

# Extended Services Select Committee Report

*“Something to give, something to gain”*



**September 2010**



The photos in this report have been kindly supplied by the Kent Youth Service and by the Extended Services Team (KCC).

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## Foreword

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It has been a privilege and pleasure to be part of a select committee looking at the provision of extended services.

A challenging and ambitious task was set, even more so in the present climate, of looking at best practice and recommending ways how this can be carried out across Kent in the wider community without an undue burden on the tax payer. The funding from Government set aside for Extended Services finishes in March 2011, and it falls on local authorities, local communities and local schools to continue the much needed provision.

It was essential that we looked at present provision and at the obstacles that prevented the community from participating in events. In this time we had the opportunity to visit many schools and communities across Kent and have seen many examples of best practice.

We heard from many experts in their own field, headteachers, providers, and members of the community, young and not so young. All their views and opinions are collated here.

Looking at what was available and what was needed, together with best practice examples, we looked at ways to increase provision and take up. This would involve raising aspirations, and engaging with the harder to reach community. Some recommendations are harder to achieve in this climate of difficult choices, but I fully believe that the work we have done will help the people of Kent to participate in the wider community and take the benefits that this brings.

The fact that participation in extra curricular activities raises the attainment and self esteem of a child is a very important part of our recommendations, and we feel that this should be at the focal point of all schools when setting their budget.

We would like to thank everyone - young people, providers, school staff, officers of Kent County Council and the research officer, all of whom contributed to the important recommendations in this report.

On a personal note I would like to thank my fellow County Council Members who have participated, with me, in this challenging but enjoyable task. I look forward to revisiting it in a year to see the progress made on the recommendations.

A handwritten signature in black ink, appearing to read 'R Burgess', with a long, sweeping horizontal line extending to the right.

Mr Robert Burgess, Chairman of the Extended Services Select Committee



# 1. Executive Summary

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## 1.1. Committee Membership

1.1.1. The Committee membership consists of eight Members of Kent County Council (KCC): seven Members of the Conservative Party and one Member of the Liberal Democrat Party.

			
Mrs Ann Allen Conservative	Mr Robert Burgess Conservative <b>Chairman</b>	Mr Alan Chell Conservative	Mrs Jean Law Conservative
			
Mr Richard Parry Conservative	Mr Ken Pugh Conservative	Mr Kit Smith Conservative	Mr Martin Vye Liberal Democrat

## **1.2. Scene Setting**

- 1.2.1. The concept of “Extended Services”, formerly known as “Extended Schools”, was introduced by the Government as a key method of delivering the outcomes of the “Every Child Matters” agenda. Extended Services involve closer collaboration between schools, local authorities and other local service providers in an effort to offer the community a range of integrated services. These are aimed at improving attainment, health and wellbeing, engagement with learning, as well as enhancing access to a wide range of services and facilities for the local community.
- 1.2.2. All schools are expected to provide access to the “core offer” of Extended Services by September 2010. Importantly for this review, they are expected to provide community access to facilities, including adult and family learning, ICT and sports, where this is required by the community and where their facilities are of a suitable standard.
- 1.2.3. The ambition of wider community use of schools is also shared by the Total Place initiative, in which Kent County Council is taking part. Total Place considers how a ‘whole area’ approach to use of public resources can lead to improved services at lower cost. As part of this approach, we would like to explore the concept of the “school that never sleeps”.
- 1.2.4. In Kent, almost all schools currently meet the standards of the Government’s core offer. However, given the present financial climate, it is crucial to identify those aspects of the programme that are proving most beneficial to the community, and that can be sustainable in the future. It is also important to consider whether partnership working between all the agencies involved in providing extended services in Kent could be enhanced to enable these aspects of the programme to be sustained or expanded.

## 1.3. Terms of Reference

1.3.1. The terms of reference of this review were as follows:

- I. 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.
- II. To explore ways - if any – in which collaboration and partnership working between all organisations involved in providing extended services in Kent can be improved.
- III. 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.
- IV. 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.
- V. For the Extended Services Select Committee to make recommendations after having gathered evidence and information throughout the review.

1.3.2. The more detailed scope of the review includes:

- I. 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.
  - a. Investigate extended services approaches across the County that are proving to be most efficient and beneficial, in particular in relation to learning and attainment for children and young people, and to the core offer element of “community access to facilities, including adult and family learning, ICT and sports facilities”.
  - b. Explore extended services schemes which are more likely to be sustainable into the future.
- II. To explore ways - if any – in which collaboration and partnership working between all agencies involved in providing extended services in Kent can be improved.
  - a. Identify the extent to which services, such as the Youth Service, Adult Education and the Libraries Service, are currently delivered in school sites in Kent.
  - b. Consider whether schools in Kent could act as portals for access to wider public services.

- c. Clarify commissioning roles and relationships between schools, the Local Authority and other commissioning bodies.
  - d. Investigate whether partnership working between all agencies involved in providing extended services in Kent, including organisations in the voluntary sector, can be enhanced.
  - e. If closer collaboration is possible, look into ways to achieve it.
- III. 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.
  - a. Examine whether legal, economic, operational or social blockages and challenges prevent the full development and effectiveness of the extended services programme and “the school that never sleeps” concept.
  - b. If such obstacles exist, identify possible solutions.
- IV. 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.
  - a. Identify the resources that Kent County Council and partner organisations will have available to them, particularly after March 2011, to provide effective extended services.
  - b. Consider whether these resources can be deployed in a more efficient and effective way, and whether they can ensure the sustainability of extended services provision.
  - c. Investigate whether other resources, such as commercial sponsorship, could be used to provide extended services in a more efficient and effective manner.
- V. For the Extended Services Select Committee to make recommendations after having gathered evidence and information during the review.

## **1.4. Recommendations**

### **Recommendation 1**

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.

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 (please refer to Chapter 3, Sections 3.1 and 3.2).

### **Recommendation 2**

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.

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.

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 (Chapter 3, Sections 3.1 and 3.2)

### **Recommendation 3**

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.

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 (Chapter 3, Sections 3.1 and 3.2, Chapter 4, Section 4.3).

#### **Recommendation 4**

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 (Chapter 3, Section 3.3).

#### **Recommendation 5**

KCC's Education and Communities Directorates should produce a DVD providing information and guidance about extended services, and emphasising the benefits of these services.

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 (Chapter 3, Section 3.3).

#### **Recommendation 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 (Chapter 3, Section 3.4).

#### **Recommendation 7**

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.

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.

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 (Chapter 4, Sections 4.1, 4.2 and 4.3).

### **Recommendation 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 (Chapter 4, Sections 4.2 and 4.3).

### **Recommendation 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 extended services needs and to plan provision accordingly in the consortium. Extended Services Consortium Coordinators are strongly encouraged to share existing good practice to plan effective extended services provision.

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 (Chapter 4, Section 4.4).

### **Recommendation 10**

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 (Chapter 4, Section 4.5).

### **Recommendation 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 (Chapter 5, Sections 5.1 and 5.2).

### **Recommendation 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 (Chapter 5, Section 5.3).

### **Recommendation 13**

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 (Chapter 5, Section 5.3).

### **Recommendation 14**

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 (Chapter 6, Sections 6.1, 6.2 and 6.3).

### **Recommendation 15**

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 (Chapter Section 6.4).

### **Recommendation 16**

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 (Chapter 6, Section 6.5).

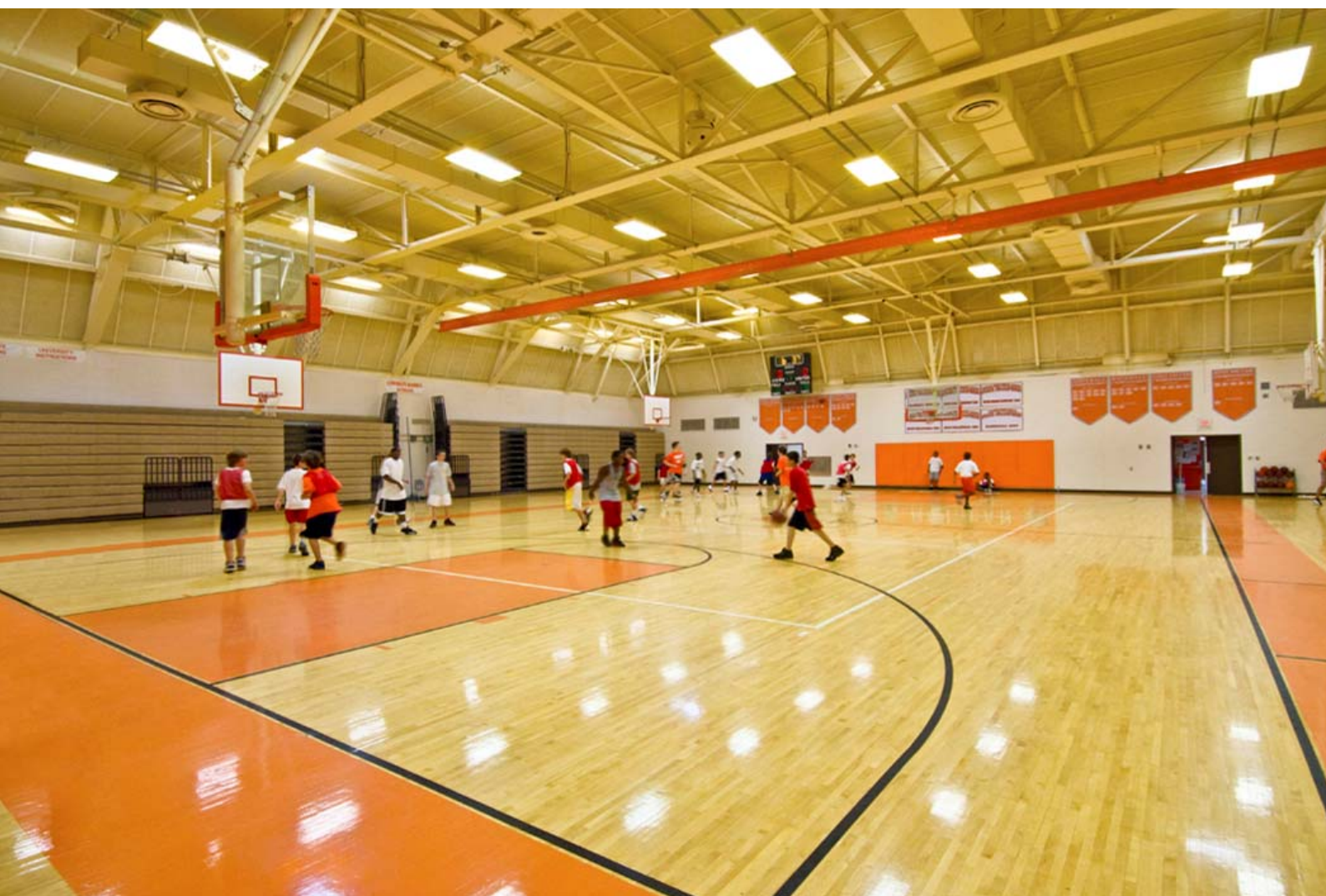
### **Recommendation 17**

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 volunteers – including children and young people - in recognition of their contribution (Chapter 6, Section 6.5).

### **Recommendation 18**

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 (Chapter 7, Sections 7.1, 7.2 and 7.3).





## 2. Background

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### 2.1. Introduction

2.1.1. A 21<sup>st</sup> century school is one in which all children enjoy their childhood, achieve their full potential and grow up with the knowledge, skills and qualifications that will give them the best chances of success in life.<sup>1</sup> But schools provide a focal point not just for the children and young people they teach; “the school that never sleeps” is able to provide a range of services throughout all day for pupils’ families and for the wider community.<sup>2 3</sup> Extended services (ES) are a central characteristic of a 21<sup>st</sup> century school and of a school that never sleeps.

2.1.2. In 2003 the then Government published a green paper called “Every Child Matters” (ECM). Its overall aim is to ensure the wellbeing of all children and young people. In order to tackle the underlying cause of underachievement by some pupils and to enrich the learning experience of children and their families, the Government developed a “core offer” of extended services that all schools should deliver by September 2010.<sup>4</sup>

2.1.3. KCC is one of the best performing local authorities in the country in delivering extended services, and indeed the Authority and its schools have met almost all of the core offer requirements. However, it appears that the quality, range and reach of these services could be enhanced in order to meet the needs of children, their families and local communities more effectively.<sup>5</sup> Improving the current provision of extended services in Kent is a challenging task: the current financial climate and the reduction of funding, staff and resources are realities that have to be faced, but the physical, emotional, educational, social and economic benefits that extended services bring about are too significant to be ignored.

2.1.4. The Extended Services Select Committee review considered ways to enhance, expand and sustain the provision of extended services in Kent. In particular, the Select Committee focused on the learning and attainment for children and young people and on the “community access” element of the core offer, which is often the last aspect of extended services to be developed.<sup>6</sup>

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<sup>1</sup> Department for Children, Schools and Families and Training and Development Agency (2010) Promoting Community Cohesion: the Role of Extended Services, Training and Development Agency, Manchester.

<sup>2</sup> Training and Development Agency (2009) Transforming Lives: Special Schools and Extended Services, Training and Development Agency, Manchester.

<sup>3</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>4</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>5</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

<sup>6</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

2.1.5. The improvement and sustainability of extended services are not easy tasks and will require the support and contribution of everybody in the community, but the benefits of these services more than outweigh the efforts. As the motto of an extended services cluster put it “everyone in the community has something to give and something to gain”.<sup>7</sup>

## 2.2. What Are Extended Services?

2.2.1. Extended services in England have a long history, in which schools have “extended” their roles beyond their “core business” of teaching to deliver a range of other services to their pupils, their families and their local communities. Recently there has been a revival of extended services, starting with the School Plus report in 1999, and followed by a series of “extended schools” initiatives until 2006.<sup>8</sup>

2.2.2. The publication of Every Child Matters in 2003 provided a framework of intended outcomes for children. The five main outcomes of ECM are: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing. Importantly, the Green Paper required that the delivery of extended services should be the responsibility not just of schools, but of a range of fully integrated children and family services.<sup>9</sup>

2.2.3. Every Child Matters requires that schools retain a central role, and that *all* schools are involved in the provision of extended services; if *every* child matters, then *every* school must offer extended services. To reflect the changing role of the school from exclusive provider to one key provider amongst a wide variety of organisations and agencies, the term “extended schools” is being replaced by the more appropriate term “extended services”.<sup>10</sup>

2.2.4. In 2005 the previous Government required all schools to provide access to a “core offer” of extended services by September 2010. The word “access” is significant, because schools, as the ECM vision dictates, do not necessarily have to offer services themselves, but can signpost them to other local providers. The five elements of the core offer of extended services are:

- childcare provision;
- access to varied menu of activities;
- swift and easy access (SEA) to targeted and specialist services;
- parenting support, and
- community access to facilities.<sup>11</sup>

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<sup>7</sup> Wood Nicola (2010) KCC Extended Services Visit Information Pack, Margate.

<sup>8</sup> Department for Children, Schools and Families (2010) Extended Services Evaluation: Reaching Disadvantaged Groups and Individuals, DCSF, London.

<sup>9</sup> Ibid

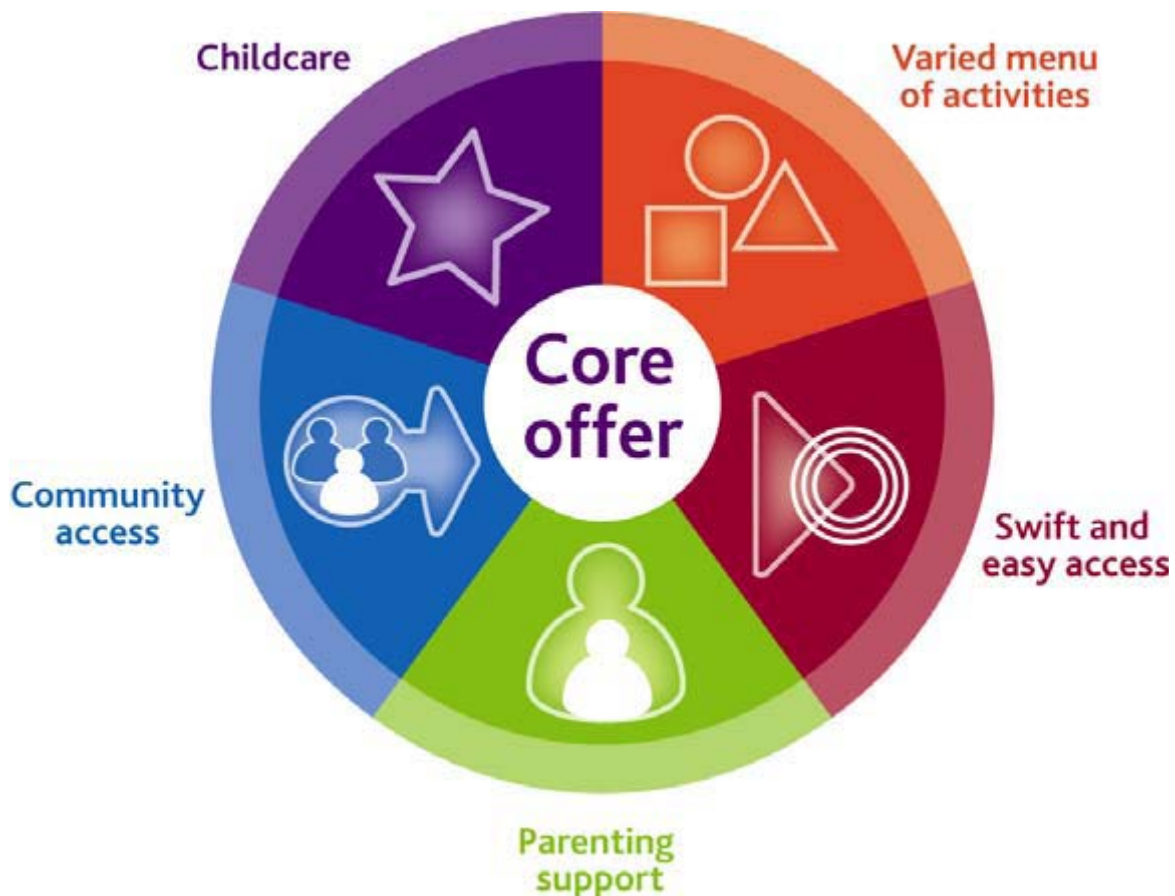
<sup>10</sup> Ibid

<sup>11</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

## 2.3. The Core Offer

2.3.1. The main purpose of the core offer is to bring together and expand existing practice to ensure that all pupils, their families and local communities can benefit from extended services.<sup>12</sup> Schools are not expected to develop and deliver extended services alone, but in partnership with a wide range of organisations from the public, private and voluntary sectors. To fulfil core offer requirements schools do not need to offer extended services for which there is no local demand. There is no “one size fits all” model for the delivery of extended services: different communities have different priorities and needs which can be met through different delivery mechanisms.<sup>13</sup>

**Figure 1: The Extended Services Core Offer.**



**Source: Training and Development Agency, What Are Extended Services? (2009).**

<sup>12</sup> Department for Education and Skills (2006) Extended Services: Supporting school Improvement, DfES, London.

<sup>13</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

## Childcare

2.3.2. The main objective of offering childcare is to give children a good start in their early formative years, by supporting working parents in looking after their children. Childcare can benefit parents as it enables them to work, study or take part in parenting classes; it offers a stimulating environment for children, and it can provide local jobs and a source of income for schools.<sup>14</sup>

2.3.3. Primary schools are required to offer access to high quality childcare from 8am to 6pm, five days a week, 48 weeks a year. Secondary schools do not have to provide formal childcare, but they must ensure that the activities they offer are in a safe and supervised environment.<sup>15</sup>

**Figure 2: The “Childcare” Element of the Core Offer.**



Source: Training and Development Agency, What Are Extended Services? (2009).

<sup>14</sup> Ibid

<sup>15</sup> Ibid

## Varied Menu of Activities

2.3.4. By delivering a varied menu of study support activities schools give children opportunities to reach their full potential by learning out of school hours. This positive approach to learning includes a range of activities, including playing sport, performing in arts and drama, music tuition, learning foreign languages and visiting museums and galleries.<sup>16</sup>

2.3.5. The advantages of providing a varied menu of activities, study support and play include helping to improve children and young people's motivation, their self esteem and their ability to become effective learners.<sup>17</sup>

**Figure 3: The “Varied Menu of Activities” Element of the Core Offer.**



Source: Training and Development Agency, What Are Extended Services? (2009).

<sup>16</sup> Ibid

<sup>17</sup> Ibid

## Swift and Easy Access

2.3.6. Schools are required to work closely with other statutory services and the voluntary and community sectors to offer targeted and specialist services and to focus on the early identification of children and young people who have additional needs. This preventative work ensures that children who are at risk of achieving poor educational outcomes are supported to reach their full potential.<sup>18</sup>

**Figure 4: The “Swift and Easy Access” Element of the Core Offer.**



Source: Training and Development Agency, What Are Extended Services? (2009).

