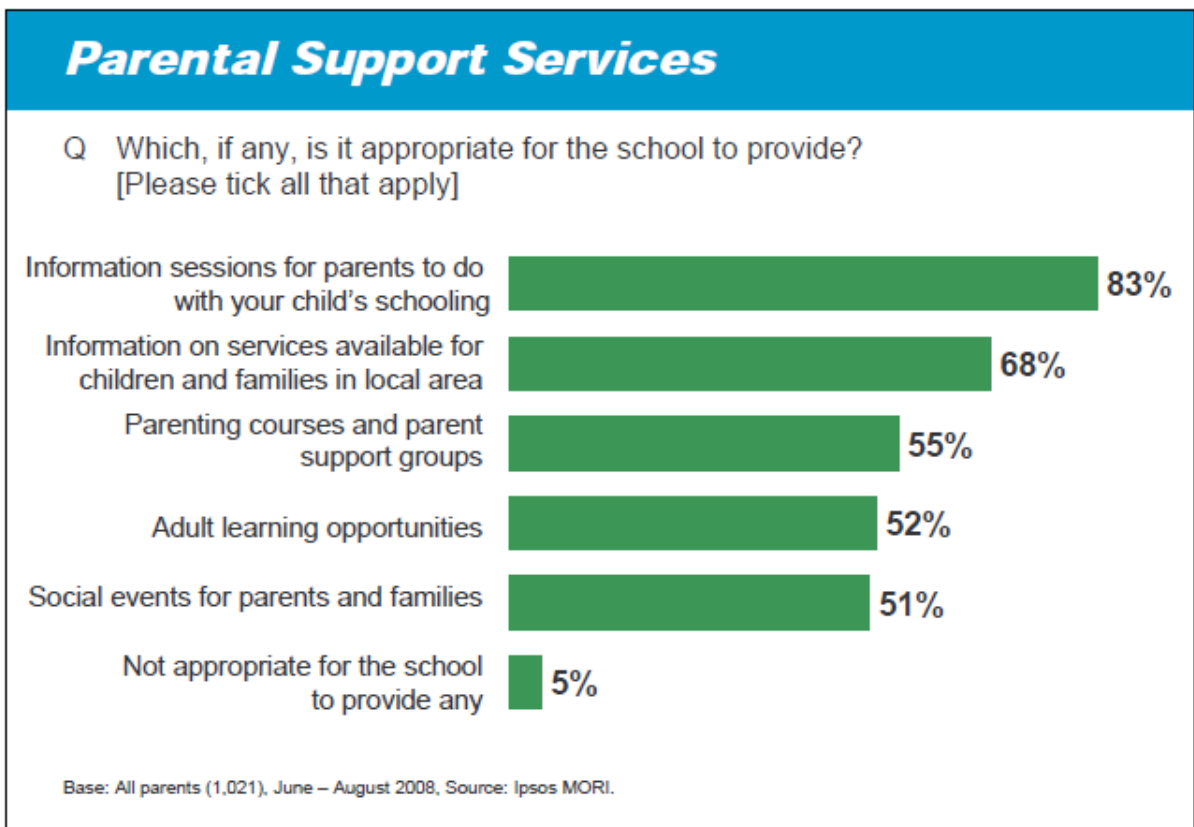
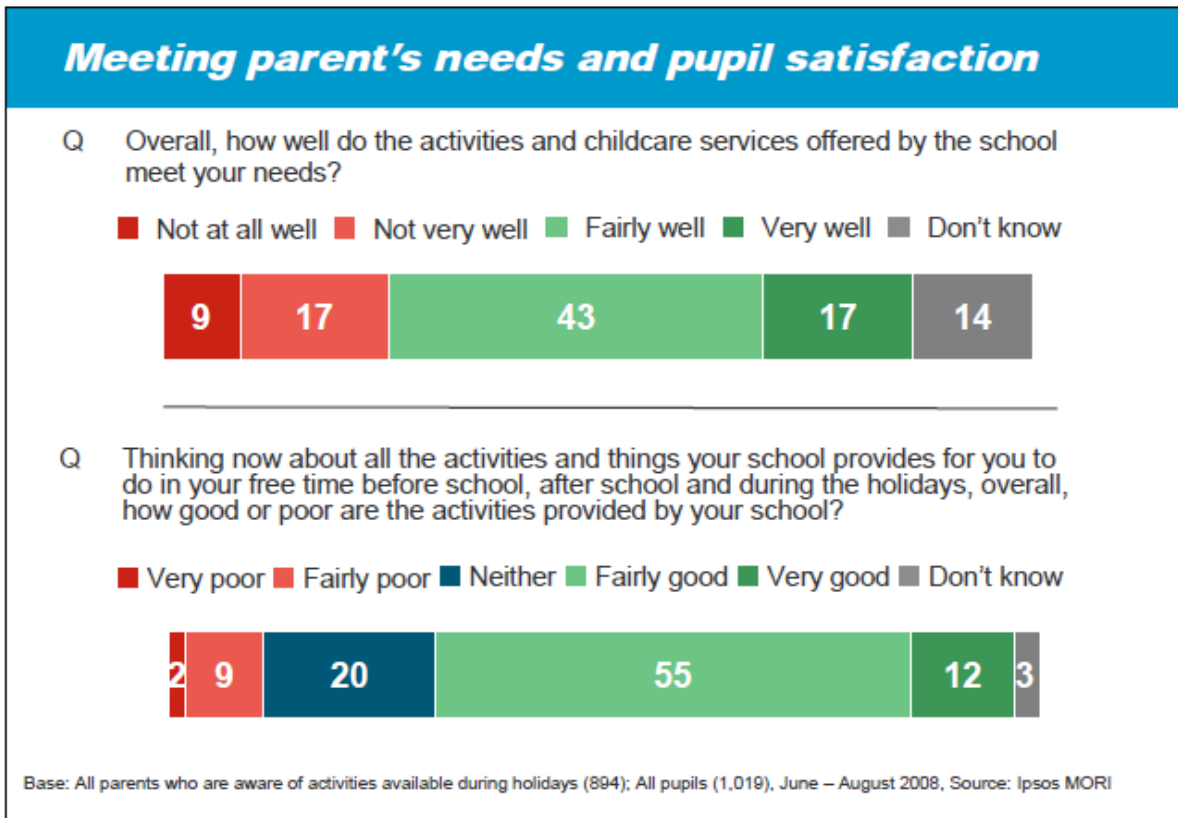
Barriers to developing and delivering services