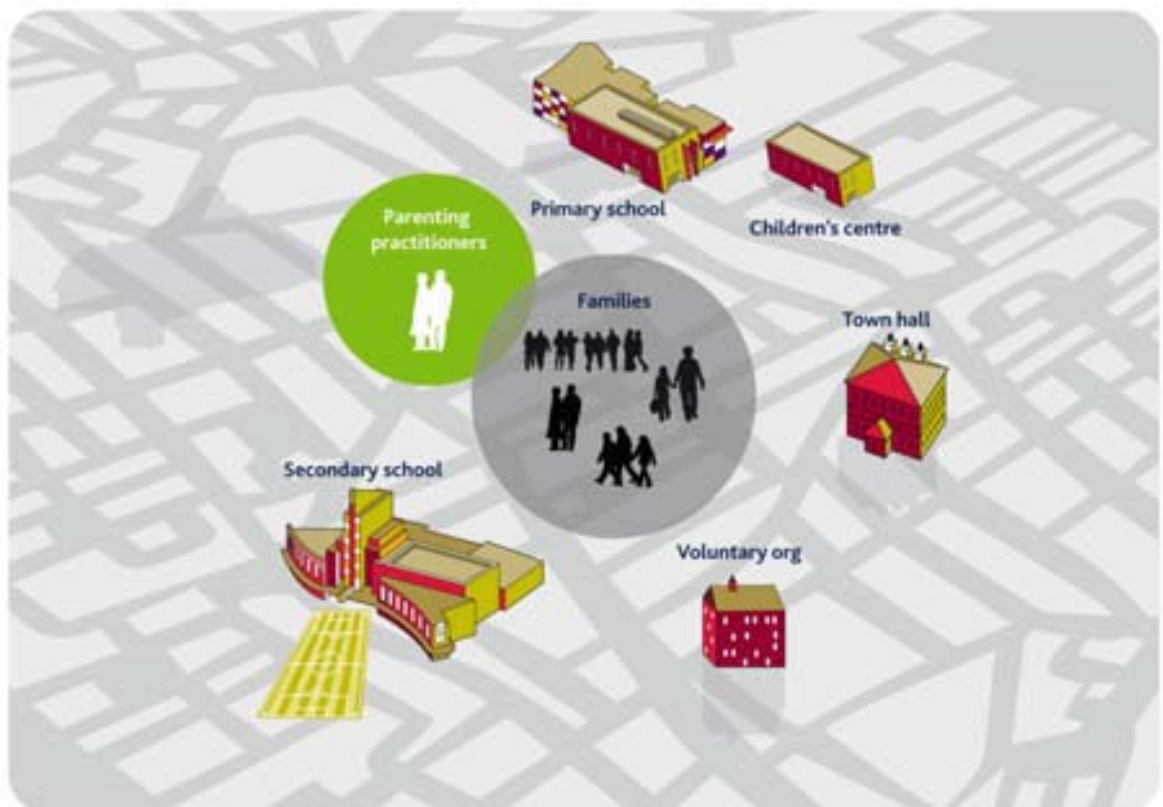
<sup>18</sup> Ibid

## Parenting Support

2.3.7. Supporting parents entails providing access to structured parenting programmes, including sessions on transition, signposting to services and family learning information.

2.3.8. These informal opportunities help parents to better support their children's learning, therefore improving their education and upbringing outcomes.<sup>19 20</sup>

**Figure 5: The “Parenting Support” Element of the Core Offer.**



Source: Training and Development Agency, What Are Extended Services? (2009).

<sup>19</sup> Ibid

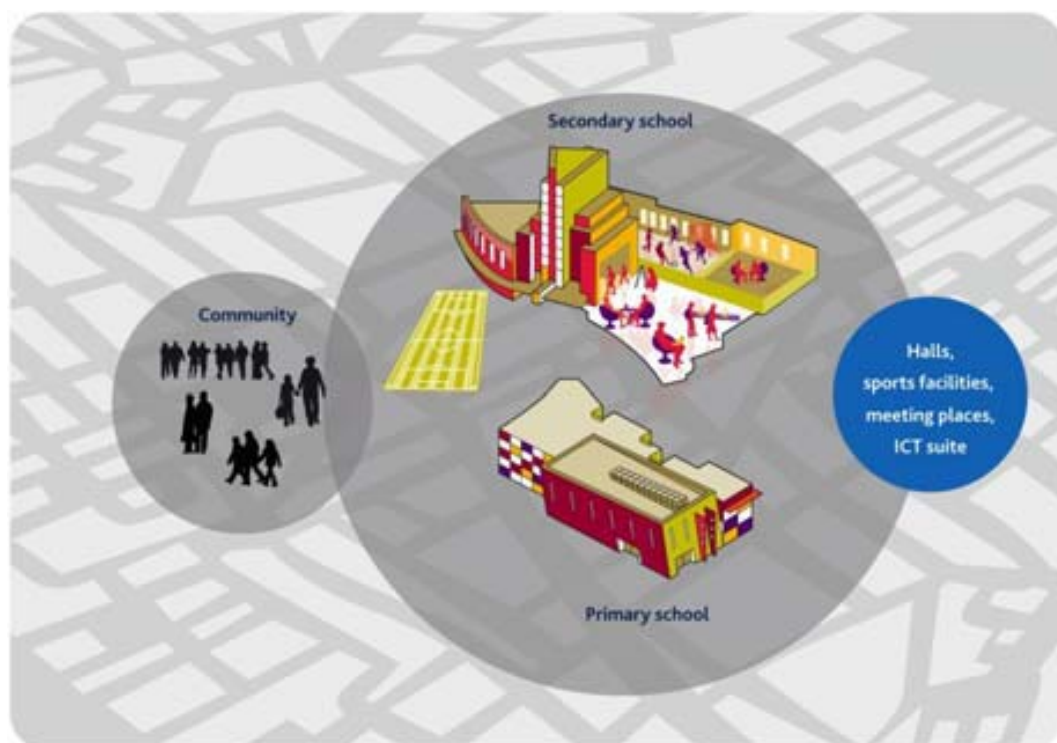
<sup>20</sup> Training and Development Agency (2009) Extended Services: A Toolkit for Governors, TDA, Manchester.

## Community Access

2.3.9. If schools have facilities that are suitable and useful to their local community, they should allow that community to make use of them, according to local needs and local demand. Amenities include, for example, playing fields, sports facilities, ICT suites and equipment, halls and adult learning.<sup>21</sup>

2.3.10. The benefits from community access to extended services are numerous and varied. Local communities, especially rural communities - which are abundant in Kent – are given the opportunity to access and enjoy leisure and educational facilities which otherwise would not be locally available to them. Schools can potentially earn revenue from the provision of their premises and facilities. Importantly, by providing space for community groups, hosting specialist support and supplying leisure training and educational amenities, schools can promote community cohesion, a common vision and a sense of belonging. The DCSF defines “community cohesion” as *“working towards a society in which there is a common vision and a sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”*.<sup>22</sup>

**Figure 6: The “Community Access” Element of the Core Offer.**



**Source: Training and Development Agency, What Are Extended Services? (2009).**

<sup>21</sup> Ibid

<sup>22</sup> Department for Children, Schools and Families and Training and Development Agency (2010) Promoting Community Cohesion: the Role of Extended Services, Training and Development Agency, Manchester.

## 2.4. Strategies and Services to support Extended Services

2.4.1. A high level of support, in the shape of strategies and services, exists to complement and develop the work of schools and other extended services providers, and to support their infrastructure. With the recent change of Government it is possible that some of these strategies and services will be transformed or will come to an end, while others may be created. Although meaningful changes to the extended services agenda have not yet emerged, other closely related policy areas have been reviewed. For example, Academies will be expanded, “Free Schools” will be created, and the remit of the Ofsted inspection framework will change.<sup>23</sup>

2.4.2. While new, well-defined extended services policies and strategies have not yet been developed by the new Government, statements recently made by ministers suggest that the commitment to children and families will remain. The Junior Minister for Children, Tim Loughton, has said that “the principles behind ECM are here to stay”, and that “where Children’s Trusts have proved successful LAs are entirely at liberty to continue operating them”.<sup>24</sup> Sarah Teather, the new Minister for Children and Families, commented that “the change in the department’s name has not diluted the commitment of this government to children and families, or those who work with them”.<sup>25</sup>

2.4.3. Currently, there is a wide array of strategies and services relating to extended services. Strategies to complement extended services work include:

- Health initiatives to meet commitments in the Children’s National Service Framework for more health professionals to work in community settings.
- Skills for Life, to improve adults’ literacy and numeracy skills.
- The Teenage Pregnancy Strategy, to deal with the causes and consequences of teenage pregnancy.
- The Childcare Act 2006, which requires local authorities to secure sufficient childcare facilities in the community.
- Positive Activities for Young People, which requires local authorities to organise sufficient activities for young people.<sup>26</sup>

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<sup>23</sup> Continyou (2010) The Coalition: What’s New?, Continyou website, [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>24</sup> Ibid

<sup>25</sup> Ibid

<sup>26</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

2.4.4. Together with strategies to complement extended services, there are strategies to help schools develop their ability to offer these services. Development strategies include:

- Specialist schools, which are required to support a cluster of schools offering extended services, and to provide core services through community plans.
- Academy schools, which help regenerate communities through strong partnerships, particular in deprived areas.
- Workforce reform and remodelling, which involve building different educational teams to meet children's needs.
- The national Healthy Schools Programme, which seeks to enhance the wellbeing of children, families and school staff.<sup>27</sup>

2.4.5. Finally, a range of services support the extended services infrastructure. They include:

- Children's Trust Partnerships, which bring together funding and service delivery in order to commission accessible services.
- Children and Young People's Plans (CYPPs), which are single, overarching plans for multi-agency work within local authorities.
- Sure Start Children's Centres, which offer integrated services for children aged 0 to 5.
- Local Area Agreements, where local authorities receive performance-related funding to deliver specified outcomes, including extended services.
- The Common Assessment Framework (CAF), which is a mechanism for assessing children's additional needs and deciding how to meet them.<sup>28</sup>

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<sup>27</sup> Ibid

<sup>28</sup> Ibid

## **2.5. Providers and Activities**

2.5.1. Each element of the extended services core offer involves a wide range of people and organisations providing a vast array of activities.

### **Childcare**

2.5.2. People involved in the delivery of childcare include:

- school nursery staff
- school staff
- Children's Centres
- private providers
- voluntary and community providers
- registered childminders.

2.5.3. Childcare opportunities comprise:

- crèches
- Messy Play
- Toy Libraries
- youth clubs
- Breakfast Clubs
- after school clubs
- holiday care.<sup>29</sup>

### **Varied Menu of Activities**

2.5.4. Those involved in the delivery of study support and of a varied menu of activities include:

- youth workers
- teachers and teaching assistants
- coaches
- partner providers
- college and university staff
- young people, as peer mentors
- business partners
- parents
- volunteers.

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<sup>29</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

2.5.5. The varied menu of activities includes:

- Homework Clubs
- ICT, literacy and numeracy classes
- team sports
- games clubs
- trips and residential
- special interest clubs, such as chess and gardening
- Summer University
- youth provision.<sup>30</sup>

### **Swift and Easy Access**

2.5.6. Swift and Easy Access can be found in:

- clinics
- faith venues
- school sites
- community venues.

2.5.7. Referral services include:

- Specialist Health Related Services, such as smoking cessation, alcohol misuse and healthy eating
- Safer Schools Partnerships.<sup>31</sup>

### **Parenting Support**

2.5.8. Parenting support is delivered by people and organisations such as:

- Primary Care Trusts
- voluntary and community sector
- private providers
- staff of schools and colleges
- outreach workers
- Family Welfare Officers and Family Liaison Officers.

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<sup>30</sup> Ibid

<sup>31</sup> Ibid

2.5.9. Activities related to parenting support comprise:

- parents' forums
- open days
- coffee mornings
- newsletters
- websites
- Family Lending Libraries
- Lads and Dads sessions
- literacy, numeracy and ICT courses
- information and guidance.<sup>32</sup>

### **Community Access**

2.5.10. Community access can be offered by:

- schools and colleges
- voluntary providers
- private contractors.

2.5.11. Community access services comprise:

- academic qualifications
- 14-19 Diplomas
- career and back to work advice
- opportunities for volunteering
- dance and cooking classes
- leisure opportunities, sports
- specialist interest clubs
- community events, summer fayres.<sup>33</sup>

2.5.12. Together with this vast array of providers and activities there are more specific providers and services within Kent County Council. KCC teams, providers, commissioners and enablers include: the Extended Services Team, the Kent Youth Service, Kent Adult Education and Key Training, the Kent Libraries and Archives Service, the Arts Development Unit and the Sport, Leisure and Olympics Service.

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<sup>32</sup> Ibid

<sup>33</sup> Ibid

## Extended Services Team

2.5.13. The Extended Services Team was established in 2003 (it was then called the “Community Schools Team”), to deliver the vision of KCC Cabinet of “schools at the heart of the community” and of “the school that never sleeps”. The Team, situated in the Children, Families and Education Directorate, leads the provision of extended services in partnership with teams in other directorates, schools and external organisations and agencies.<sup>34</sup>

2.5.14. The report will discuss the current and future structure of the Extended Services Team in more detail in Chapter 4. The Team’s main responsibilities and some of its main achievements during the financial year 2008-9 are listed below.

2.5.15. Its main responsibilities are to:

- Support Kent schools to meet the requirements of the full core offer of extended services provision.
- Give schools additional support to meet the “Varied Menu of Activities” element of the core offer.
- Support Family Liaison Officers (FLOs) and Parent Support Advisers (PSAs) in helping parents with a variety of issues concerning their children social, emotional and educational development.
- Help overcome barriers to learning for children.
- Lead on the implementation of the Kent Children’s Trust Strategy for supporting parents.
- Help schools achieve the National Healthy Schools Status (NHSS), which is designed to meet the health and wellbeing needs of their pupils.<sup>35</sup>

2.5.16. The Team’s achievements last year include the following:


- Almost all primary, secondary and special schools in Kent are able to provide access to diverse extended services for children, their families and local communities (more specifically, 90% of schools met the core offer requirements in 2008-9; by June 2010 the percentage had increased to almost 100%).
- The delivery of the School Improvement Planning Framework Toolkit for Extended Services (SIPF) to over 180 school colleagues in the County. The Toolkit is designed to help schools enhance their planning and implementation of extended services provision.
- The setting up of the Disabled Children and Young People Working Party (Extended Services), whose aim is to offer guidance to schools and partner organisations on improving disabled people’s access to extended services.

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<sup>34</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.


<sup>35</sup> Ibid

- The Rural Schools Working Party, whose objective is to overcome particular barriers, such as transport, that rural schools in particular are faced with in their delivery of ES.
- The coordination of the Quality in Extended Services (QES) recognition scheme across Kent. This Scheme offers a robust and systematic framework to support schools and other ES partners to assess, develop, improve and monitor their extended services delivery (the role of QES will be discussed further in Chapter 7).
- Training to numerous external providers wishing to deliver extended services in schools.
- The setting up of, and support to, the Kent Primary Schools Children's Council (KPSCS). The Council, which is made up of over 60 Year 5 children from 40 schools in Kent, meets twice a year in KCC's Council Chamber to discuss important issues that affect the lives of these children, such as bullying, drugs, alcohol and e-safety.



"The Kent Primary Schools Children's Council (KPSCS) is made up of over 60 Year 5 children from 40 schools in Kent. It meets twice a year in KCC's Council Chamber to discuss important issues that affect the lives of these children, such as bullying, drugs, alcohol and e-safety"

**Source: Kent Extended Services Annual Report 2008-2009 (2009), and Study Support Portfolio (2010), both Kent County Council.**



## Kent Youth Service

2.5.17. The Kent Youth Service, in KCC's Communities Directorate, is one of the largest youth services in the country. It encourages all young people, regardless of race, gender, disability or sexual orientation, to become involved in and enjoy a variety of activities and educational programmes through its network of youth centres, street-based work, and through collaboration with the voluntary sector. Activities are offered to all young people aged 11-25, although the target users are young people aged between 13 and 19.

2.5.18. The Kent Youth Service encourages all young people to meet in a secure environment, to have fun and to form friendships. Young people from different backgrounds are offered an opportunity to gain confidence and the ability to face the challenges of life, to be active citizens in their community and to help work towards a society that is caring and free.<sup>36</sup>

2.5.19. The Service includes:

- 33 youth centres
- 17 street-based or "detached" projects which are not based in youth centres
- 17 school based Community Youth Tutors
- residential outdoor centres, such as Swattendean and the Kent Mountain Centre
- partnership work of youth workers in Crime and Disorder Reduction Partnerships (CDRPs)
- projects, such as "The Grand" in Gravesend, which is run in collaboration with Gravesham Borough Council, and "House" and "Park Life"
- extensive partnerships with the voluntary sector, in which the Youth Service invested £400,000 this year.<sup>37</sup>

2.5.20. The extended services delivered by the Kent Youth Service through schools are varied and of significant importance for the educational development of children and young people. Seven youth centres are located on the site of secondary schools, and can often make use of schools' facilities to expand the quality and quantity of activities they can offer.

2.5.21. The Community Youth tutors who work in schools are jointly funded by the Youth Service and by the school (60% and 40% funding respectively). The role of these youth workers is, amongst other things, to, to develop school clubs and activities, to support the Student Council, and to generally improve the learning environment and the quality of life of pupils.<sup>38</sup>

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<sup>36</sup> Kent County Council (2010) Kent YouthService,website: [www.kent.gov.uk/educationandlearning/kentyouthservice](http://www.kent.gov.uk/educationandlearning/kentyouthservice).

<sup>37</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>38</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

## **Kent Adult Education and Key Training**

2.5.22. The provision of extended services is not and should not be delivered only to children and young people; it should also be extended to adults if services are to genuinely meet the needs of the wider community. Kent Adult Education provides an extensive range of courses in areas such as creative skills, languages, health, sport, leisure and self development, together with more unusual courses, such as falconry, canoeing and climbing for young people as well as for adults.

2.5.23. A wide variety of courses leading to qualifications are also offered, such as GCSE English, mathematics or psychology and A2 photography, bookkeeping, accounting, ECDL, computing and management.<sup>39</sup>

2.5.24. Within Kent Adult Education the Community Learning and Skills (CLS) is an enterprise cooperating with different partners in an effort to offer learning, skills and enjoyment to adults and young people. CLS is the largest provider of Family Learning programmes in England. A selection of activities provided by Community Learning and Skills is set out below:

- Family Literacy Programmes, which are designed to engage parents and families in improving their literacy skills.
- Family Numeracy Programmes, designed to improve numeracy skills.
- Parenting Programmes, which address parenting issues.
- English for Speakers of Other Languages (ESOL) courses for people whose first language is not English.
- Learning for Leisure and Personal Development; which consists of about 4,000 courses for adults, ranging from art and craft, fitness, languages and IT.
- Entry to Employment; a programme to support young people to take up training and improve their employability.<sup>40</sup>

## **Kent Libraries and Archives Service**

2.5.25. The Kent Libraries and Archives Service encourages enjoyment of reading and opportunities for learning for young people and adults. The mission of the Service is “to enhance the quality of life for all Kent’s residents and communities, by stimulating lifelong imagination, exploration and discovery”.<sup>41</sup>

2.5.26. Staff in libraries offer activities such as story times, reading group sessions and family learning. About 2.1 million books are issued every year to Kent’s children in libraries and mobile libraries.

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<sup>39</sup> Kent County Council (2010) Kent Adult Education, website, <http://www.kentadulthoodeducation.co.uk/>.

<sup>40</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

<sup>41</sup> Ibid

2.5.27. Activities that are linked to extended services and that are delivered through schools include:

- Book loans; from September 2010 all Kent schools will be able to borrow up to 100 books at no cost.
- Booktime, which entitles all primary school starters to a free book pack.
- Reading Groups, where libraries offer a group ticket which allows the borrowing of additional books, as well as access to schemes such as Chatterbox.
- Building Communities of Readers, which aims to improve pupils' literacy skills by enhancing teachers' knowledge of children's literature.
- The location of some public libraries on school sites.<sup>42</sup>

### **Arts Development Unit**

2.5.28. The Arts Development Unit offers an extensive range of galleries, including some with a high profile showing national exhibitions and work by a range of professional artists, as well as art-related clubs and societies. In addition, the Unit is managing the development of the renowned Turner Contemporary in Margate, which is a visual arts organisation celebrating - though a varied programme of exhibitions and events - the association of the artist with the town, and which promotes the understanding and enjoyment of contemporary art.

2.5.29. More specific initiatives, in which the Unit is involved include:

- Find your Talent, where, in partnership with KCC's Education Directorate and the Creative Foundation in Folkestone, the Unit organised one of ten national pilot schemes tasked with the delivery of five hours of cultural engagement entitlements to young people in Shepway.
- Future Creative, which is funded by the Unit and which delivers creative education in schools using artists and other creative practitioners.
- People United, which is also funded by the Arts Unit, is an organisation based in Canterbury that promotes kindness through the practice of the arts.
- Kent Youth Theatre Festival and Network. The Unit leads on the delivery of this initiative, which consists of a year-round programme of events for youth theatres and the delivery of a festival which includes a two day residential and working with a theatre director.
- The John Downton Awards; these awards are run by the Unit and consist of an annual competition of the best visual art work made by a young person in Kent.<sup>43</sup>

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<sup>42</sup> Ibid

<sup>43</sup> Kent County Council (2010) Extended Services Select Committee, 16 June 2010, Maidstone.

## **Sport, Leisure and Olympics Service**

2.5.30. The Sport, Leisure and Olympics team coordinates the development of sport in Kent, both by providing direct services, and by working with several organisations in the public, private and voluntary sectors.

2.5.31. The Service, which is based in KCC's Communities Directorate, is extensively involved in activities related to extended services.

- It provides advice on the planning, design, funding and management of sports facilities on school sites, to ensure use by both the school and the wider community.
- It offers a link between schools, districts, clubs and the governing bodies of sport to facilitate the "dual use" of school premises out of school hours.
- It develops coaches and leaders who then work with and in schools to deliver extended services.
- It plans the specialist sport needs in the county with sports' governing bodies (please see, for example, the publication "Single Sport Facility Deficiencies in Kent").<sup>44</sup>
- It organises the Kent School Games.
- It liaises with School Sports Coordinators, Partnership Development Managers and Directors of Specialism, who then organise extended services activities.
- It manages the "Sport Unlimited" scheme from Sport England.
- And it offers specialist knowledge on disability sport to both special schools and mainstream schools.<sup>45</sup>

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<sup>44</sup> Kent Sports Development Unit (2008) Single Sport Facility Deficiencies in Kent, Kent County Council, Maidstone.

<sup>45</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

## 2.6. The Benefits of Extended Services

- 2.6.1. When delivered effectively, extended services can bring about significant benefits to children and young people, parents, schools and teachers, and to wider communities. Well-planned, safe and stimulating activities and access to specialist services can make a real difference to the lives of children and young people, and can improve the quality of life of local residents.

“The majority of the schools visited had compelling case-study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes”

Ofsted, “How Well Are They Doing?”(2009).

- 2.6.2. Research shows that the delivery of extended services provides a wide range of benefits for everybody. Some of the ways extended services can impact in a positive way on different groups of people are indicated below.