Q What, if any, would you say are the main barriers to developing and delivering extended services to meet needs?



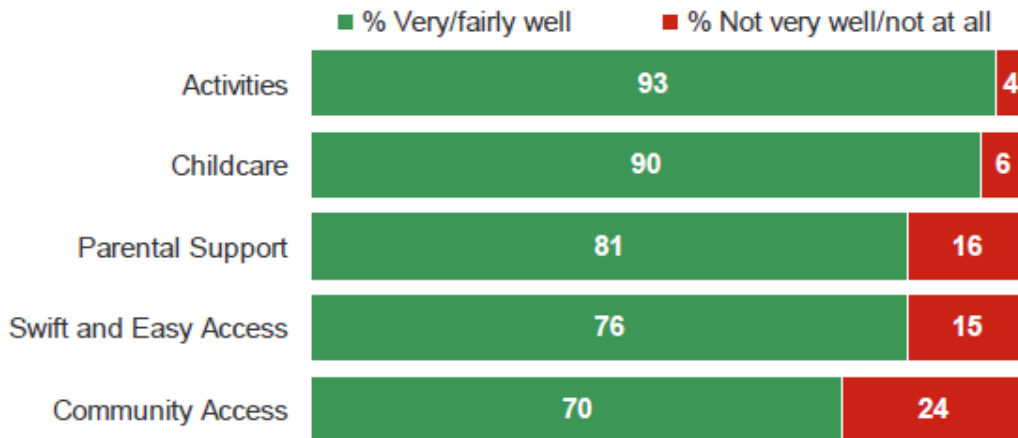
Base: All schools (1,901), June – July 2008, Source: Ipsos MORI

Meeting Needs



Do schools think services meet needs?

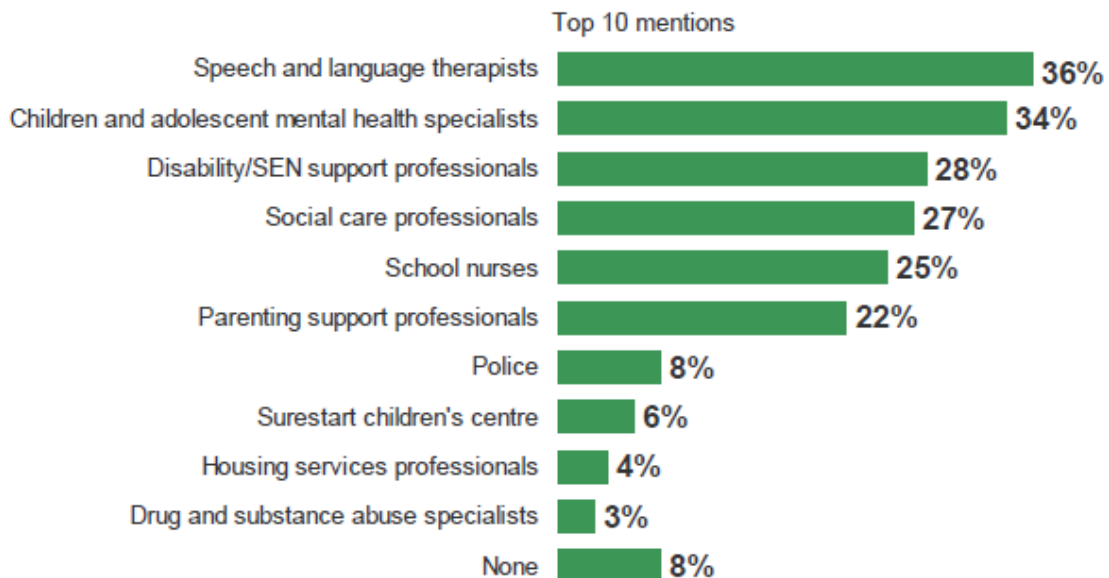
Q For each of the following services you offer, please tell me how well you feel it currently meets needs



Base: All schools providing each service (Activities: 1,600; Childcare: 1,321; Parental Support: 1,352; Swift and Easy Access: 1,422; Community Access: 1,230), June – July 2008, Source: Ipsos MORI

More support from professionals

Q And which two or three of these professionals or services I read out would you like to have more support from?



Base: All schools (1,901), June – July 2008, Source: Ipsos MORI