### Benefits for Pupils

- 2.6.3. Research from the Universities of Manchester and Newcastle on full-service extended schools, together with research from Ofsted, clearly shows that extended services impact positively on the **attainment** of pupils and help disadvantaged pupils to narrow the attainment gap.
- 2.6.4. The “Evaluation of the Full Service Extended Schools Initiative” (2007), is a substantial three-year research project by these Universities on behalf of the then Department for Education and Skills. One of the main findings of the evaluation is that extended services have a positive impact on the attainment of pupils, especially those facing difficulties. The research found that progress in full service extended schools was *double* the national average rate between 2005 and 2006. At key stage 4, the percentage of pupils achieving 5+ A\* -Cs at GCSEs increased by just over 5%, compared to a 2.5% national increase over the same period.<sup>46</sup>

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<sup>46</sup> Cummings, C. et al (2007) Evaluation of the Full Service Extended Schools Initiative: Final Report, University of Manchester and University of Newcastle, produced by DfES, published by the University of Manchester.

"The research found that progress in full service extended schools was *double* the national average rate between 2005 and 2006. At key stage 4, the percentage of pupils achieving 5+ A\* -Cs at GCSEs increased by just over 5%, compared to a 2.5% national increase over the same period."

2.6.5. A survey conducted by Ofsted, "Extended Services in Schools and Children's Centres" (2006) reports that the majority of children, young people and their families stated that the main benefits of extended services provision were **enhanced self-confidence** and **improved relationships**. Children, as well as adults, developed greater aspirations and more positive attitudes to learning.<sup>47</sup>

2.6.6. Other Ofsted publications report that extended services also **improve attendance and punctuality**.<sup>48 49</sup>

2.6.7. Another advantage of extended services provision is that these services help to keep children and young people "out of trouble". As the "Planning and Funding Extended Schools" national guidance points out, many parents worry about their children being alone at home for long period of time, especially during school holidays; extended services can offer a variety of educational and fun activities in **safe and supervised environments**, such as schools.<sup>50</sup>

2.6.8. In addition to these benefits there are others which are, perhaps, as important but which are more difficult to measure. The Ofsted publication "Extended Services in Schools and Children's Centres" (2006), for example indicates that, although one of the central aims of extended services is to raise educational attainment, there is a danger in measuring only those things that can be easily quantified; one headteacher said that improvement was about "creating a learning climate and community regeneration".<sup>51</sup> Also, although extended services clearly offer diverse activities for the **enjoyment** and education of pupils, one witness

<sup>47</sup> Office for Standards in Education (2006) Extended Services in Schools and Children's Centres, Ofsted, London.

<sup>48</sup> Ibid

<sup>49</sup> Office for Standards in Education (2006) Extended Schools: A Report on Early Developments, Ofsted, London.

<sup>50</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.


<sup>51</sup> Office for Standards in Education (2006) Extended Services in Schools and Children's Centres, Ofsted, London.

indicated to the Select Committee that it is not easy to quantify happy and engaged learners.<sup>52</sup>

2.6.9. The Ofsted survey “Good Practice in Extended Schools” concluded that “it was in transforming the life chances of individual pupils that these extended schools were at their most successful and cost-effective”.<sup>53</sup>

### Benefits for Parents, Carers and Families

2.6.10. In addition to the several benefits for children and young people, extended services also bring about significant benefits to parents, carers and families in general. Parents have a central influence on children’s learning and development, and extended services can provide the support they need. For example, many schools offer transition information sessions when children start primary school or transfer to secondary school, and offer information on local services available to support them.<sup>54</sup> In a survey conducted by Ofsted, many parents found that sessions on childcare and child development helped them to relate more positively to their children and helped them learn.<sup>55</sup>



“Services that were used by the most vulnerable parents were reported to have transformed the lives of some parents and had positive effects on their children”

Ofsted, “How Well Are They Doing?” (2009).



2.6.11. Extended services are not just about helping parents to support their children; they are also about impacting positively on parents themselves. For example, Ofsted reports that the use of services and facilities help parents **raise their aspirations** and develop a greater readiness to learn. Also, extended services give them the **opportunity to talk and interact** in an environment outside the home, and **enhance their self-confidence**, particularly of mothers with pre-school children.<sup>56</sup>

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<sup>52</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Kent County Council, Maidstone.

<sup>53</sup> Office for Standards in Education (2009) Good Practice in Extended Schools, Ofsted, London.

<sup>54</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>55</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

<sup>56</sup> Ibid

2.6.12. The self-assurance gained by parents also encourages them to approach school staff to talk about their children and to ask for accredited courses to prepare for employment. Evidence indicates that courses on basic skills, and on English as an additional language, make the greatest impact on their lives. Finally, parents who initially approached extended services venues to attend activities have become volunteers in the setting or with a community group.<sup>57</sup>

### Benefits for Schools

2.6.13. Several benefits for schools and their staff can also be identified. For example, the “Evaluation of Full Service Extended Schools Project; End of First Year Report” (2005) found that, when managed properly, extended services can free headteachers and teachers so that they can concentrate on teaching.<sup>58</sup>

2.6.14. In addition, qualitative evidence from the Training and Development Agency for Schools (TDA) lists a wide range of other benefits, both for teachers and for schools in general. For teachers, extended services can result in **more motivated and better behaved pupils; more engaged parents**; more effectively addressed barriers to learning; and classroom work boosted by study support.<sup>59</sup>

2.6.15. For schools, the delivery of extended services can lead to: **improved standards; a higher profile for schools**; a boost to school rolls; meeting schools’ duties on well-being, ECM and community cohesion; and to opportunities for **income generation**.<sup>60</sup>

### Benefits for the Community

2.6.16. Finally, extended services can bring significant benefits for the community as a whole. According to the TDA, communities can **access** and enjoy school sports and IT facilities, educational, vocational and other learning opportunities, and health and specialist services, and **community cohesion** is promoted.<sup>61</sup>

2.6.17. Also, schools and centres that actively engaged the local community in using extended services found that they became the hub for many people who felt isolated, for example those living in remote rural areas, to meet and mix. In these rural communities local extended services settings brought supportive services directly to them. The involvement of people in activities created a **sense of ownership** and helped reduce vandalism.<sup>62</sup>

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<sup>57</sup> Ibid

<sup>58</sup> Cummings, C. et al (2007) Evaluation of the Full Service Extended Schools Project: End of First Year Report, University of Manchester and University of Newcastle, produced by DfES, published by the University of Manchester.

<sup>59</sup> Training and Development Agency (2009) What Are Extended Services?, TDA, London.

<sup>60</sup> Ibid

<sup>61</sup> Ibid

<sup>62</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

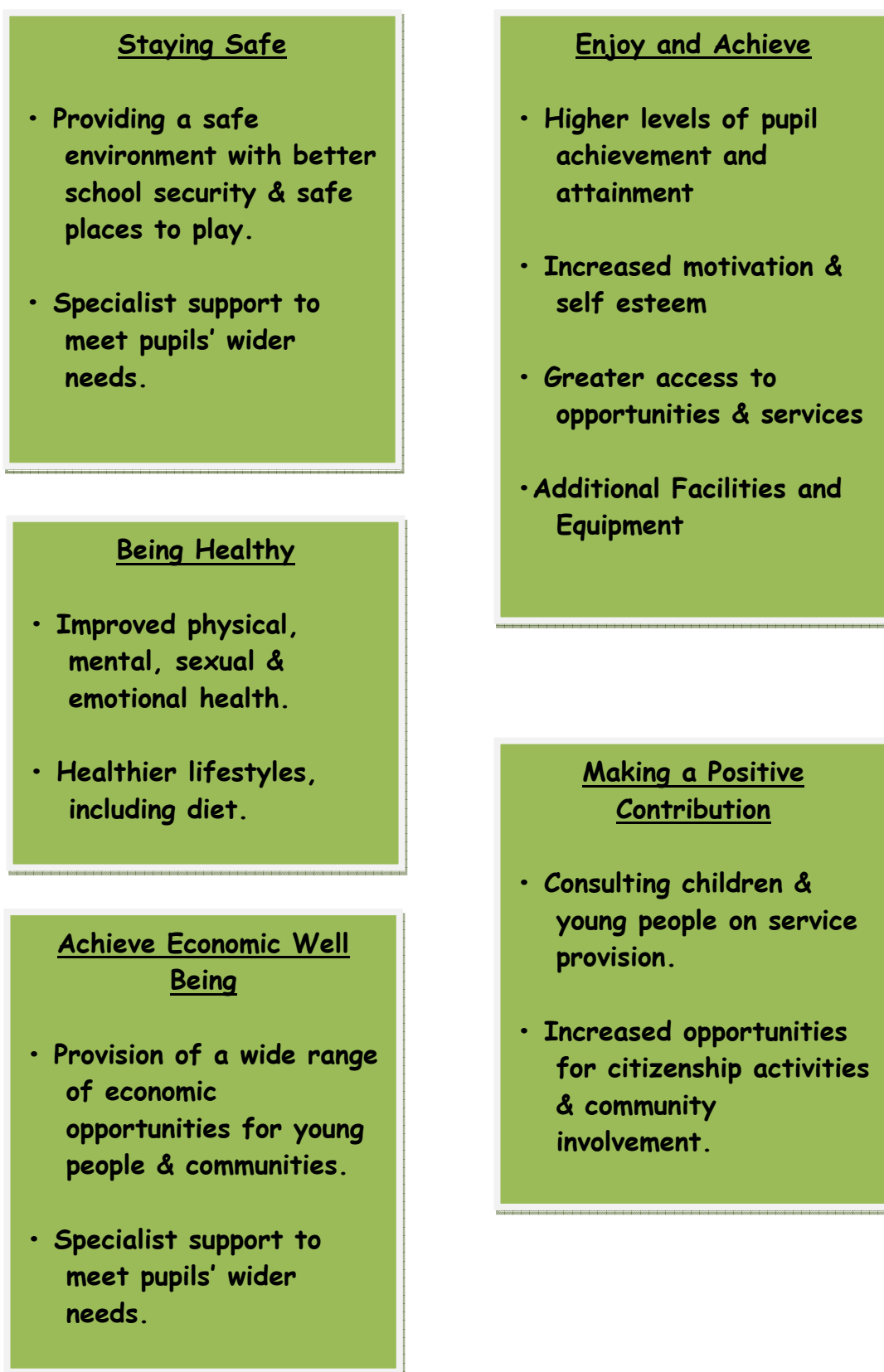
- 2.6.18. Importantly, the delivery of extended services has a **beneficial impact on some of the most vulnerable** members of the community. Although more can be done to reach and support these groups, evidence suggests that early intervention and family support make a considerable difference to some of the most disadvantaged children.<sup>63</sup> In addition, evidence shows that the teaching of skills, with the support of local community leaders, can **attract employers** to an area and reduce local unemployment.<sup>64</sup>
- 2.6.19. There are, then, significant and far-reaching benefits from the delivery of extended services for children, young people and their parents, schools and their staff, and for all members of local communities, especially the most vulnerable.
- 2.6.20. Figure 7 below shows how the benefits from extended services provision relate to the five outcomes of Every Child Matters.

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<sup>63</sup> Office for Standards in Education (2008) How Well Are They Doing?, Ofsted, London.

<sup>64</sup> Office for Standards in Education (2009) Good Practice in Extended Schools, Ofsted, London.

**Figure 7: The Benefits of Extended Services as Defined by the Five Outcomes of 'Every Child Matters'.**



Source: Extended Schools – Final Report, Middlesbrough Council (2008).

## 2.7. Extended Services, the Big Society, Total Place and Localism

2.7.1. The Big Society Network is an organisation set up by citizens to achieve change in their local area. The objective is to create a new relationship between citizens, Government, the private sector and the voluntary sector, in which everyone contributes to making decisions that affect local communities, and everyone can receive help and rewards. The ultimate aim of the Big Society is to create the largest co-operative or mutual in Britain, that is Britain itself.<sup>65 66</sup>

2.7.2. A set of policies to deliver this reform, and which have already been agreed, shows how extended services are woven in the fabric of the emerging Big Society. For example, one policy proposes to give local communities more power by bestowing residents with the ability to shape the communities in which they live, and by giving them powers to save local facilities threatened with closure.<sup>67 68</sup> Such local facilities may include those delivering extended services.

2.7.3. Another strategy encourages people to take an active role in their communities, and is therefore aligned with extended services vision of promoting volunteering and social action.<sup>69</sup>

2.7.4. Finally, both the Big Society and the extended services agenda support the creation and expansion of social enterprises, as a mechanism to deliver effective and sustainable service provision by combining social gain and profit.<sup>70 71</sup>

2.7.5. Total Place is an initiative that looks at how a 'whole area' approach to public services can lead to better services at less cost. It does so through the sharing of resources, the avoidance of duplication between organisations, and by making collaborative working more effective. Kent was one of 13 pilot areas participating in the scheme, which ended in March 2010. Work is now underway to deliver the proposals Kent made during the pilot.<sup>72</sup>

2.7.6. The main rationale behind Total Place is of a pragmatic nature: given the recent economic downturn all of the public sector needs to find radical new solutions to deliver better local services more tailored to local needs whilst ensuring better value for money.<sup>73</sup>

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<sup>65</sup> The Big Society (2010), website, [www.thebigsociety.co.uk/idea.html](http://www.thebigsociety.co.uk/idea.html).

<sup>66</sup> The Cabinet Office (2010), website, [www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf](http://www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf)

<sup>67</sup> The Big Society (2010), website, [www.thebigsociety.co.uk/idea.html](http://www.thebigsociety.co.uk/idea.html).

<sup>68</sup> The Cabinet Office (2010), website, [www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf](http://www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf)

<sup>69</sup> Ibid

<sup>70</sup> Social Enterprise London (2010) Extended Services: Ensuring Sustainability using the Social Enterprise Model, CfBT Education Trust, Reading.

<sup>71</sup> The Cabinet Office (2010), website, [www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf](http://www.cabinetoffice.gov.uk/media/407789/building-big-society.pdf)

<sup>72</sup> Kent County Council (2010) Total Place, website, [www.kent.gov.uk/yourcouncil/prioritiespoliciesand](http://www.kent.gov.uk/yourcouncil/prioritiespoliciesand)

<sup>73</sup> Ibid

2.7.7. While it is possible that with the introduction of the new coalition Government the name of Total Place may not be retained, it seems likely that the principle of providing better services at lower cost will be retained.<sup>74</sup>

2.7.8. The vision of Total Place is reflected, amongst other things, by the ambition of enabling “schools that never sleep” and supporting other settings for the benefit of local communities. Community access to facilities such as sports amenities, adult learning and ICT provision is one of the five elements of the extended services core offer, and one of the main elements for the delivery of the Every Child Matters agenda.<sup>75</sup>

2.7.9. School sites are one of the most significant assets of Kent County Council and it is important that they are used to their full potential. Where demand for community use of extended services has not been met, the local authority can intervene to promote the development of amenities to meet the needs of local residents.<sup>76</sup>

2.7.10. This sharing of resources and delivery of efficiencies will not involve schools alone; within Kent County Council, close cross-directorate work is already taking place, and has increased in the last two years, adding value to service provision.<sup>77</sup> Efforts are also being made to enhance collaboration between all organisations delivering extended services; the Extended Services Select Committee review is a clear example of this endeavour at political level.

2.7.11. Together with promoting the sharing of resources amongst public sector services, extended services also promotes the localism agenda. One of the key aims of the extended services vision is to raise awareness of these services amongst local community groups and organisations. Extended services settings can offer venues for these groups, can facilitate networking, and can encourage civic engagement and people’s empowerment in the democratic decision-making process.<sup>78</sup>

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<sup>74</sup> Ibid

<sup>75</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>76</sup> Ibid

<sup>77</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Kent County Council, Maidstone.

<sup>78</sup> Ibid

## 2.8. Extended Services: A Historical Context

- 2.8.1. The idea of extended schooling first emerged with the development of “full-service schooling” initiatives in the United States. The establishment of the “new community school” initiative in Scotland (1999) was the first major implementation of the initiative in the UK. However, the idea of centring the provision of different services on school sites is hardly new. Since the nineteenth century there have been various examples of schools offering medical and welfare services alongside their more traditional activities, such as the idea of “community schooling”.<sup>79</sup>
- 2.8.2. Elements of “full-service schooling” have been present in the USA for a number of years, where diverse activities were available in schools in addition to the usual teaching. Over the last century these activities have included community use, the provision of welfare facilities (around health and cleanliness), support services in the form of school counsellors, and various sports and youth activities.<sup>80</sup>
- 2.8.3. One of the best known historical examples of community school movements was that developed in Flint, Michigan in the mid-1930s. This movement grew mainly as a result of the need to extend educational and recreational opportunities to adults and young people in local communities. In contrast, the recent interest in ‘full-service’ schooling has its origins in more remedial concerns - and this is what has been largely translated into extended schools in England. The focus has been on the provision of health and social care services.<sup>81</sup>
- 2.8.4. In England, policies on extended schools date back to a Social Exclusion Unit (SEU) report in 1998 which indicated significantly lower pupil attainment in disadvantaged communities. In 2002, the then Department for Education and Skills (DfES) began to actively encourage the concept of ‘extended schools’ through projects and then by sponsoring twenty five local education authorities (LEAs) to develop extended schools pathfinder projects.<sup>82</sup>
- 2.8.5. The original research found that there was little agreement on what constituted an ‘extended school’, in turn affecting ways in which community ‘needs’ were identified and acted upon.<sup>83</sup>
- 2.8.6. However, despite the disagreement on the meaning of “extended schools” the researchers of the pathfinder projects began to shape an understanding of the *task* of extended schools. They defined the task in the following terms: *‘An extended school maximises the curricular learning of its pupils by promoting their overall development and by ensuring that the family and community contexts within which they live are as supportive of learning as possible’*.<sup>84 85</sup>

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<sup>79</sup> Smith, M. K. (2004, 2005) Extended schooling - some issues for informal and community education', *The Encyclopaedia of Informal Education*, [www.infed.org/schooling/extended\\_schooling.html](http://www.infed.org/schooling/extended_schooling.html).

<sup>80</sup> Ibid

<sup>81</sup> Ibid

<sup>82</sup> Ibid

<sup>83</sup> Dyson, A., Millward, A. and Todd, L. (2002) *A Study of 'Extended Schools Demonstration Projects'*, London: Department for Education and Skills.

<sup>84</sup> Ibid

- 2.8.7. After the work on the pathfinder projects, and particularly as part of the strategy around “Every Child Matters”, primary schooling and the Children Act (2004), the then Government argued that extended schooling was a key expression of the 'joined-up' work of Children's Trusts, and maintained that every school should become an extended school.<sup>86</sup>
- 2.8.8. The conviction that all schools become extended schools became part of the Government “Strategy for Education” (2004), which declared that extended schools – both primary and secondary – should increasingly act as hubs for community services.<sup>87</sup>
- 2.8.9. The Strategy was soon followed in 2005 by a DfES 'prospectus', “Extended Schooling: Access to Opportunities and Services to All”, which made the commitment that by 2010 all children 'should have access to a variety of activities beyond the school day'. Extended schools were defined as schools that 'provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community'.<sup>88</sup>
- 2.8.10. To reflect the changing role of the school from exclusive provider to one key provider amongst a wide variety of organisations and agencies, the term “extended schools” is being gradually replaced by the more appropriate term “**extended services**”.<sup>89</sup>
- 2.8.11. The current provision of core services is expected to be dependent on school workforce remodelling and on partnership working between organisations in the public, private and voluntary sector that can make a contribution to extended services. Successful and effective extended service delivery is also dependent on head teachers re-thinking the nature of schooling and extending the use of school facilities to the wider community.<sup>90</sup>

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<sup>85</sup> Smith, M. K. (2004, 2005) Extended schooling - some issues for informal and community education', *The Encyclopaedia of Informal Education*, [www.infed.org/schooling/extended\\_schooling.html](http://www.infed.org/schooling/extended_schooling.html).

<sup>86</sup> Ibid

<sup>87</sup> Ibid

<sup>88</sup> Ibid

<sup>89</sup> Department for Children, Schools and Families (2010) Extended Services Evaluation: Reaching Disadvantaged Groups and Individuals, DCSF, London.

<sup>90</sup> Smith, M. K. (2004, 2005) Extended schooling - some issues for informal and community education', *The Encyclopaedia of Informal Education*, [www.infed.org/schooling/extended\\_schooling.html](http://www.infed.org/schooling/extended_schooling.html).

## 2.9. Extended Services Data

2.9.1. This section presents extensive data on extended services, at both national and local level. Much of the available data on extended services is of a qualitative nature and is based on surveys and questionnaires. For this reason the report will show data from different sources, as often the results tend to converge but sometimes they also diverge.

### National Data

2.9.2. According to report “Extended Schools: Establishing a Baseline Methodology to Estimate the Impact of the Extended School Programme on Attainment”, which was produced by London Economics in 2009, the number of extended schools has grown steadily since their introduction in 2006. In September 2006 there were 3,277 extended schools (117 nursery, 2,328 primary, 734 secondary and 98 special schools), which had increased to 8,105 by September 2007 (238 nursery, 5,991 primary, 1,633 secondary and 243 special schools).<sup>91</sup>

2.9.3. When the research project began in March 2008, the total number of extended schools had increased further to 10,043 (272 nursery, 7,542 primary, 1,912 secondary and 317 special schools). Data also shows that between 2006 and 2007, 5,059 schools became extended schools, while 231 schools no longer met the full core offer. Over the period 2007 to 2008, 2,222 schools became extended schools, while 284 schools no longer met the full core offer.<sup>92</sup>

2.9.4. The evaluation of extended services from the two reports referred to below will focus on provision, usage and other issues.

2.9.5. The recent report from the Department of Education “Extended Services Evaluation: End of Year One Report” (2010) offers information and evidence about the delivery and effectiveness of extended services. Although this report is perhaps the most up to date evaluation of extended services, it should be noted that it is a summary of the first year of the evaluation, and that further research is planned to complete the project.<sup>93</sup>

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<sup>91</sup> Conlon, G. (2009) Extended Schools: Establishing a Baseline Methodology to Estimate the Impact of the Extended School Programme on Attainment, London Economics and DCSF, London.

<sup>92</sup> Conlon, G. (2009) Extended Schools: Establishing a Baseline Methodology to Estimate the Impact of the Extended School Programme on Attainment, London Economics and DCSF, London.

<sup>93</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

2.9.6. The key findings of this far-reaching evaluation include:

- Two thirds of schools were offering all five elements of the full core offer, and the remaining third were all offering at least some elements of it. Secondary schools were more likely than primary and special schools to be offering the full core offer.
- There was a distinct gap between the services schools were offering, and the services parents were aware at their child's school, particularly with regard to holiday activities and community access to facilities.

**Figure 8: Proportion of Parents Who Are Aware of the School Opening Each Type of Facility for Community Access (a larger picture is provided in Appendix 3).**

Proportion of parents who were aware of the school opening each type of facility for community access				
	All parents	Parents of primary school pupils	Parents of secondary school pupils	Parents of special school pupils
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
Sports facilities	26	14	47	8
Halls, rooms or spaces	22	20	27	12
Arts facilities	9	8	12	0
Computer facilities	9	6	13	0
Library	7	5	9	0
Medical facilities	1	2	1	0
ANY OF THE ABOVE	41	33	57	16
None of these	42	52	23	52
Don't know	17	15	20	32
Base: All parents (2,253)				

Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).

- Two thirds of schools offered extended services as part of a cluster or group of schools, and there was evidence that working in clusters helps to develop links with community organisations and avoids duplication of effort.
- Seven in ten schools were targeting specific groups of pupils or families for support with extended services. Most commonly this was economically disadvantaged families and pupils with disabilities or special educational needs. However, there was still a participation gap (in terms of hours of activities taken up) between economically disadvantaged pupils and those from 'better off' families, and this seemed to relate to the cost of activities.
- Two thirds of pupils had taken part in at least one term-time activity in the previous term – most commonly sporting activities that occurred straight after school.
- Respondents to the survey of schools (mostly headteachers) generally had very positive views about how the provision of extended services had benefited the school and its pupils.<sup>94</sup>

#### 2.9.7. More specifically, in terms of **provision**:

- Two thirds of schools were offering all five elements of the full core offer (childcare from 8am to 6pm; a varied menu of activities; parenting support; community access to facilities; and swift and easy access to specialist support), and the remaining third were offering some elements. With the exception of community access to school facilities, at least nine in ten schools were offering each of the elements of the core offer. Secondary schools were more likely than primary or special schools to be offering the full core offer.
- Three-quarters of schools or more offered family-wide activities, support for parents, and adult learning opportunities.
- Two thirds of schools were opening at least one of their facilities for community access, most commonly halls, rooms or spaces, sports facilities, and playgrounds and play areas.
- Almost all schools had consulted parents and pupils when planning extended services, and two-thirds had consulted the wider local community. Just over half of parents were aware of their child's school having consulted parents. Three quarters of pupils recalled being consulted about activities, mostly by filling in a questionnaire or discussing activities in a class or tutor group.
- Seven in ten schools were targeting specific groups of pupils or families for support with extended services, most commonly economically disadvantaged families and pupils with disabilities or SEN.<sup>95</sup>

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<sup>94</sup> Ibid

<sup>95</sup> Ibid

#### 2.9.8. In terms of **delivery**:

- Two thirds of schools offered extended services as part of a cluster or group of schools, with most clusters being made up of ten schools or less. Nine in ten schools were using the Common Assessment Framework (CAF).

**Figure 9: Size of Clusters or Groups of Schools that Offer Extended Services.**

	(n=985)
	%
1-5 schools	25
6-10 schools	44
11-15 schools	16
16-20 schools	6
21+ schools	5
Don't know	4

Base: All schools offering extended services as part of a cluster (985)

**Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).**

- Nine in ten schools were using registers to monitor attendance at activities, and just under half of these were then feeding attendance information into a central database.

#### 2.9.9. With regard to **usage**:

- Few parents felt they knew a great deal about the kinds of additional services offered by their child's school, but over half felt at least reasonably well informed. More than nine in ten parents were aware that their child's school provided childcare or activities during term time, but only just under four in ten thought holiday activities were offered (although for 93 per cent of parents interviewed their child's school was providing such activities).
- Three quarters of parents were aware that their child's school offered parental support services, four in ten parents thought their child's school opened its facilities for community access, and around four in ten recalled being given information by their child's school about how to access support services and professionals.
- Two thirds of pupils had taken part in at least one term-time activity in the previous term – most commonly sporting activities that occurred straight after school. A significant minority of pupils (around three in ten) were doing at least two hours of activities a week during term

time. Less than one pupil in ten had been to activities during school holidays in the last year. Where pupils had taken part in holiday activities they had participated in an average of 33 hours of activities during the year.

- All schools had promoted their extended services, most commonly using methods such as newsletters, flyers, letters to parents, and postings on the school website or school notice boards.
- Around two in ten parents were dissatisfied with the availability of childcare, adult learning and parenting support in their area, and around three in ten were dissatisfied with the availability of activities suitable for their child, and leisure facilities in their area, suggesting there is a gap in local services that could be filled by extended services in and around schools.
- The majority of pupils would like their school to offer more activities before school, straight after school, and during school holidays.
- Most parents (over six in ten) said their child could attend all or most of the activities they wanted them to. Where their child could not go to all of the activities they had wanted, the main barriers (each mentioned by around a quarter of parents) were: cost; not liking the activities on offer; issues with the availability of activities; and logistical issues such as time, location or transport to and from activities.
- Most parents had positive views about their child's school, agreeing it had a good reputation, encouraged their child to achieve, and involved them in issues affecting their child. Most parents also thought there was good interaction between parents and school staff. Seven in ten pupils said they enjoyed school at least most of the time; pupils who took part in activities were more likely to say they enjoyed school.<sup>96</sup>

#### 2.9.10. When evaluating **impact**:

- Respondents generally had very positive views on how extended services had helped the school to engage with pupils and families, but a third felt that they still struggled to engage disadvantaged pupils and families in extended schools activities. Views were also generally positive on how extended services had helped schools to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services.
- Despite all the positive views of schools, over six in ten schools agreed that offering extended services placed a significant burden on them.

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<sup>96</sup> Ibid

**Figure 10: Agreement with the Statement “Offering Extended Services Places a Significant Burden on Schools”.**

Agreement with statement “Offering extended services places a significant burden on schools”

	All schools (n=1,500)	Primary schools (n=661)	Secondary schools (n=463)	Special schools (n=376)
	%	%	%	%
Strongly agree	28	29	20	32
Tend to agree	35	36	33	32
Neither agree nor disagree	13	12	15	13
Tend to disagree	18	18	21	14
Strongly disagree	5	4	9	7
Don't know	1	1	1	1

Base: All schools (1,500)

Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).

- Cluster working tends to have a positive effect both in making schools more likely to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services, and in reducing the burden of delivering extended services on individual schools.
- Over half of pupils and parents thought their (child's) enjoyment of school in general had increased since they started participating in activities. Over half of pupils also thought there had been a positive impact on the marks they received for their schoolwork, and more than half of parents thought their child's language communication and socialising skills had improved. Three quarters of pupils agreed that taking part in activities helped them to get along better with other pupils, and around a third agreed it helped them get along better with their family.
- Most parents who used parental support services agreed these had had positive impacts on them: getting more involved with activities and events at school; talking more with parents of other pupils; talking to their child about school more; and helping their child to learn new things.<sup>97</sup>

<sup>97</sup> Ibid

2.9.11. Finally, in terms of **cost**:

- The equivalent of around half a full-time member of staff (18 hours a week) was needed for the administration and co-ordination of extended services;
- A similar number of hours (around 20 per week) were needed for the delivery of out of hours activities.<sup>98</sup>

2.9.12. The second report, “**Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools**” was produced by Ipsos MORI in 2009, and was commissioned by the DCFS. The main findings of the report include:

- Over half of schools (55%) provide extended services as part of a ‘cluster’ of schools working together, while around two in five (43%) do not. Cluster working appears to offer a number of advantages: cluster schools are more likely than non-cluster schools to cite receiving support from a number of sources asked about – including local authorities, other schools and the health sector, for instance – and are more likely to agree they have received sufficient support (48% agree compared with 36% of non-cluster schools).
- Most schools take at least some responsibility for the day-to-day provision of extended services, although the majority work in partnership with other local agencies and services.<sup>99</sup>

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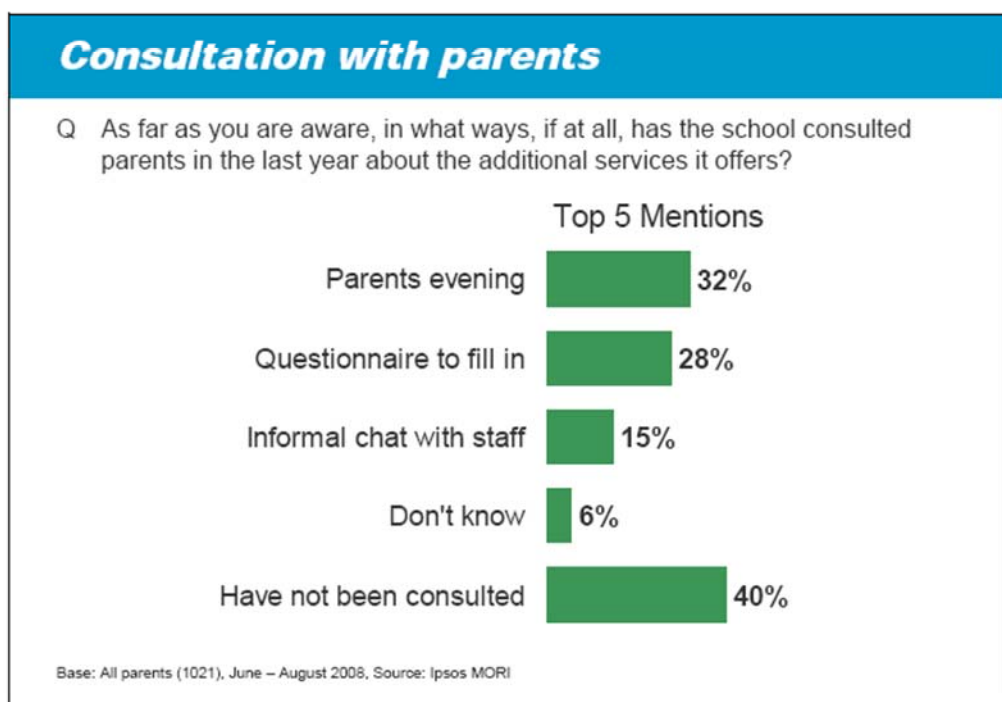
<sup>98</sup> Ibid

<sup>99</sup> Wallace, E. et al (2009) *Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools*, Ipsos MORI and DCSF, London.

### 2.9.13. In terms of **consultation**:

- The majority of schools report that they engage in consultation about the development of extended services with parents (86% of schools) and with pupils (73% of schools).
- Parents and pupils generally feel consulted and listened to by schools in the development of extended services: seven in ten pupils report being consulted and listened to about the activities on offer, and over half of parents (54%) cite ways in which the school has sought their views. However, the findings indicate a clear appetite among users for more information about what is on offer, and a significant minority of parents (40%) do not feel they have been consulted recently about the services currently offered by the school.<sup>100</sup>

**Figure 11: Consultation with Parents About the School's Additional Services (a larger picture is provided in Appendix 3).**



Source: DCSF and Ipsos MORI, *Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools* (2009).

<sup>100</sup> Ibid

2.9.14. In relation to **provision** and **usage**:

- Nearly all (94%) of schools offer activities and/or childcare either at or through the school. In line with this, 88% of parents are aware that activities are provided by their child's school.
- However community access to school facilities is the least developed element of the core offer, with only 54% of schools providing community access, compared to 94% providing childcare, 76% Swift and Easy Access, and 70% parenting support.

**Figure 12: Provision, Awareness and Usage of Extended Services.**

	% schools offering service	% parents aware of services	% parents using service/ saying child used in last year
<i>Base:</i>	<i>All schools (1,019)</i>	<i>All parents (1,021)</i>	<i>All parents (1,021)</i>
Swift & easy access	76 <sup>26</sup>	68	30
Parenting support	70	70	36
Community access	54	49	20

**Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).**

- Around three in five parents (58%) say their child has attended an activity or used childcare services provided by their school in the last term.
- Activities after 6pm in the evening are offered by half of secondary schools (51%) but by smaller numbers of primary and special schools (21% and 38%, respectively). Accordingly, attendance at these activities is higher among older than younger pupils.
- Supervised activities such as sports, drama and performing arts clubs are the most widely used type of activities (48% parents say their child has attended these in the past term). However, the survey of pupils indicates different preferences for activities by age and gender. Girls are more likely than boys to have attended dance, drama, performing arts, music and arts and crafts clubs, while boys are more likely than girls to have attended sports clubs. Secondary school pupils are more likely than primary school pupils to have attended homework and study groups (25% compared with four percent). Understanding and catering for these preferences seems

likely to be important in developing sustainable and appealing services.

- 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.<sup>101</sup>

#### 2.9.15. In terms of **barriers** to access:

- Key reasons for not using childcare and activities are that the activities on offer do not appeal, and pupils' lack of time or tiredness. However, cost (16%) and a lack of transport (10%) are also cited as barriers by parents. Costs are most likely to be a barrier for lone parents and the parents of special school pupils. Lack of transport is cited by 15% of parents of secondary school pupils and by 39% of parents of special school pupils, possibly because pupils are likely to travel further to these types of school.<sup>102</sup>

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<sup>101</sup> Ibid

<sup>102</sup> Ibid

## Kent Data

2.9.16. A snapshot of Kent today can be summarised as follows:

- Kent is one of the largest counties in England, with a population of about 1.3 million.
- Children and young people aged 0-18 account for 24% of the population (327,000).
- 23% of residents live in rural areas.
- Average household income is lower than in the rest of the South East region.
- Kent is below the national average for skills, with 28% of the population lacking qualifications.
- Approximately 43,000 people do paid or voluntary work with children and young people.<sup>103</sup>

2.9.17. With regard to general education figures for the County in 2010 (unless stated otherwise):

- There are 582 schools in Kent, including: 312 Community, 66 Foundation, 92 Voluntary Aided and 112 Voluntary Controlled Schools. There are also 10 Academies.
- 449 are primary schools, with a total of 108,723 pupils on roll. There are 90 secondary schools, with a total of 101,219 pupils. 24 are special schools, with a total of 2,983 pupils. There is also 1 Pupil Referral Unit, with 21 pupils.
- Of these schools, 96 are Specialist Schools.
- The number of pupils with Additional Educational Needs is 6,035, and the percentage of students eligible for Free School Meals is 12.1%.
- The percentage of students whose home language is not – or is believed not to be – English, is 7.2% in primary schools, 5.5% in secondary schools, and 3.3% in special schools. The overall percentage is 6.2%.
- In 2008-9, the percentage of total school absence was 5.2% in primary schools, 7.4% in secondary schools (years 7 to 11 only), and 10.3% in special schools.

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<sup>103</sup> Kent County Council (2008) Positive About Our Future: Kent Children and Young People's Plan 2008-2011, Kent County Council, Maidstone.

- The Index of Multiple Deprivation (IMD) is 18.2 in primary schools, 17.6 in secondary schools and 20.8 in special schools. The score for all schools is 17.9 (the higher the score, the higher the deprivation).<sup>104</sup>

2.9.18. In relation to extended services provision:

- 557 schools (97%) are currently meeting the core offer requirements (the national average is 98%)
- 16 schools do not offer the “Community Access” element of the core offer
- 18 schools have not achieved Full Core Offer status
- 4 schools have only 1 element of the core offer left to deliver
- 7 of the 23 recorded clusters of schools offering extended services have one or more schools not meeting the core offer.<sup>105</sup>

2.9.19. With regard to the “community access” element of the core offer in particular, the report “Community Use of Secondary School Sites in Kent” (2010) was prepared by the KCC Children, Families and Education Directorate to supply evidence and data for the Extended Services Select Committee. The report was prepared in consultation with KCC officers, schools and other partner organisations involved in extended services. Bearing in mind that the report focused exclusively on secondary schools, and that it was produced in March 2010, below are some of the report’s tables presenting information on extended services in the County.<sup>106</sup>

**Figure 13: Number of secondary schools in Kent by type.**

School Type	Community	Foundation	Voluntary Aided	Voluntary Controlled	School Total	Number of Trust Schools
Secondary	24	51	12	3	90	6
Academy					10	

*data correct as at Autumn 2009*

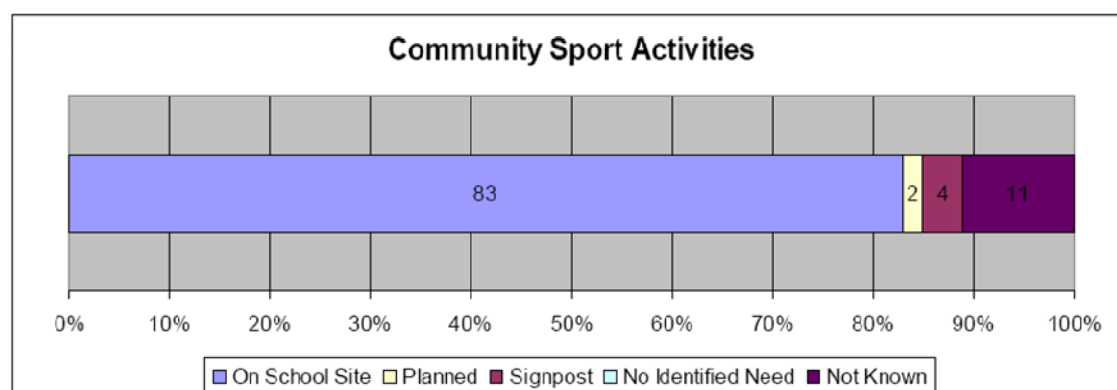
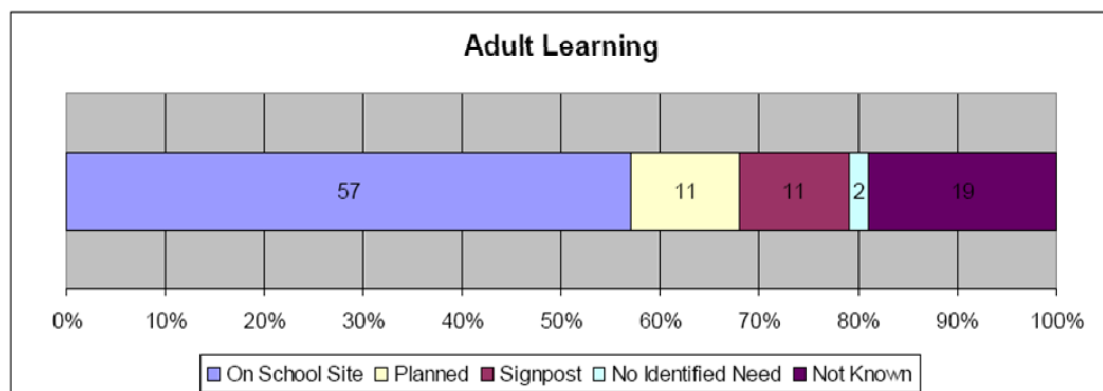
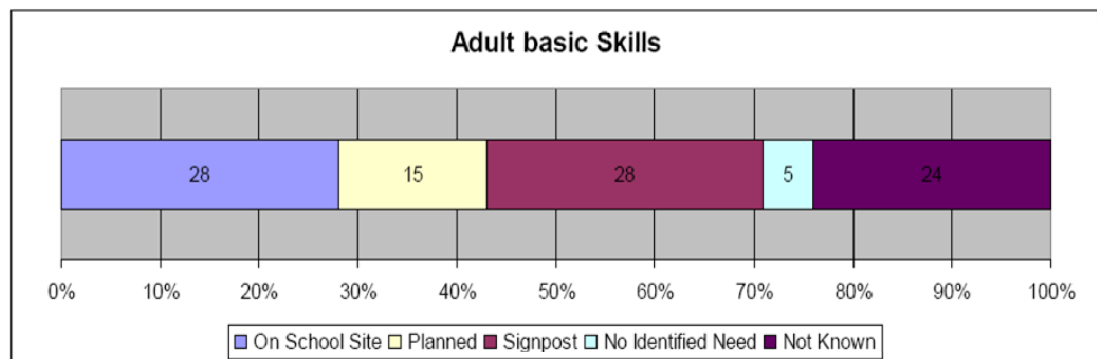
**Source: Kent County Council, Community Use of Secondary School Sites in Kent (2010).**

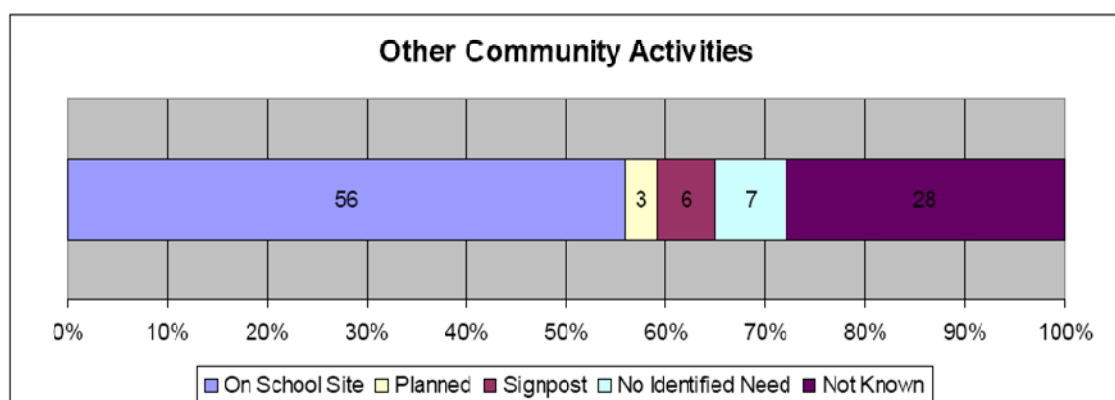
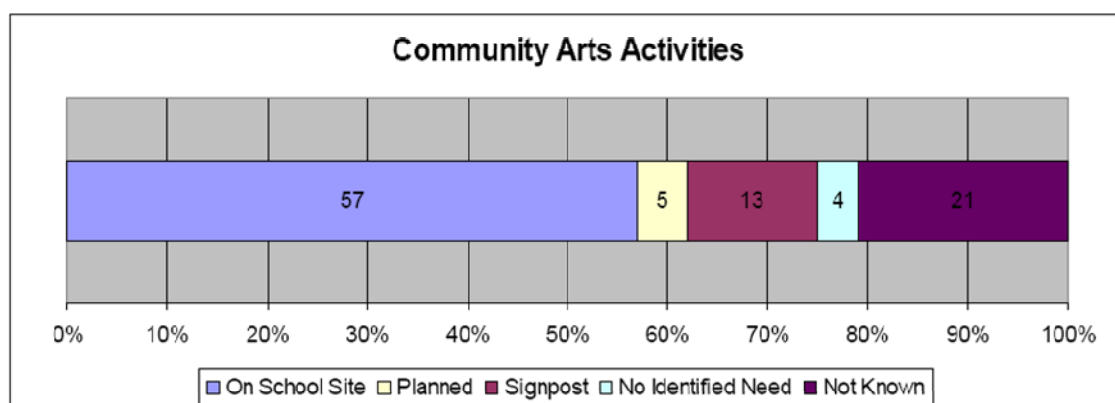
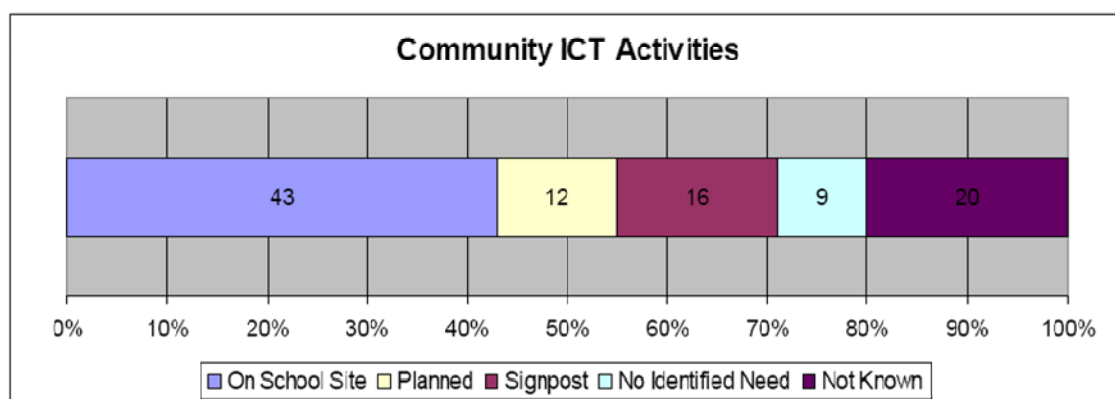
<sup>104</sup> Kent County Council (2010) Facts and Figures 2010, Kent County Council, Maidstone.

<sup>105</sup> Training Development Agency (2010) Data Overview for ES and WF, Kent, TDA, London.

<sup>106</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

**Figures 14: Community Use of Secondary School Sites in Kent, by Activity.**





Source: Kent County Council, Community Use of Secondary School Sites in Kent (2010).

2.9.20. Together with this report, the Extended Services Select Committee commissioned two further surveys. One survey was sent to all primary, secondary and special schools in the County to give an opportunity to all those schools that the Committee could not consult through oral evidence to share information and views on extended services. The other survey was sent to children in primary schools to find out their views on extended service provision.

2.9.21. A summary analysis of the survey of Kent schools is provided in Appendix 5.

2.9.22. The results of the survey of primary school children are shown in Appendix 6.

## 2.10. National Policies and Strategies and Extended Services

2.10.1. Following the publication of the **Social Exclusion Unit (SEU) report in 1998**, which indicated significantly lower pupil attainment in disadvantaged communities, there have been a significant number of national drivers, policies and strategies that had an impact on extended services provision.<sup>107</sup>

2.10.2. The publication of **Every Child Matters in 2003** provided a framework of intended outcomes for children. The five main outcomes of ECM are: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing. Importantly, the Green Paper required that the delivery of extended services had to be the responsibility not just of schools, but of a range of fully integrated children and family services.<sup>108</sup>

2.10.3. The vision that all schools should become extended schools became part of the Government's "**Five Year Strategy for Children and Learners**", (2004), which declared that extended schools – both primary and secondary – should increasingly act as hubs for community services.<sup>109</sup>

2.10.4. The Strategy was soon followed by a DfES 'prospectus', "**Extended Schooling: Access to Opportunities and Services to All**" (2005), which made the commitment that by 2010 all children 'should have access to a variety of activities beyond the school day'. Extended schools were defined as schools that *'provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community'*.<sup>110</sup>

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<sup>107</sup> Smith, M. K. (2004, 2005) Extended schooling - some issues for informal and community education', *The Encyclopaedia of Informal Education*, [www.infed.org/schooling/extended\\_schooling.html](http://www.infed.org/schooling/extended_schooling.html).

<sup>108</sup> Ibid

<sup>109</sup> Ibid

<sup>110</sup> Ibid

2.10.5. The “**Children’s Plan: Building Brighter Futures**” (2007) reinforced the commitment to the ECM vision, and asked all children’s services to be “more ambitious about improving outcomes for children and young people”.<sup>111</sup>

2.10.6. The “**Healthy Child Programme**” (2009) also drives the vision of ECM and of the 21<sup>st</sup> Century School forward, by proposing a core health programme with a focus on children’s health and wellbeing.<sup>112</sup>

2.10.7. Together with all these policies this report has previously outlined a wide range of strategies that support and complement the work of extended services. They include:

- **Skills for Life**, to improve adults literacy and numeracy skills;
- the **Teenage Pregnancy Strategy**, to deal with the causes and consequences of teenage pregnancy;
- **Positive Activities for Young People**, which requires local authorities to organise sufficient activities for young people;<sup>113</sup>
- **Children and Young People’s Plans (CYPPs)**, which are single, overarching plans for multi-agency work within local authorities.<sup>114</sup>

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<sup>111</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

<sup>112</sup> Kent County Council (2008) Kent Extended Services Annual Report 2008-2009, Kent County Council, Maidstone.

<sup>113</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

<sup>114</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

## 2.11. KCC Policies, Targets and Objectives and Extended Services

2.11.1. In addition to all the national drivers, strategies and policies outlined above, several local policies, strategies and objectives have been developed to make a positive impact on extended services. Some of them are listed below.

2.11.2. The **Children and Young People's Plan** is the single, strategic and overarching plan for all services affecting children and young people in Kent. The Plan, which was developed by KCC and partner organisations, aims to fulfil the Kent Children's Trust's vision of addressing the needs and aspirations of children and young people through the delivery of services to them.<sup>115</sup>

2.11.3. The **Vision for Kent** is the community strategy for the county. This overarching, long-term strategy requires the Local Authority to work with partner organisations to improve the economic, environmental and social wellbeing of Kent over the next 20 years.<sup>116</sup>

2.11.4. The **Total Place** initiative looks at how public money is spent in a local areas and how it can be used more efficiently to improve local services.<sup>117</sup>

2.11.5. **Towards 2010** sets out the targets we aim to achieve during the next four years to improve the quality of life for Kent's residents. Targets that are related to extended services include:

- **Target 11** Help and inspire all our children to do well, with a particular focus on ensuring that the results of our 7 and 11 year-olds achieve at Key Stage 1 and Key Stage 2 improve faster than the national rate.
- **Target 13** Continue to offer and develop further multi-agency support to parents by helping them with the problems they and their children face in everyday life.
- **Target 14** Listen to young people's views and opinions and develop their ideas to improve education and life in Kent.
- **Target 28** Support and encourage the large number of local and voluntary groups and sports clubs in Kent.
- **Target 47** Create and launch initiatives that facilitate more competitive sport in schools, support after-school sports clubs and sponsor more inter-school competitions and holiday sports programmes.

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<sup>115</sup> Kent County Council (2008) Positive About Our Future: Kent Children and Young People's Plan 2008-2011, Kent County Council, Maidstone.

<sup>116</sup> Kent County Council (2010) Priorities and Plans, website, [www.kent.gov.uk/yourcouncil/Prioritiespoliciesandplans](http://www.kent.gov.uk/yourcouncil/Prioritiespoliciesandplans)

<sup>117</sup> Ibid

- **Target 48** Increase opportunities for everyone to take regular physical exercise.
- **Target 60** Support young people to reduce the risk of them offending.
- **Target 63** Promote the Kent Volunteers Programme and work with other partners to attract more volunteers.<sup>118</sup>

2.11.6. The **Kent Agreement**, which brings Kent Partners together to work for the people of the County with the aim of increasing independence and raising personal fulfilment.<sup>119</sup>

2.11.7. The **Kent Extended Services Annual Report** demonstrates the impact that the extended services agenda and local services are having on Kent residents.<sup>120</sup>

2.11.8. The **Kent Healthy Schools Programme**, which supports and improves children and young people's health and well-being through healthy eating and other initiatives.<sup>121</sup>

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<sup>118</sup> Ibid

<sup>119</sup> Ibid

<sup>120</sup> Kent County Council (2008) Kent Extended Services Annual Report 2008-2009, Kent County Council, Maidstone.

<sup>121</sup> Ibid



## 3. Awareness and Engagement

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### 3.1. The Ethos of Extended Services

3.1.1. Extended services can provide opportunities for learning, access to services and enjoyment for all in several ways. The “Quality Development Framework for Extended Services” (2009) points out that the selection and involvement of the right people is crucial for effective ES provision.<sup>122</sup> Although the skills and experience of different people who can contribute to the delivery of extended services - such as education professionals, parents, employers, and volunteers - are central, equally important are the attitudes and beliefs of these people, their ethos.<sup>123</sup> A positive ethos and willingness to make extended services work are perhaps particularly important attitudes now, as the current financial climate presents additional challenges to the success of extended services delivery.

3.1.2. As the Framework explains, a positive ethos is rarely accidental; it has to be carefully fashioned to produce a particular set of values and beliefs.<sup>124</sup> Only with the right level of commitment and engagement of all those involved in the provision of extended services can local communities be genuinely offered good quality facilities, can community cohesion be effectively promoted, and can young people be equipped with a rounded education that will help them in their lives.

### 3.2. Awareness

3.2.1. Together with a positive ethos and the right level of commitment, full awareness of extended services is also necessary for the effective and successful delivery and sustainability of these services. The vision of a 21<sup>st</sup> century world class education system entails high standards, enhanced specialist facilities and a wider learning experience.<sup>125</sup> Extended services are a central component of this vision. But the successful development of extended services and the benefits that result from it cannot be fully achieved without effective awareness of extended services, what they offer, and the positive impact they bring about.

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<sup>122</sup> Quality in Study Support (2009) The Quality Development Framework for Extended Services, QiSS, Tunbridge Wells.

<sup>123</sup> Ibid

<sup>124</sup> Ibid

<sup>125</sup> Department for Children, Schools and Families (2008) 21<sup>st</sup> century Schools: A World-Class Education for Every Child, DCSF, Nottingham.

## Awareness at National Level

3.2.2. From its investigations throughout the review, the Extended Services Select Committee found that the awareness of extended services needs to be enhanced at both national and more local levels.

3.2.3. At national level, efforts have undoubtedly been made to develop the provision and status of extended services. For example, different types of funding – such as Start-Up, Sustainability and Subsidy funding - have been injected by the previous Government since 2003 and some will continue until March 2011.<sup>126</sup> Also, several strategies and services, such as the Childcare Act 2006 (which places new duties on local authorities to secure adequate childcare), health initiatives (such as the Healthy Schools Programme), and Local Area Agreements (which enable local authorities to receive funding to deliver outcomes including extended services), are in place to support the extended services system.<sup>127</sup>

3.2.4. However, evidence suggests that there are concerns about the awareness of extended services in local communities. For instance, according to the “Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools” (2009), parents do not feel very informed about extended services; three in five parents say that “they only know a little” or “know nothing” about the additional services schools offer.<sup>128</sup>

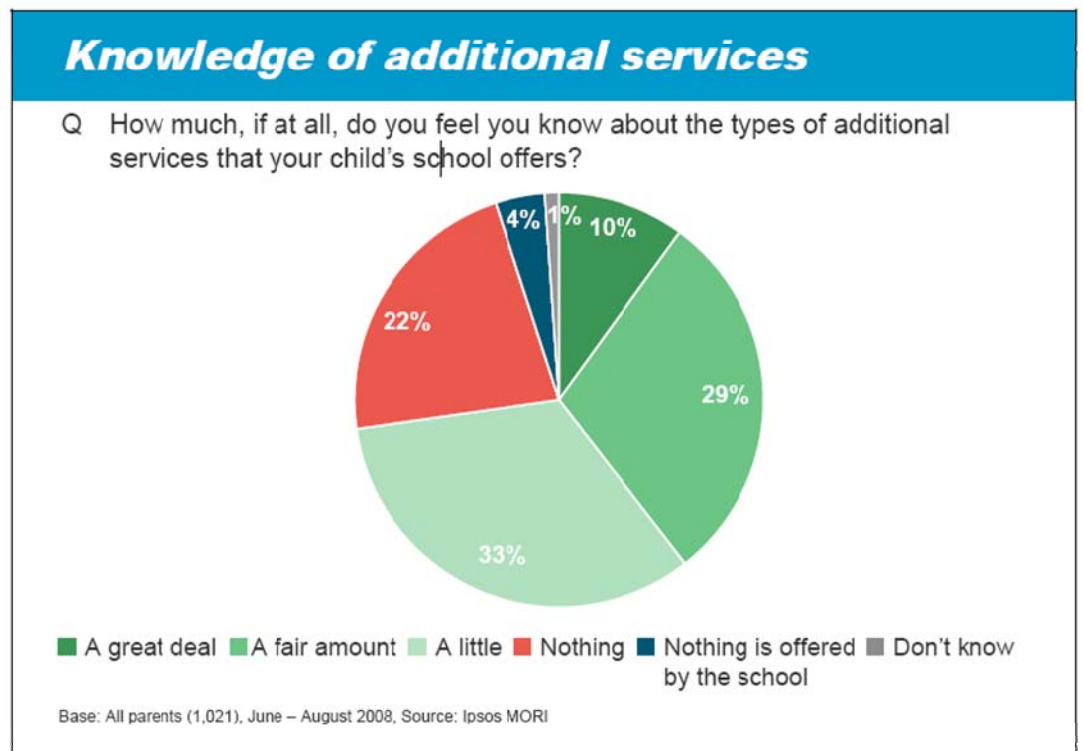
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<sup>126</sup> Department for Children, Schools and Families (2008) Funding Extended Schools: DCSF Guidance for Local Authorities and Schools, DCSF, London.

<sup>127</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

<sup>128</sup> Wallace, E. et al (2009) Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools, Ipsos MORI and DCSF, London.

**Figure 15: Knowledge of Additional Services (a larger picture is provided in Appendix 3).**



**Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).**

3.2.5. Similar findings are in the more recent “Extended Services Evaluation: End of Year One Report” (2010), which indicated that a third of parents thought they knew “a fair amount” about extended services (38%), another third (34%) felt they knew “a little”, and 9% “knew nothing”.<sup>129</sup>

3.2.6. A lack of awareness of extended services, together with unsure funding after March 2011, could also affect their sustainability, as limited usage may affect the ability of extended services to be maintained through a charging system. Extensive evidence shows that the development and sustainability of extended services is a major concern.<sup>130 131 132 133 134</sup>

<sup>129</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

<sup>130</sup> Kent County Council (2010) Extended Services in Kent Schools: Survey Analysis, KCC, Maidstone.

<sup>131</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

<sup>132</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>133</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>134</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

## Awareness at Local Level

- 3.2.7. Together with the need to raise awareness and to continue to support extended services at national level, it appears that awareness of extended services also needs to be enhanced at a more local level.
- 3.2.8. For example, many people are used to the traditional school opening hours and assume that school sites are closed at weekends and in school holidays.<sup>135</sup> As one witness put it, “we have to get people used to a new culture of schools being more open”.<sup>136</sup>
- 3.2.9. One way of promoting awareness of extended services is through the sharing of best practice and of success stories that have resulted from extended services provision.<sup>137</sup> The Select Committee discovered that one of the clearest examples of good practice is the provision of extended services facilities through clusters or consortia of schools and other partner organisations; they diminish the costs through economies of scale and, between them, offer a greater choice of services.<sup>138</sup>
- 3.2.10. The idea of setting up consortia for a more efficient and effective delivery of extended services, and the raising of awareness more generally, could be promoted both by Kent County Council and by schools through a series of roadshows. These roadshows could be organised in conjunction with other school-related events and should reach all those who have a stake in extended services. The Select Committee urges that these events – such as schools’ open days - should dedicate a section of their programmes to the promotion of extended services. In addition, the Committee recommend that in these roadshows KCC Cabinet Members should champion the benefits of these services and encourage greater awareness.
- 3.2.11. Also, the Committee recommends that both the Leader of Kent County Council and KCC Managing Directors of the Children, Families and Education Directorate and the Communities Directorate, should write to, and meet, the relevant Secretaries of State and senior officers in the relevant Departments, 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. The Committee wishes to remain closely involved in this process, for example by receiving copies both of the letters and of their responses.
- 3.2.12. Another way of promoting extended services awareness locally is through the Kent Children and Young People’s Plan. This is the “single, strategic, overarching plan for all services affecting children and young people across Kent”.<sup>139</sup> The Plan reflects the Kent Children’s Trust vision to encourage partnership working to improve life chances for all children and young people in the County.<sup>140</sup>

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<sup>135</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>136</sup> Ibid

<sup>137</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>138</sup> Ibid

<sup>139</sup> Kent County Council (2008) Positive About Our Future: Kent Children and Young People’s Plan 2008-2011, Kent County Council, Maidstone.

<sup>140</sup> Ibid

- 3.2.13. The content and the objectives set out in the Plan are crucial to the achievement of effective extended services in the County; as the national strategic publication “Extended Schools: Building on Experience” (2008) put it *“the success of extended services depends on effective planning by partners in Children’s Trusts, as part of the development of Children and Young People’s Plans and Local Area Agreements”*.<sup>141</sup>
- 3.2.14. The strategic and operational plans of the central Extended Services Team take account of, and contribute to, the Kent Children and Young People’s Plan.<sup>142</sup>
- 3.2.15. However, the Select Committee found that the last Kent Children and Young People’s Plan did not explicitly mention extended services and did not raise awareness of the wealth of benefits they bring about.<sup>143</sup> The Committee learned that a new Plan (for the years 2011-14) will soon be developed, and that formal consultation on the draft plan will begin in September 2010.<sup>144</sup> The Committee expressed their wish that this Plan put greater emphasis on extended services and their benefits, and that it promoted the formation of consortia throughout the County.

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<sup>141</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

<sup>142</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>143</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>144</sup> Kent County Council (2010) Progress Report on the Development of the New CYPP 2011-14, Kent County Council, Maidstone.

### **Recommendation 1**

**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.**

**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**

### **Recommendation 2**

**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.**

**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.**

**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.**

### **Recommendation 3**

**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.**

**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.**

### 3.3. Engagement and Training

3.3.1. As the section above indicated, the Select Committee found that raising awareness about extended services is crucial for their promotion and sustainability, both at national and local level. Evidence to the Committee also showed that school governors and headteachers are two key groups of people who need to be fully engaged to ensure the effectiveness and sustainability of extended services, especially in the current economic climate. One way to encourage this engagement is by creating extended services training opportunities.

3.3.2. Governing bodies are responsible for the strategic direction of their schools, and for ensuring that schools provide access to the extended services core offer. Governors are therefore in a strong position to promote the benefits that can result from extended services provision, and can make sure that, by working with headteachers, extended services are included in schools' development plans.<sup>145</sup>

3.3.3. In addition, it is a duty of school governors to ensure that extended services benefit the local community, and that any profits they generate are re-invested into these services.<sup>146</sup>

3.3.4. The Select Committee concluded that, given their key strategic role, it is crucial that school governors are fully engaged and aligned with the extended services vision, if the services are to develop fully. Appropriate and effective training on extended services is one way of promoting and securing their engagement.<sup>147 148</sup>

3.3.5. Headteachers are also central to the development and continuation of extended services in the County. Extensive evidence suggests that where headteachers are not fully engaged, local extended services are not fully effective. While it is clear that most headteachers are committed to extended services and believe that they are beneficial and that will expand, it appears that others are less engaged.<sup>149 150 151 152</sup>

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<sup>145</sup> Training and Development Agency (2009) Extended Services: A Toolkit for Governors, TDA, Manchester.

<sup>146</sup> Ibid

<sup>147</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>148</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

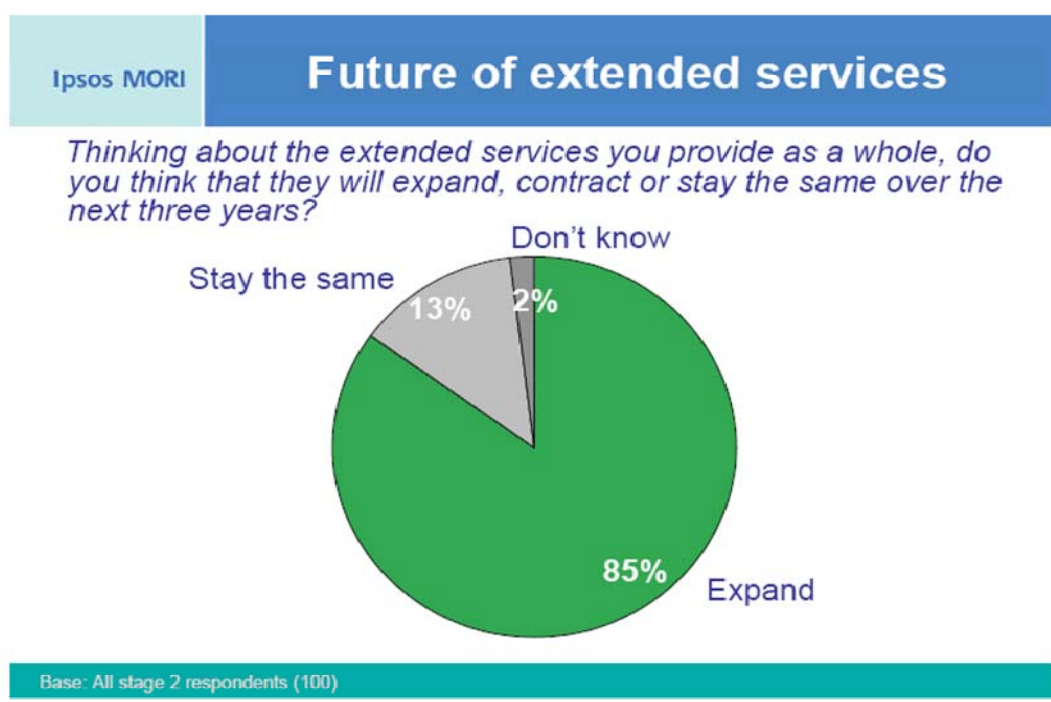
<sup>149</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>150</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>151</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

<sup>152</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

**Figure 16: Views about the Future of Extended Services (a larger picture is provided in Appendix 3).**



**Source: DCSF and Ipsos MORI, Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools (2008).**

3.3.6. The reasons for this lower level of commitment vary, and often result from a perception that extended services are not as beneficial as a direct focus on educational attainment. Priorities and efforts are therefore focused on this, and extended services are neglected.<sup>153 154 155</sup>

3.3.7. The results of this neglect also vary. For example, it seems that some schools only accept their own pupils when offering extended services, instead of extending their offer to the pupils from other schools or indeed to the rest of the local community, as the extended services vision requires.<sup>156 157</sup> Sometimes collaboration with other extended services providers can terminate because of the appointment of a new headteacher who is less sympathetic towards extended services.<sup>158</sup>

3.3.8. It is clear that the commitment of school governors and headteachers to the extended services ethos, and their full engagement, are crucial to the success of extended services in Kent.

<sup>153</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>154</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>155</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>156</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>157</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>158</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

## **Case Study**

### **All Saints CE Junior School, Warwickshire**

Staff and governors work together closely to plan, develop and implement extended services that are integral to the school improvement plan. All Saints is also part of an extended services cluster that takes a community-wide view of learning needs and allows schools to share responsibility for delivering the core offer. The school offers a huge range of popular activities, including the Groundforce Project, where pupils and parents worked with each other to create a garden, wildlife area and allotments.

**Source: Training and Development Agency, Extended Services: A Toolkit for Governors (2009).**

- 3.3.9. KCC, together with other local authorities, recognise the importance of extended services training to provide guidance and to enhance understanding of their benefits.
- 3.3.10. In Worcestershire, in response to the challenge of ensuring that extended services are used to support school improvement and to narrow the achievement gap, the Authority delivered training sessions for school governors throughout the County, and commissioned the production of a DVD to help inform Early Intervention Family Support professionals.<sup>159</sup>
- 3.3.11. In Kent, extended services training for governors is offered by the Extended Services Team, and normally has been delivered by the Extended Schools Development Managers. Usually this training is bought by schools, that pay an annual amount to the Governor Training Team, which is part of the Learning Group in KCC's Education Directorate. Governors can then attend the training at no additional cost.<sup>160</sup>

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<sup>159</sup> Worcestershire County Council (2010) Extended Services Progress Report, Worcestershire County Council, Worcester.

<sup>160</sup> Kent County Council (2010) Extended Services Select Committee, written evidence, 2 July 2010, Kent County Council, Maidstone.

- 3.3.12. Although this training is offered by the Extended Services Team, an effective training package could also be delivered by other providers. The requirement is that the training offers support to develop extended services provision, gives guidance to undertake the “Quality in Extended Services” accreditation scheme (the scheme will be described at more length in Chapter 7), and highlights the numerous benefits that extended services bring about for schools and the wider community.
- 3.3.13. Even though training for governors has been requested by several schools, it has not been taken up by many others.<sup>161</sup>
- 3.3.14. With regard to audio/visual material on extended services in Kent, DVDs describing the Quality in Extended Services accreditation scheme and on parental support have also been produced. However, the Select Committee proposed that a DVD is produced to focus specifically on extended services and on the benefits they lead to, for all Kent governors to view. Having considered all the issues in the section above, the Select Committee makes the following recommendations.

#### **Recommendation 4**

**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.**

#### **Recommendation 5**

**KCC’s Education and Communities Directorates should produce a DVD providing information and guidance about extended services, and emphasising the benefits of these services.**

**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.**

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<sup>161</sup> Ibid

### 3.4. The Ofsted Inspection Framework

- 3.4.1. As well as raising awareness and offering training, another important way of promoting the expansion and effectiveness of extended services is through the Ofsted Inspection Framework.
- 3.4.2. All schools are expected to meet the requirements of the extended services core offer by September 2010. One of the main ways of monitoring progress towards meeting the full core offer is through the Ofsted Inspection Framework.<sup>162</sup>
- 3.4.3. As part of the Framework's process, Ofsted investigates the extent and quality of schools' extended services and looks at the rationale for offering them and the evidence that they are having a positive impact. In addition, the organisation inspects the ways schools are meeting the five outcomes required by Every Child Matters, and scrutinises how they promote community cohesion.<sup>163</sup>
- 3.4.4. Since September 2009 Ofsted has also been assessing how well schools are encouraging pupils' well-being, which can help improve their confidence, self-esteem and achievement.<sup>164</sup>
- 3.4.5. Importantly, from September 2008 the duty to promote "community cohesion" became part of the inspection process of Ofsted. According to guidance published by Ofsted, a school fulfils the "community cohesion" element if:
- it understands the context of its own community
  - it has planned and taken an appropriate set of actions, and
  - these actions had an evident impact on the cohesiveness of the school and community.<sup>165</sup>

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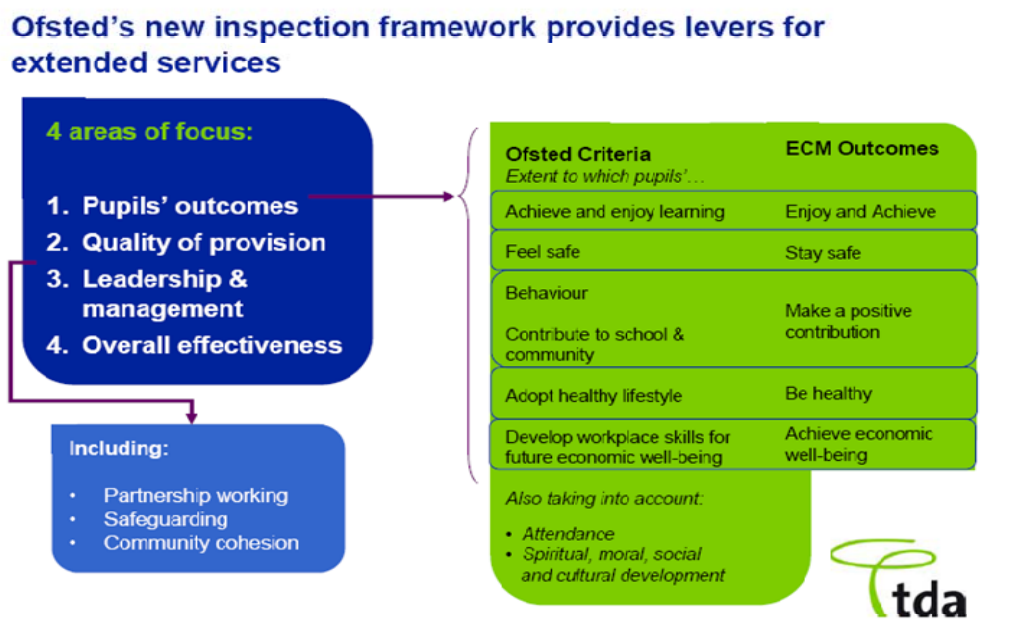
<sup>162</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

<sup>163</sup> Training and Development Agency (2009) Extended Services: A Toolkit for Governors, TDA, Manchester.

<sup>164</sup> Ibid

<sup>165</sup> Department for Children, Schools and Families and Training and Development Agency (2010) Promoting Community Cohesion: the Role of Extended Services, Training and Development Agency, Manchester.

**Figure 17: Ofsted's Inspection Framework (a larger picture is provided in Appendix 3).**



**Source: Training and Development Agency, What Are Extended Services? (2009).**

3.4.6. Although inspections are not required to assess each of the extended services offered by schools, the Framework provides a useful tool to encourage the delivery of extended services.<sup>166</sup>

3.4.7. It appears that this inspection framework may be altered by the new Government. Although at the time of writing it is unclear how the Framework may be changed, it seems that the Government's intention is to reduce Ofsted's 18 areas of inspection to 4: attendance, behaviour, standards and attainment.<sup>167 168</sup>

3.4.8. This possible reduction of the inspector's remit - and the possible neglect of the "community cohesion" element - is a matter of concern for the Select Committee, given the instrumental role the Framework plays in promoting extended services. If the focus on community cohesion is removed, it would perhaps be particularly disappointing, given the wealth of publications from Ofsted that highlights the benefits of extended services in general, and the positive impact that they have been proven to have on the four outcomes expected to be retained.<sup>169 170 171</sup>

<sup>166</sup> Department for Children, Schools and Families and Training Development Agency (2010) Building a Sustainable Future, Training and Development Agency, Manchester.

<sup>167</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

<sup>168</sup> Continyou (2010) The Coalition: What's New, website, [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>169</sup> Office for Standards in Education (2006) Extended Services in Schools and Children's Centres, Ofsted, London.

<sup>170</sup> Office for Standards in Education (2009) Good Practice in Extended Schools, Ofsted, London.

<sup>171</sup> Office for Standards in Education (2006) Extended Schools: A Report on Early Developments, Ofsted, London.

### **Recommendation 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.**



## **4. Collaboration and Coordination**

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### **4.1. Introduction**

- 4.1.1. So far this report has pointed out that raising awareness, and promoting an extended services ethos and commitment, are two essential ingredients to effective and sustainable extended services. In this chapter the report will suggest that, according to the evidence gathered by the Select Committee, close collaboration between all those involved in the organisation and delivery of extended services, and robust mechanisms to coordinate their actions, are also crucial elements for successful and continuing extended services provision.
- 4.1.2. The effective delivery of extended services through collaboration and coordination is not without challenges but the evidence suggests that the successful provision of these services can transform the lives of the people who use them.

### **4.2. Restructuring and the Extended Services Team**

- 4.2.1. One challenge, resulting from the adverse economic climate and the consequent recent restructuring of the Children, Families and Education Directorate, is the reshaping and downsizing of the Extended Services Team.
- 4.2.2. The main duties and responsibilities of the Team, since its inception in 2003, have been to help schools to meet children and young people's needs, help break the vicious cycle caused by social deprivation and low educational achievement, and improve the life chances of all children.<sup>172</sup>
- 4.2.3. The extensive range of achievements of the Extended Services Team over the last seven years demonstrates how successfully it has fulfilled its duties and made a difference to the lives of children and young people in Kent.
- 4.2.4. For example, in 2008-9 the Team's achievements included:
- Ensuring that almost all primary, secondary and special schools in Kent offer access to a variety of extended services for children, their families and local communities (more specifically, 90% of schools met the core offer requirements in 2008-9; as of June 2010 the percentage increased to almost 100%).

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<sup>172</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

- The delivery of the School Improvement Planning Framework Toolkit for Extended Services (SIPF) to over 180 school staff in the County. The Toolkit is designed to help schools enhance their planning and implementation of extended services provision.
- The setting up of the Disabled Children and Young People Working Party (Extended Services), whose aim is to offer guidance to schools and partner organisations to improve disabled people's access to extended services.
- The Rural Schools Working Party, whose main task is to overcome particular barriers, such as transport, that rural schools in particular are faced with in their delivery of extended services.
- The coordination of the Quality in Extended Services (QES) recognition scheme across Kent. The Scheme offers a systematic framework to support schools and other ES partners to assess, develop, improve and monitor their extended services delivery.
- Training to numerous external providers wishing to deliver extended services in schools.
- The setting up of, and support to, the Kent Primary Schools Children's Council (KPSCS). The Council, which consists of over 60 Year Five children from 40 schools in Kent, meets twice a year in KCC's Council Chamber to discuss important issues that affect the lives of these children, such as bullying, drugs, alcohol and e-safety.<sup>173</sup>

"Arsenal Soccer Schools are delighted to be working in partnership with Kent County Council's (KCC) Extended Services and Kent Youth by attending their External Provider Training. The training has helped us to understand the extended services agenda, making us more aware of recent legislation and highlighting expectations of schools. We find the training very beneficial and welcome further invitation to attend future sessions"

Source: Kent County Council, Study Support Portfolio (2010).

<sup>173</sup> Ibid

- 4.2.5. Before the changes advised by the Directorate's restructuring, the Extended Services Team consisted of: a Head of Extended Services; an Extended Services Lead Manager and 14 Extended Schools Development managers (ESDMs), who provided strategic guidance and support to schools to help them meet the requirements of the core offer of extended services working through the Local Children's Services Partnerships.
- 4.2.6. Each of the ESDMs, in discussion with schools and partners, established local delivery teams of Extended Schools Co-ordinators (ESCOs), who provided additional operational capacity and support to their schools, and Parent Support Advisors (PSAs). In addition to these posts, there were also two Extended Services Lead Managers - one who lead on study support (including Kent Children's University and Playing for Success centres), and the other who lead on Supporting Parents. The County Manager for Family Liaison Officers (FLOs) and Parent Support Advisors also sat within the Extended Services Team.<sup>174</sup>
- 4.2.7. Focusing on the role of ESDMs and coordinators for the purposes of this review, evidence shows that their role in coordinating activities, establishing and enabling contacts and identifying funding streams is highly valued by schools, partner organisations and the wider community.<sup>175 176</sup>
- 4.2.8. However, as a result of the restructuring, the size and remit of the Extended Services Team – which will be renamed “Extended Learning Team” - will be significantly reduced. The Supporting Parents Team will be moved to the Commissioning and Partnership Group, FLOs and PSAs will be relocated to the Specialist Children's Group. The 14 ESDM posts will be reduced to 3, and will continue to work in their previous Districts on specific projects until 31st August 2011. Two Quality in Extended Services Sustainability Officers (QESSO) will cover the remaining Districts until 31st August 2011, if no additional funding can be identified. The ESDMs and QESSOs will manage the 21 full-time equivalent Extended Schools Coordinators' posts, which will continue until the end of August 2011, if it is not possible to sustain these posts beyond that time.<sup>177 178</sup>
- 4.2.9. The new Extended Learning Team will be responsible for the Extended Services agenda and will report to the Senior Advisor (Teaching and Learning) in the Primary Standards Team within the Learning Group of the Education Directorate. The work of the team will focus on identifying possible sustainable models for the continued delivery of extended services for the benefit of children, young people and their families, to ensure that they all reach their learning potential. This work will be informed by discussions and negotiations with schools and partners. The team will also seek to provide ES through a broader delivery across

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<sup>174</sup> Kent County Council (2010) Extended Services Select Committee, written evidence, 26 September 2010, Maidstone.

<sup>175</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>176</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>177</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>178</sup> Kent County Council (2010) Extended Services Select Committee, written evidence, 26 September 2010, Maidstone.

### 4.3. Collaboration and Extended Services Models

- 4.3.1. As well as the challenge of a reshaped and downsized Extended Services Team, the Committee identified more specific challenges concerning the collaboration between all those involved in the organisation and delivery of extended services.
- 4.3.2. The term “collaboration” in this context can be defined as the “effective development of partnership working [that] needs to take account of the range of stakeholders, services, agencies and organisations that are able to contribute to ECM outcomes and identified priorities and enrich provision through their particular skills and expertise”.<sup>181</sup>
- 4.3.3. One important challenge is transport, especially in a rural county such as Kent. Although extended services can bring new opportunities and amenities for rural communities, geographical isolation can present difficulties in coordinating and accessing these services, especially if transport provision is inadequate (this issue will be covered in more detail in Chapter 5).<sup>182</sup>
- 4.3.4. Another issue stems from the fact that it is sometimes difficult to organise extended services activities in some sites, and particularly in some schools, because they were not built with extended services in mind. For example, the layout and facilities of some schools, such as changing rooms, chairs and toilets, are only suitable for children.<sup>183</sup>
- 4.3.5. Finally, some users may be reluctant to participate in activities held on particular sites. For example, some adults may be disinclined to join Adult Education courses held in schools because they have unhappy memories as pupils.<sup>184</sup> Others may be unwilling to join a library situated in a secondary school because they feel uncomfortable in an environment dominated by young people.<sup>185</sup>
- 4.3.6. Despite these and other challenges, there is strong evidence that close collaboration, in the form of clusters or consortia, can result in effective, efficient and sustainable extended services. The evidence also suggests that the role of coordinators is central for the successful delivery of these services.

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<sup>179</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

<sup>180</sup> Kent County Council (2010) Extended Services Select Committee, written evidence, 26 September 2010, Maidstone.

<sup>181</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

<sup>182</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

<sup>183</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>184</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

<sup>185</sup> Ibid

4.3.7. Several witnesses argued that the role of coordinators and managers is fundamental for the running of extensive services activities in their local communities. Indeed, it has been pointed out that local extended services provision may not be possible without suitable management and coordination.<sup>186 187 188</sup>

4.3.8. Extensive literature also indicates the several advantages of having a coordinator. For example, a coordinator can:

- Liaise with, and improve communication amongst, all extended services providers, and organise the sharing and delivery of extended services for them.<sup>189</sup>
- Raise the profile of extended services provision.<sup>190</sup>
- Decrease or remove the workload for headteachers and teachers in providing extended services.<sup>191 192 193</sup>
- Digest information about extended services, and feed it to colleagues in schools and other settings in a more accessible way.<sup>194</sup>
- Identify funding streams.<sup>195</sup>

4.3.9. In short, extended services coordinators and managers are the “glue” that holds extended services together.

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<sup>186</sup> Wood Nicola (2010) KCC Extended Services Visit Information Pack, Margate.

<sup>187</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>188</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>189</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>190</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

<sup>191</sup> Ibid

<sup>192</sup> Association of Teachers and Lecturers (2006) The Association of Teachers and Lecturers’ (ATL) Position Statement on Extended Schools, website, [www.atl.org.uk](http://www.atl.org.uk).

<sup>193</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>194</sup> Ibid

<sup>195</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

## Extended Services Models

- 4.3.10. Evidence also shows that the provision of extended services through clusters or consortia of schools and other partner organisations brings about significant benefits. These include a greater range of provision - and therefore of choice - across a local area, spreading the workload, greater value for money, increased sustainability and a focus on the highest quality of provision.<sup>196 197</sup>
- 4.3.11. Different, equally effective models could be adopted for the setting up and running of extended services consortia in local communities. Indeed, it is not desirable to employ a “one-size-fits-all” model, as different local communities have different needs and priorities.<sup>198</sup> The ingredients that are necessary include “getting the ethos right”, “getting the best from resources”, “involving the community” and “measuring the difference”.<sup>199</sup>
- 4.3.12. The size of these clusters can and does vary. As this report outlined earlier, according to the “Extended Services Evaluation: End of Year One Report” (2010), two thirds of schools offered extended services as part of a cluster or group of schools, including 44% of clusters being made up of 6 to 10 schools, 25% of 1 to 5 schools, and 16% of 11 to 15 schools or more.<sup>200</sup>
- 4.3.13. Consortia models that could be adopted include: social enterprise models, models delivered wholly or in part by private businesses, the development of a traded service where schools and other partners can buy in discrete packages of support or consultancy, and school companies.
- 4.3.14. A “social enterprise” model, such as that proposed by the CfBT Education Trust, is a business with mainly social objectives whose surpluses are re-invested in the business or in the community, rather than being used to maximise profits for owners.<sup>201</sup> Social enterprises must combine both social gain and profit in order to deliver and be sustainable.<sup>202</sup>
- 4.3.15. Extended services could also be delivered wholly or in part through a traded service, where schools and other partners can buy in discrete packages of support or consultancy, or by private businesses, such as “Schools Plus”, managing the services’ premises. Arrangements can be made to determine when extended services should be offered, to deal

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<sup>196</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>197</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

<sup>198</sup> Training and Development Agency (2009) What Are Extended Services?, Training and Development Agency, Manchester.

<sup>199</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

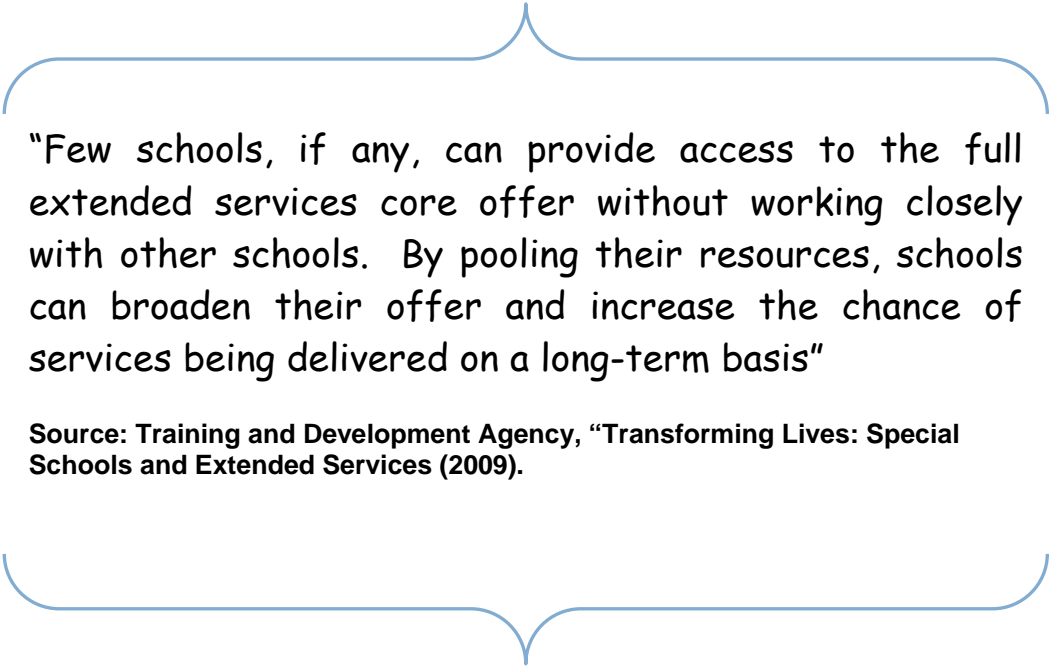
<sup>200</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

<sup>201</sup> Social Enterprise London (2010) Extended Services: Ensuring Sustainability using the Social Enterprise Model, CfBT Education Trust, Reading.

<sup>202</sup> Ibid

with insurance and maintenance, to market the facilities, and to share the profits from the charging for activities.<sup>203</sup>

- 4.3.16. The Education Act 2002 enables the governing body of a school to join other parties in order to form a school company that delivers particular services. A school company is one way for schools and other bodies to formalise their partnership arrangements, including delivering extended services.<sup>204</sup>



"Few schools, if any, can provide access to the full extended services core offer without working closely with other schools. By pooling their resources, schools can broaden their offer and increase the chance of services being delivered on a long-term basis"

Source: Training and Development Agency, "Transforming Lives: Special Schools and Extended Services (2009).

### Good Practice Collaboration in Kent

- 4.3.17. There are several good practice examples of cluster or consortia in Kent which demonstrate how close, well-managed collaboration between schools and other extended services providers can make a real difference to the lives of children, young people and local communities. Amongst them are: the MIDES Cluster, the Quartet in the Community Partnership, the Canterbury Campus and the St. Edmunds Church Living Centre.

- 4.3.18. **Middle Deal Extended Schools, or MIDES**, is situated in the area of Middle Deal, one of the 20% most deprived areas in Kent. The cluster was set up in 2005 by three schools – Castle Community College, Hornbeam Primary School and Warden House Primary School – that were keen to work in partnership in the knowledge that "too many children were being condemned to repeat the cycle of deprivation, underachievement and failure".<sup>205</sup>

- 4.3.19. Following the achievement of "Emergent" status from the Quality in Extended Services recognition scheme in 2006, the MIDES Steering Group was set up, which included: the headteachers of the three schools,

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<sup>203</sup> Enterprise Partners (2005) Schools Plus: Out of Hours School Management, website, [www.schools-plus.org](http://www.schools-plus.org).

<sup>204</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>205</sup> Middle Deal Extended Schools (2008) Impact Evaluation Report for "Advanced" QES Recognition, Deal.

Extended Schools Managers, a Family Liaison Officer, a schools project manager, two pupils and a community manager.<sup>206</sup>

4.3.20. The Steering Group began to engage with other organisations in the local community that could help with the delivery of the extended services core offer, such as the Youth Service, local churches and voluntary groups. As a result of this initiative, together with a focus on vulnerable children and a newsletter to involve the community, all three schools have become beacons of extended services good practice. The activities and services offered by these schools are numerous; they include adult learning, numeracy and glass painting classes, discussions on special needs, and toddler groups.<sup>207</sup>

4.3.21. Importantly, the Steering Group enabled other schools in the area to share their successful model of extended services delivery. As a result, the Dover District Extended Schools, or DES model, emerged, in which several schools from the Dover, Deal and Sandwich areas participate. MIDES has now achieved “Advanced” status from the Quality in Extended Services recognition scheme.<sup>208</sup>

4.3.22. **Quartet in the Community**, which the Select Committee had the pleasure of visiting, was set up as a pilot project in 2005. Initially the partnership was formed by four schools in Margate – Hartsdown Technology College, Holy Trinity and St John’s CE Primary, Salmestone Primary and Garlinge Primary Schools – believing that working together would achieve better results than working individually and that each school should become a focal point for the local community. Since 2008 four more partners have joined the Quartet, including two Children’s Centres. The motto of the partnership is “everyone has something to give and something to gain”.<sup>209</sup>

4.3.23. All Quartet schools have nurseries on their premises and breakfast clubs, and have achieved “Healthy Schools” status. They are managed by a dynamic extended schools coordinator who, together with the school FLOs and Children’s Centres staff, organises and delivers activities. The sharing of the coordinator has opened up opportunities for the partners that they would otherwise have found it difficult to offer individually. The role includes: strategic planning, coordination, publicity, budgeting and monitoring and evaluation.<sup>210</sup>

4.3.24. Services offered by the Quartet include a newsletter, family days out, adult education provision, a Saturday Morning Cinema Club and an Allotment Garden.<sup>211</sup>

4.3.25. Their achievements include: “Emerging” level from the QiSS and QES recognition schemes; an invitation to work with the National College of School Leadership (NCSL) to contribute towards the publication of extended schools guidance; and the Quartet Coordinator’s invitation to

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<sup>206</sup> Ibid

<sup>207</sup> Ibid

<sup>208</sup> Ibid

<sup>209</sup> Wood Nicola (2010) KCC Extended Services Visit Information Pack, Margate.

<sup>210</sup> Ibid

<sup>211</sup> Ibid

Speak to the Capita Conference about primary schools partnerships and the good practice example of Quartet.<sup>212</sup>

4.3.26. **The Canterbury Campus** comprises the Canterbury High School, the Beaucherne Primary School, a sports and leisure centre, pre-school and nursery facilities, a performing arts centre and an adult education centre. It has adopted a “cradle to the grave” policy of catering for the needs of all residents regardless of age.<sup>213</sup>

4.3.27. The Campus is situated in a socially and economically deprived area. In previous years the two schools had received poor Ofsted reports; in 1993 Canterbury High School was named “one of the bottom 20 schools in the country”.<sup>214</sup>

4.3.28. Since the setting up of the Campus, there has been a remarkable transformation of the schools. Academic attainment has risen consistently and Canterbury High School is now regularly oversubscribed, despite the presence of 3 grammar schools, 1 comprehensive school with a dedicated grammar stream, and 3 private schools.<sup>215</sup>

4.3.29. Good quality provision of extended services does not necessarily have to be led by schools. During a pleasant and revealing visit to **St Edmund’s Church Living Centre** the Select Committee learned that the Church offers, through the Living Centre, a wide variety of services including: a doctor’s surgery and mental and sexual health clinics; a Sure Start centre; a community cafe; courses promoting healthy eating and physical activity; services to deal with life issues, such as relationships in difficulty and bereavement, assertion classes; courses on ICT and on giving up smoking, and opportunities for volunteering.<sup>216</sup>

4.3.30. It emerged from the visit that the work of coordinators to start up and organise activities was, and still is, vital. It was also pointed out during the visit that a “one-size-fits-all” model could not suit the needs of different communities. St Edmunds and “The Grand” in Gravesend were different but equally successful community centres because they catered for the particular needs of their local communities.<sup>217</sup>

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<sup>212</sup> Ibid

<sup>213</sup> Canterbury Christ Church University (2010) Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent, Canterbury Christ Church University, Canterbury.

<sup>214</sup> Ibid

<sup>215</sup> Ibid

<sup>216</sup> Kent County Council (2010) Extended Services Select Committee, notes from the visit to St Edmund’s Church Living Centre, 11 June 2010, Maidstone.

<sup>217</sup> Kent County Council (2010) Extended Services Select Committee, notes from the visit to St Edmund’s Church Living Centre, 11 June 2010, Maidstone.

## **Case Study**

### **Kingston-upon-Thames' Cluster**

Kingston-upon-Thames decided that cluster working was the most effective way of delivering extended services in a borough where areas of affluence sit alongside pockets of social need. Since their establishment in 2005, the clusters have expanded their remit to include school improvement and the Healthy Schools agenda.

The project has encouraged schools that might not have considered each other natural partners to establish areas of common interest and look for ways to collaborate with each other. It has also given all the organisations involved in providing extended services an opportunity to better understand each other's agendas.

The cluster model has also led to the emergence of new approaches to working with vulnerable children and their families. The Advanced Services For Kingston Kids (ASKK) pilot project required each cluster to identify five vulnerable children who would benefit from extra support.

**Source:** Training and Development Agency, website [www.tda.gov.uk/sitecore/content/casestudies](http://www.tda.gov.uk/sitecore/content/casestudies) (2010).

## Conclusions

- 4.3.31. There is a wealth of evidence demonstrating the positive impact that close, carefully coordinated extended services can bring to local communities in Kent. Setting up consortia, and their coordination, is not without challenges. The Select Committee is aware of these challenges, and proposes that the Extended Services Team continues to support and encourage, as much as they can, the setting up of extended services consortia throughout the County.
- 4.3.32. The Select Committee is also aware that the existing Extended Schools Coordinators posts in the Extended Services Team will be deleted in August 2011. The Committee therefore urges that the responsibilities of these Coordinators, until August 2011, should be focused on supporting the setting up of consortia.
- 4.3.33. The Committee is convinced that the role of coordinators in organising and running consortia is essential for their effectiveness and sustainability, and recommends that, in absence of Extended Schools Coordinators, each consortium should employ one **Extended Services Consortium Coordinator** to manage all aspects of the consortium. The Extended Services Team is expected to support newly formed consortia in identifying these new Extended Services Consortium Coordinators.
- 4.3.34. Finally, in order to give additional support to the newly appointed Extended Services Consortium Coordinators and to the 3 existing ESDMs, the Committee urges that the Children, Families and Education Directorate employs, ideally, four Extended Services Development Managers, for a period of one year at most, to provide initial strategic guidance and to ensure that the new consortia can operate in a sustainable manner.
- 4.3.35. The Committee points out that the funding of some of these posts may not require additional expenditures, since the existing 3 ESDMs are already funded until August 2011; if any were to leave before then, the savings would contribute to the funding of the new posts. The new ESDMs could be employed either before August 2011 – to support the work of existing ESDMs – or after August 2011, to continue to support consortia in the delivery of effective extended services in the County.
- 4.3.36. After gathering evidence from visits, oral hearings and a wealth of literature on the topic of collaboration and coordination in extended services, the Extended Services Select Committee makes the following recommendations.

### **Recommendation 7**

**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.**

**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.**

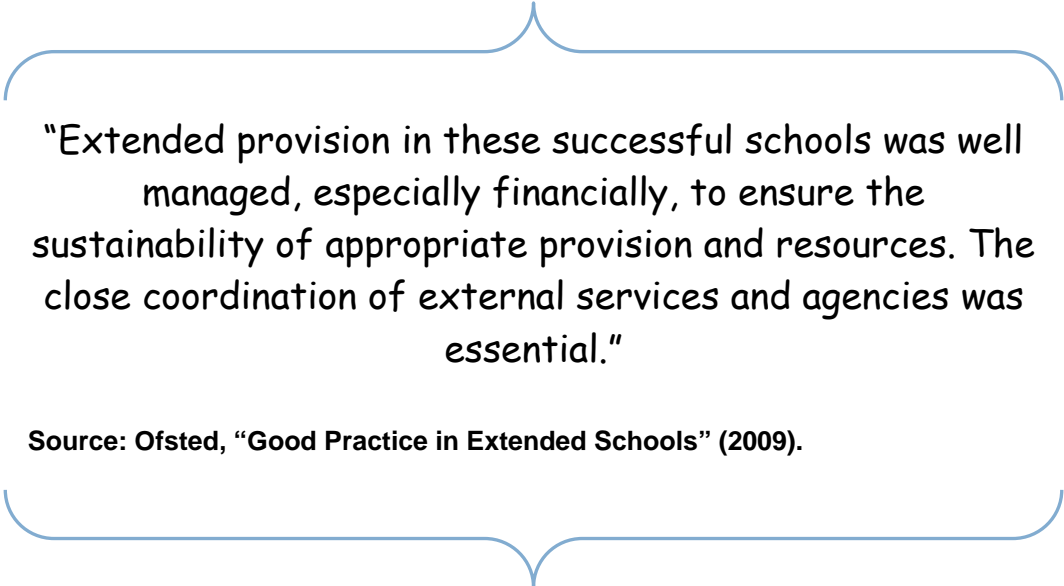
**The Extended Services Team should give high priority to supporting schools and other organisations to identify suitable Extended Services Consortium Coordinators for appointment, and in setting up consortia across the County by August 2011.**

### **Recommendation 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.**

## 4.4. The Role of Extended Services Consortium Coordinators

- 4.4.1. The role of coordinators is fundamental for effective and sustainable extended services provision. They can improve communication amongst extended services providers, decrease the workload associated with extended services for headteachers and teachers, and identify funding streams.



“Extended provision in these successful schools was well managed, especially financially, to ensure the sustainability of appropriate provision and resources. The close coordination of external services and agencies was essential.”

Source: Ofsted, “Good Practice in Extended Schools” (2009).

- 4.4.2. The Select Committee identified other tasks that it is necessary for Extended Services Consortium Coordinators to manage, for the successful operation of extended services. These tasks include organising local consultations and dealing with legal and operational issues within a consortium.

### Consultations

- 4.4.3. As the national guidance “Extended Schools: Building on Experience” (2008) puts it, “the successful and sustainable provision of extended services depends critically on consultation (indeed, this is a legal requirement for governing bodies) and on matching services to local needs and demands”.<sup>218</sup>
- 4.4.4. There are several important reasons for carrying out genuine consultations on extended services in local communities. Extended services provision, and needs and priorities, vary in different localities, and what works in one area may not work in another. It is therefore crucial to consult widely in order to tailor provision to the needs of the

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<sup>218</sup> Department for Children, Schools and Families and Continyou (2008) Extended Schools: Building on Experience, DCSF, Nottingham.

community.<sup>219</sup> Consortia need to be aware of services already offered in the community in order to avoid unnecessary duplication and jeopardise existing local jobs through an increase in competition in an already saturated market.<sup>220</sup> Consultations can also help identify previously unknown local resources and expertise. Finally, they can help enhance social cohesion in the local community and instil a sense of ownership.<sup>221</sup>

4.4.5. Evidence to the Committee suggests that consultations are not always carried out in an effective and comprehensive manner. A report from Ipsos MORI, for example, points out that there is a gap between the usage and provision of activities in the school holidays, suggesting that pupils and parents are unaware of all the amenities that are available.<sup>222</sup>

4.4.6. A report from Ofsted shows that schools and other extended services partner organisations sometimes provide what they *believe* is needed and what has been successful in the past.<sup>223</sup> Such perceptions may be misleading and, as the TDA publication “Transforming Lives: Special Schools and Extended Services” (2009) points out, ongoing consultations are crucial because the dynamics of local communities are constantly changing.<sup>224</sup>

4.4.7. Local extended services consultations could be more comprehensive and inclusive. Indeed, extensive evidence suggests that it is the most vulnerable groups in society, such as disabled people, who are often excluded.<sup>225 226 227</sup> This is concerning because extended services have the greatest impact in areas of greatest need, and because one of their main aims is to narrow educational and socio-economic gaps.<sup>228 229 230 231</sup>

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<sup>219</sup> Quality in Study Support (2009) The Quality Development Framework for Extended Services, QiSS, Tunbridge Wells.

<sup>220</sup> Ibid

<sup>221</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>222</sup> Wallace, E. et al (2009) Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools, Ipsos MORI and DCSF, London.

<sup>223</sup> Office for Standards in Education (2008) How Well Are They Doing?, Ofsted, London.

<sup>224</sup> Training and Development Agency (2009) Transforming Lives: Special Schools and Extended Services, Training and Development Agency, Manchester.

<sup>225</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>226</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>227</sup> Wallace, E. et al (2009) Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools, Ipsos MORI and DCSF, London.

<sup>228</sup> Kent County Council (2010) Extended Services Select Committee, 16 June 2010, Maidstone.

<sup>229</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>230</sup> Cummings, C. et al (2007) Evaluation of the Full Service Extended Schools Initiative: Final Report, University of Manchester and University of Newcastle, produced by DfES, published by the University of Manchester.

<sup>231</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

## Legal issues

- 4.4.8. In addition to organising genuine and comprehensive local consultations, Extended Services Consortium Coordinators are expected to deal with a range of legal and operational issues – such as safeguarding, health and safety and caretaking in the evenings - that may otherwise compromise the effectiveness of extended services provision in the consortium.
- 4.4.9. Through county-wide discussions and surveys, Kent schools have identified a series of issues they believe may provide obstacles to the development of greater community use of their facilities if left unresolved. These issues included: zoning off particular areas of the school; appointing a named person as a key holder; having a caretaker to open and close the premises out of school hours.<sup>232</sup>
- 4.4.10. The importance of caretaking while extended services are delivered outside of school teaching time was reiterated by several witnesses to the Select Committee. Challenges include identifying a caretaker who is prepared to work during evenings and weekends, and the potential funding implications of employing additional caretakers to cover evening and weekend shifts.<sup>233 234</sup> Cleaning in schools can be another concern, as in some instances cleaners have to be available to clean up after activities in order to prepare the premises for teaching the next day.<sup>235</sup>
- 4.4.11. With regard to legal issues, the evidence suggests that safeguarding and security are matters of concerns for extended services providers, and in particular for schools. There can be anxiety over letting workers other than school staff access school premises when children are still in the school. Anxiety also stems from the feeling that there is a need for clarification on safeguarding responsibilities, as legislation on this subject can be overwhelming and inaccessible.<sup>236</sup>
- 4.4.12. Security can be another significant legal issue. For example, some schools own very expensive equipment - such as musical instruments – that are more likely to be stolen or damaged if more people access the premises. The damage or theft of such equipment can often result in increased insurance premiums. In addition, the increased use of premises as a result of extended service provision increases the likelihood of injuries occurring.<sup>237</sup>

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<sup>232</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>233</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>234</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>235</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>236</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>237</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

4.4.13. All these concerns can disrupt or even prevent the development of effective extended services provision. Nonetheless, the fact that these problems are not shared by all providers, and that there are several good practice examples of successful and widespread extended services provision, suggest that solutions can be found. It is the task of Extended Services Consortium Coordinators to identify creative solutions to overcome these concerns and to ensure that consortia deliver extended services successfully.

### **Recommendation 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 extended services needs and to plan provision accordingly in the consortium. Extended Services Consortium Coordinators are strongly encouraged to share existing good practice to plan effective extended services provision.**

**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.**

## 4.5 Community Youth Tutors

4.5.1 Community Youth Tutors (CYTs) are school-based workers employed by the Youth Service to improve the learning environment for pupils, thereby often enhancing the quality of their lives.<sup>238</sup> Currently 17 CYTs are working in secondary schools in Kent.<sup>239</sup> These schools have been carefully selected prioritising those in areas of higher deprivation and poor educational results.<sup>240</sup> A table showing the location of school-based CYTs is in Appendix 3.

4.5.2 CYTs are mainly funded both by the Youth Service and by schools (60% and 40% respectively), and are required to meet the needs of young people in the local community through, for example, community engagement and detached work. They are also required to deliver extended services after schools' teaching time. They carry out a wide range of activities and services, including:

- teaching Citizenship and Personal, Social and Health Education (PSHE)
- providing Alternative Curriculum Programme support
- educating disaffected students
- organising work experience
- carrying out transition projects
- dealing with child protection issues
- arranging peer mentoring
- offering anger management and sexual health guidance, and
- organising a variety of clubs and residential work.<sup>241</sup>

4.5.3 The Select Committee received extensive evidence about the benefits that CYTs bring to pupils and schools. For example, schools have noticed an improvement in the motivation and behaviour of their pupils, and have become more attractive places to previously alienated students.<sup>242</sup>

4.5.4 In addition, the “social educational” aspects of youth work delivered by CYTs is respected and valued not just by school staff but also by young people themselves, who see in CYTs people they can trust and share their concerns with, and who can help “to keep them out of trouble”.<sup>243</sup>

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<sup>238</sup> Kent County Council (2010) Community Youth Tutors, website, [www.kent.gov.uk/education-and-learning](http://www.kent.gov.uk/education-and-learning), Kent County Council, Maidstone.

<sup>239</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

<sup>240</sup> Ibid

<sup>241</sup> Ibid

<sup>242</sup> Kent County Council (2010) Community Youth Tutors, website, [www.kent.gov.uk/education-and-learning](http://www.kent.gov.uk/education-and-learning), Kent County Council, Maidstone.

<sup>243</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

"The students love ...'s activities and have great respect and commitment for him"

(a headteacher)

Source: Kent County Council, Extended Services Select Committee, 23 April 2010.

- 4.5.5 However, evidence submitted to the Committee suggests that the proportion of time CYTs should spend in schools and for community-based work is often unclear, and that unless schools formally timetable the agreed amount of time CYTs are required to spend in their premises, the balance between community-based work and school-based work tends to shift towards the latter. Some CYTs point out that there are "confused criteria to maintain the balance", while others admit to spending up to 80% of their time for their school.<sup>244</sup>
- 4.5.6 Although the Committee appreciates the importance of the social educational role CYTs play in schools, the Committee is anxious that CYTs also spend the agreed proportion of their time carrying out youth work in the wider community, to ensure that the needs of all Kent youth are met.
- 4.5.7 The role of Community Youth Tutors is vital in the Extended Services agenda, and the Extended Services Select Committee commends their efforts. The benefits that Community Youth Tutors bring to young people are significant; it is important to ensure that all Kent youth can benefit from this service.

### **Recommendation 10**

**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.**

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<sup>244</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.





## 5. Extended Services and Transport

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### 5.1. Introduction

5.1.1. So far it has been shown that extended services can result in a wide range of benefits for children, young people and local communities. Importantly for a rural county such as Kent, extended services can offer significant benefits to dispersed communities. However, as the report indicated in the previous chapter, transport is one of the main challenges that could potentially hinder successful and effective extended services provision, especially in areas of geographical isolation.

5.1.2. Well-managed and coordinated extended services consortia, together with the local authority and partner organisations, can play a central role in dealing with the issue of transport. If transport issues can be managed, extended services present a real opportunity to offer greater variety and choice of amenities for the most remote communities in Kent.

### 5.2. Overcoming Transport Issues

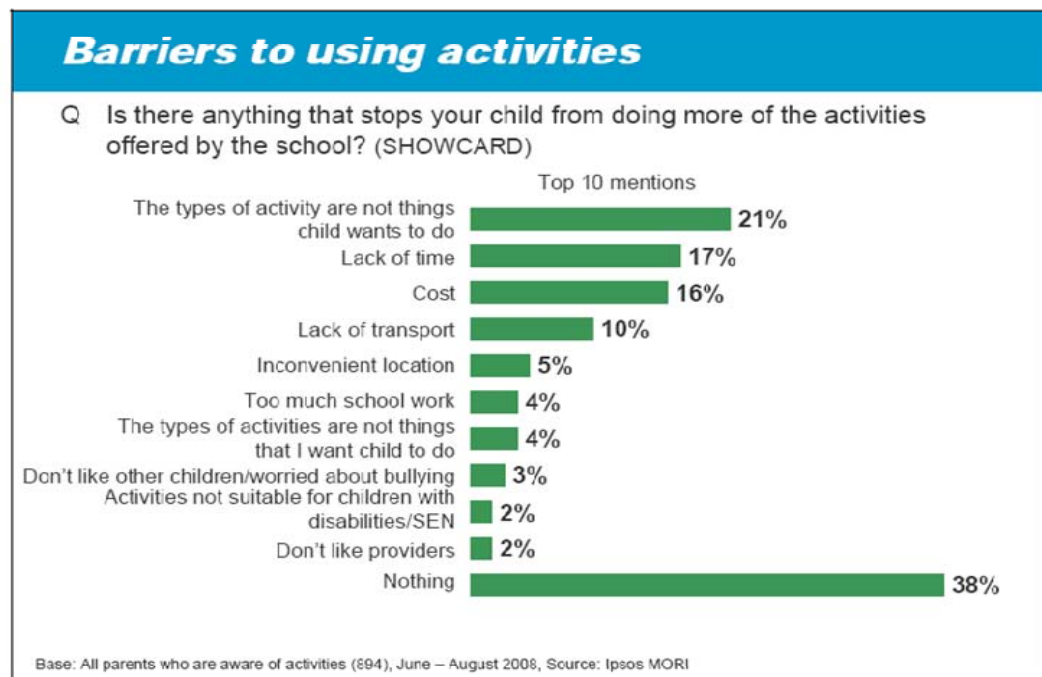
5.2.1. Transport appears to be one of the major barriers to accessing extended services. According to various recent reports and surveys, inadequate transport is considered one of the main reasons for not attending activities. For example, the “Quantitative Study of Perceptions and usage of Extended Services in Schools” (2009) reports that about 10% of parents cite transport as a barrier, while the “Extended Services Evaluation: Year One Report” (2010) claims that about 15% of schools believe transport is a problem.<sup>245 246</sup>

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<sup>245</sup> Wallace, E. et al (2009) Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools, Ipsos MORI and DCSF, London.

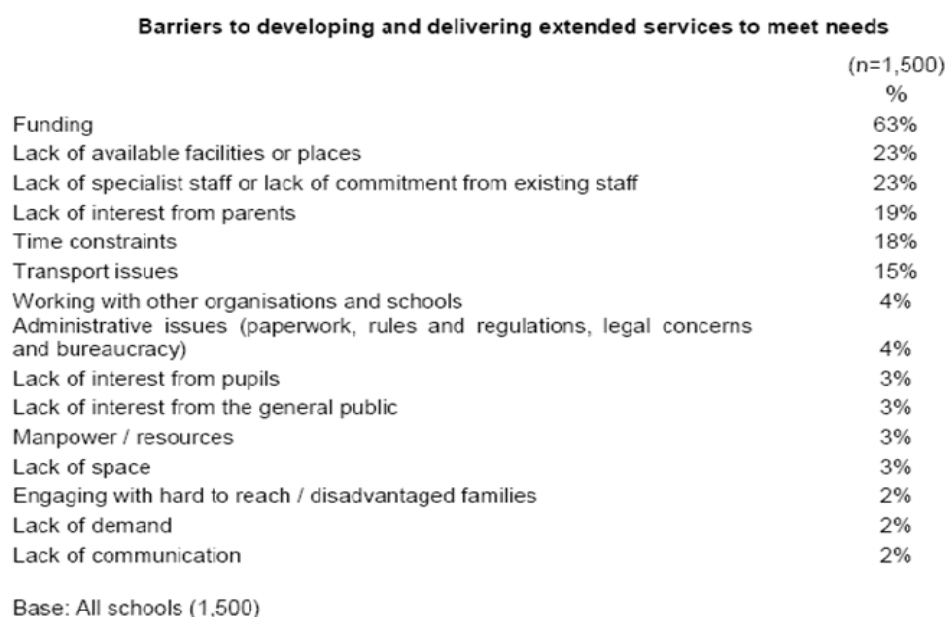
<sup>246</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

**Figure 18: Barriers to Using Activities (a larger picture is provided in Appendix 3).**



Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).

**Figure 19: Barriers to Developing and Delivering Extended Services to Meet Needs (a larger picture is provided in Appendix 3).**



Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).

- 5.2.2. This issue, perhaps unsurprisingly, appears to be more serious in rural, geographically dispersed areas. According to “Extended Schools: Testing the Delivery of the Core Offer In and Around Extended Schools” (2008), transport to and from services is a particular issue for rural and special schools, and for all those schools with a wide catchment area. Parents find it difficult to get their children between activities by public or their own transport, and schools find it challenging to offer their own transport due to lack of funding or to the impracticality of carrying a few children over a wide area. This can lead to some schools not organising activities within the school.<sup>247</sup>
- 5.2.3. Sometimes it seems that even when transport is available other issues may emerge. For instance, evidence shows that even if some clusters of schools work in partnership to share their minibuses, it is difficult to find drivers, as recent regulations require holding a special licence for driving minibuses.<sup>248</sup>
- 5.2.4. Despite all these transport-related issues there is evidence that transport is not always a barrier and that solutions can be – and indeed are – found.
- 5.2.5. With regard to special licences to drive minibuses, for example, it has been suggested to the Select Committee that schools could switch to 9-seat people carriers, since this is the maximum size of vehicle teachers and youth workers can drive without a special licence. When this is not feasible, volunteers could be identified to drive larger vehicles.<sup>249</sup>
- 5.2.6. Some schools and other extended services providers are in close proximity, and motorised transport may not be necessary for moving between them. According to the “Extended Services Evaluation: Year One Report” (2010), where schools signpost to activities that the schools themselves do not offer on site, these amenities are within walking distance in 53% of cases, (with a variation between 61% and 22% for urban and rural areas respectively).<sup>250</sup>
- 5.2.7. When extended service providers are within walking distance, solutions are available, even if the users are children. For instance, one witness told the Select Committee that the breakfast club offered by their school is held in a neighbouring school, and that the adults who run it escort the pupils between the schools.<sup>251</sup>

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<sup>247</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>248</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>249</sup> Ibid

<sup>250</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

<sup>251</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

- 5.2.8. Other supervised arrangements to walk children between extended services locations, as the “Planning and Funding Extended Schools” (2006) report suggests, include the use of “walking buses”, where children are collected and dropped off by adults at particular points en route to and from extended services sites.<sup>252</sup>
- 5.2.9. Even when extended services are not within walking distance solutions are available. Sometimes, as the “Extended Services in Schools and Children’s Centres” report (2006) suggests, providers take supportive services, such as childcare and advice and guidance, directly to remote communities.<sup>253</sup>
- 5.2.10. Mobile libraries are another example of the way extended services can be brought directly to isolated communities. In Kent there is a fleet of 11 mobile libraries that visit almost every village in the County, making over 600 stops on a weekly or fortnightly basis, and carrying a stock of over 1,800 books and audio items.<sup>254</sup>
- 5.2.11. Creative solutions can also be found for schools with large catchment areas, such as special schools. For instance, the TDA publication “Transforming Lives” (2009) reports that one special school in Northumberland is testing the feasibility of training pupils to use public transport.<sup>255</sup> The publication also suggests a more pragmatic approach where, in case in which inadequate transport genuinely prevents after-school provision, “extended lunch breaks” can be organised to offer activities during the school day.<sup>256</sup>
- 5.2.12. Another suggestion made to the Committee is to organise a “three-part day”, in which different cohorts of pupils have the flexibility of attending extended services activities at different times of the day.<sup>257</sup>
- 5.2.13. The solutions presented above demonstrate that creative answers can often be found to transport-related problems, and to enable access to extended services.
- 5.2.14. One final, important solution that can and should be adopted, perhaps especially by clusters of extended services organisations and consortia, is the *sharing* of transport means.

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<sup>252</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>253</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

<sup>254</sup> Kent County Council (2010) Mobile Libraries, website, [www.kent.gov.uk/leisure\\_and\\_culture/libraries](http://www.kent.gov.uk/leisure_and_culture/libraries).

<sup>255</sup> Training and Development Agency (2009) Transforming Lives: Special Schools and Extended Services, Training and Development Agency, Manchester.

<sup>256</sup> Ibid.

<sup>257</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

- 5.2.15. It has been pointed out to the Select Committee that often schools' minibuses are hardly used after the end of the traditional school day, and it has been suggested that they could be employed after 4pm to provide transport to extended services venues.<sup>258</sup>
- 5.2.16. The Committee is aware of good practice examples in Kent that show the significant benefits that result from sharing transport resources. Two such examples take place in the Quartet Community, which the Committee visited,<sup>259</sup> and in the Homewood School and Sixth Form Centre in Tenterden.<sup>260</sup>

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<sup>258</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

<sup>259</sup> Kent County Council (2010) Extended Services Select Committee, Visit to the Quartet Community, 17 June 2010, Margate.

<sup>260</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

## Case Study

### **The Stowmarket Cluster**

The Stowmarket cluster consists of 24 schools in a predominantly rural area covering around 250 square miles. For many pupils and their families, accessing specialist services meant a lengthy bus or car journey. The cluster has set out to find innovative ways of improving access. A steering group has been set up including schools, the council, the police, the local primary care trust, Connexions, social services and voluntary sector organisations meets to plan services and share information. Users are consulted regularly to ensure that services reflect their needs and priorities. As a result of the partnership work in this rural area:

- Schools are running drop-in sessions where parents can chat to a health visitor, school nurse or representative from another organisation, such as Jobcentre Plus.
- Businesses and organisations including Ipswich Town Football Club, Dance East, Newmarket Horse Racing Academy, the Women's Institute and St John's Ambulance Brigade are running after-school clubs on schools' own premises.
- Local small businesses are using rural schools' IT suites to deliver training to their employees, saving on travel costs and facilities hire.
- SHARE training is being delivered in rural communities.
- Childcare providers are collecting children from rural schools by minibus at the end of the day and running a breakfast club in one school.
- A 'coffee caravan' is touring villages, offering information and a place to sit and chat.
- Villages are now served by a mobile skate park and youth café bus.
- Stakeholders have developed strong working relationships and a better understanding of what each organisation can offer.

Source: Training and Development Agency, website [www.tda.gov.uk/sitecore/content/case\\_studies](http://www.tda.gov.uk/sitecore/content/case_studies) (2010).

- 5.2.17. It is perhaps when organisations work collaboratively in consortia and clusters that transport can be shared more effectively. The Select Committee believes that the sharing of transport in consortia offers a real opportunity to improve access to extended services sites, and that this can be achieved through the role of Consortium Coordinators. They have the power and ability to promote, organise and enhance the sharing of transport. The Committee also recommends that, in order to support and enhance the sharing of minibuses, Coordinators should prepare timetables and organise training for minibus drivers, if needed.
- 5.2.18. A variety of solutions, then, can be found to improve access to extended services. This is particularly important in a rural county such as Kent. With regard to transport in extended services consortia, the Extended Services Select Committee makes the following recommendation.

### **Recommendation 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.**

### 5.3. The Kent Freedom Pass

5.3.1. The Kent Freedom Pass is a good example of a creative, successful initiative that Kent County Council developed to enhance access to amenities outside of school times for young people.

5.3.2. KCC introduced the Kent Freedom Pass scheme to make travel easier and more affordable for young people. The main objectives of the scheme were to:

- empower young people
- improve safety
- assist families financially
- promote healthier lifestyles
- encourage greater use of sustainable transport
- reduce congestion and journey times (especially during the school runs)
- ultimately increase quality of life across the County.<sup>261</sup>

5.3.3. The Kent Freedom Pass was introduced as a pilot scheme in June 2007 to Kent students attending school in three Kent Districts: Canterbury, Tonbridge town and Tunbridge Wells.<sup>262</sup>

5.3.4. By purchasing the Pass for an annual fee of £50, students in the academic Years 7-11, and living within the administrative boundary of KCC, were allowed to travel on any participating public bus at any time, including weekends and school holidays. This makes the Pass initiative, which is funded in its entirety by KCC, one of the most generous of its kind outside London.<sup>263</sup>

5.3.5. The pilot scheme proved very successful, encouraging children to switch from car travel to Kent's bus network. By the end of the first year, pass holders had made more than 1 million journeys, and the 10,000th pass was issued in October 2008.<sup>264</sup>

5.3.6. The pilot scheme was intended to run until 2009 but, given its success, it was decided to expand it to include the remainder of Tonbridge and Malling, Dover, Maidstone and Shepway Districts in June 2008, and Swale and Thanet in January 2009.<sup>265</sup>

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<sup>261</sup> Kent County Council (2010) The Kent Freedom Pass, website, [www.kent.gov.uk/roads\\_and\\_transport/getting\\_around/public\\_transport\\_initiatives/kent\\_freedom\\_pass](http://www.kent.gov.uk/roads_and_transport/getting_around/public_transport_initiatives/kent_freedom_pass).

<sup>262</sup> Ibid

<sup>263</sup> Ibid

<sup>264</sup> Ibid

<sup>265</sup> Ibid

- 5.3.7. The scheme was extended to its final county-wide phase in June 2009. Since 19 April 2010, Kent residents attending schools outside Kent (such as those attending schools in Medway, East Sussex and London) have also been eligible. There are now more than 23,500 passes on issue.<sup>266</sup>
- 5.3.8. The Select Committee believes that such a successful initiative has the potential, if expanded, to promote and enable greater access to extended services for young people.
- 5.3.9. At the moment only young people in full-time education and in the academic Years 7-11 are eligible to buy the Pass. However, it was pointed out to the Committee that, given the significant benefits the Pass offers to young people in terms of flexibility of usage, it would be extremely helpful if older young people were also eligible to join the scheme.
- 5.3.10. The Committee is aware that, currently, only bus operators have joined the initiative, and that rail operators could also be part of the expansion of this success story. Both the suggestions to extend the age for eligibility and to involve rail providers were originally put forward in 2009 by the Provision of Activities for Young People Select Committee.<sup>267</sup>
- 5.3.11. With regard to extending the age of users, efforts are already being made to include older young people in the eligibility criteria for the Pass. To date progress to involve rail companies, however, has been more challenging.<sup>268</sup>
- 5.3.12. In the current financial climate, if the scheme is to be extended, it may be necessary to review the current charging regime. However, an expansion of the Freedom Pass would address the issue of inequality of eligibility, and provide better access to extended services activities for older young people.
- 5.3.13. Given the proven success of the Kent Freedom Pass, the Extended Services Select Committee endorses the suggestions made by the previous Provision of Activities for Young People Select Committee, and makes the following recommendations.

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<sup>266</sup> Ibid

<sup>267</sup> Kent County Council (2009) Somewhere to Go, Someone to Be: Select Committee Report of Activities for Young People in Kent, Maidstone.

<sup>268</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

### **Recommendation 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.**

### **Recommendation 13**

**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.**





## 6. Funding and Sustainability

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### 6.1. Introduction

6.1.1. One of the main concerns identified by the Committee in this review is how to secure extended services provision into the future. Between 2008 and March 2011 the Government is providing £1.3 billion to support the development of extended services. However, the scale of national funding after March 2011 is unclear, presenting a testing challenge for the development and sustainability of these services.

6.1.2. This report has argued that the benefits of extended services are considerable, and that solutions can be found to sustain their delivery so that children, young people and local communities can continue to benefit from them. Although some of these solutions may involve a monetary element, the promotion of interest and involvement, and the ability to adapt to change, are also necessary if these services are to be sustained.

### 6.2. Extended Services and Funding

6.2.1. By September 2010 all schools in England are expected to provide access to a core offer of extended services, including community access to facilities. The Government has been supporting the development of extended services, through funding and guidance, since 2003.

6.2.2. Between 2003 and 2008 “start-up” funding of £840 million was injected into extended services (£160 million between 2003 and 2006, and £680 million from 2006 to 2008).<sup>269</sup>

6.2.3. For the period between 2008 and 2011 the previous Government committed an additional £1.3 billion to support the development and sustainability of extended services.<sup>270</sup>

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<sup>269</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>270</sup> Ibid

**Figure 20: Summary of the National Funding Available for Extended Services, from 2008 to 2011 (a larger picture is provided in Appendix 3).**

<b>Extended Schools Total Funding 2008-2011</b>	<b>2008-09 (£m)</b>	<b>2009-10 (£m)</b>	<b>2010-11 (£m)</b>	<b>Total CSR Period (£m)</b>
Start Up (through Area Based Grant)	165	172	71	408
Sustainability (through Standards Fund)	40	100	155	295
Extended Schools Subsidy (through Standards Fund)	8.5	40	167	215.5*
Academic-Focused Study Support (through National Challenge and Standards Fund)	0	84	83	167**
<b>Total Extended Schools Revenue</b>	<b>213.5</b>	<b>396</b>	<b>476</b>	<b>1,085.5</b>
Extended Schools Capital	84	89	46	219
<b>Total Extended Schools Revenue and Capital</b>	<b>297.5</b>	<b>485</b>	<b>522</b>	<b>1,304.5</b>

**Source: DCSF, Guidance for Local Authorities and Schools (2009).**

6.2.4. This more recent extended services funding is channelled through two main revenue sources; the “start-up” funding and the “sustainability” funding. The start-up funding continues to be available to local authorities, although it is now part of the Area Based Grant (ABG). It is planned that this funding will be reduced in 2010-11 as schools are expected to provide the full core offer of extended services by September 2010.<sup>271</sup>

6.2.5. The sustainability funding, which is allocated to local authorities through the Standards Fund, will be offered until 2011 and is meant to be used to support the development of extended services through, for example, the employment of extended services coordinators.<sup>272</sup>

6.2.6. Together with these two main funding streams, an additional “subsidy” funding is offered to ensure that vulnerable children and young people, in particular, are able to access these services.<sup>273</sup>

<sup>271</sup> Department for Children, Schools and Families (2008) Funding Extended Schools: DCSF Guidance for Local Authorities and Schools, DCFS, London.

<sup>272</sup> Ibid

<sup>273</sup> Ibid


6.2.7. In addition, there are opportunities to access other sources of local and national funding. These include:

- Specialist Schools funding
- Neighbourhood Renewal funding
- funding for family literacy, language and numeracy
- the PE and Sport Strategy for Young People, and
- “myplace” funding.<sup>274</sup>

### 6.3. The Sustainability of Extended Services


6.3.1. Although in recent years significant resources and funding have been channelled into extended services, there is substantial evidence that many are concerned about the uncertain future of such funding and about the consequences of reduced – or even lack of – funding.

6.3.2. Funding is cited as a key barrier both in the report “Testing the Delivery of the Core Offer In and Around Extended Schools” (2008) and in the Extended Services Evaluation report (2010), which indicates that the main challenge to developing and delivering extended services, according to nearly two thirds of schools, relates to funding. More specifically, 70% of secondary schools considered funding to be a central issue, as did 62% of primary schools and 60% of special schools.<sup>275 276</sup>



**“Sustainability is an issue, with reduced funding our provision will be limited”**

**Source: Kent County Council, Extended Services in Kent Schools – Survey Analysis (2010).**



6.3.3. The Select Committee is conscious of the concerns about the funding and sustainability of extended services. Nonetheless, the Committee found considerable evidence that solutions are available to continue to provide extended services and to secure their sustainability.

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<sup>274</sup> Ibid

<sup>275</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>276</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

- 6.3.4. As the report mentioned in the previous section, there are additional sources of local and national funding to complement the funding allocated to extended services. These funding streams can, for example, be accessed through Local Area Agreements, children's trusts and partnerships with the third and private sectors.<sup>277</sup>
- 6.3.5. The Committee also heard creative ideas for accessing additional funding such as that of the limited company PALS, which is considering becoming a Community Involvement Company (CIC). This would enable it to access Government funding allocated to CICs and to offer extended services workshops to schools at reduced rates.<sup>278</sup>
- 6.3.6. However, evidence presented to the Committee suggests that funding is only one factor that can support the sustainability of extended services. There are other equally important factors and solutions that can and should be taken into account when working to secure the continuation of extended services. For example, as has been indicated earlier, a positive ethos and the involvement of people committed to ensuring the success of extended services in their communities are crucial.<sup>279</sup>
- 6.3.7. Wide-ranging and genuine consultations are also key to sustaining extended services. As the publication "Planning and Funding Extended Schools" (2006) put it, *"ultimately, the activities and opportunities offered through extended schools depends on how effectively they meet the needs and aspirations of their users – children and young people, their families, and the wider community – so it is vital to involve them all fully in planning right from the start"*.<sup>280</sup>
- 6.3.8. Effective consultation involves mapping existing opportunities, ensuring the best use of resources by factoring in cost implications in terms of time and staffing, ensuring that everybody is able to contribute, and planning the shape of services in a way that responds to local views.<sup>281</sup>
- 6.3.9. Together with non-monetary solutions such as a positive ethos and effective consultations, the Committee learned that improved sustainability and improved extended services can be best achieved when services are consistently built on successful provision rather than by short-term funding. Evidence of this was in Ofsted's publication "Extended Services in Schools and Children's Centres" (2006), as well as in the visit to the Quartet Community, where it was clear that outstanding coordination and a genuine willingness to provide services to the local community were the key to the cluster's success.<sup>282 283</sup>

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<sup>277</sup> Department for Children, Schools and Families (2008) Funding Extended Schools: DCSF Guidance for Local Authorities and Schools, DCFS, London.

<sup>278</sup> Kent County Council (2010) Extended Services Select Committee, 16 June 2010, Maidstone.

<sup>279</sup> Quality in Study Support (2009) The Quality Development Framework for Extended Services, QiSS, Tunbridge Wells.

<sup>280</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>281</sup> Ibid

<sup>282</sup> Office for Standards in Education (2006) Extended Services in Schools and Children's Centres, Ofsted, London.

<sup>283</sup> Wood Nicola (2010) KCC Extended Services Visit Information Pack, Margate.

- 6.3.10. Nonetheless, together with additional funding sources and non-monetary ideas, other solutions can be identified to promote the sustainability of extended services in Kent. For instance, the guidance “Planning and Funding Extended Schools” (2006) suggests that schools can use their “delegated budgets” to support extended services provision. Although legislation specifies that these budgets should be used exclusively for the teaching and learning activities that are the “purposes of schools”, this term could be interpreted as including all activities that involve an educational benefit to pupils.<sup>284</sup>
- 6.3.11. A greater reliance on sponsorship is another way of helping to sustain extended services in local communities. The Select Committee heard that some of the most entrepreneurial extended services providers seek sponsorship and corporate responsibility support from a variety of organisations and companies. Examples of sponsorship include the involvement of companies such as Sony and Rolls Royce, and of organisations such as the BBC and Lotto.<sup>285</sup>
- 6.3.12. Importantly, strong evidence suggests that one of the most promising ways to ensure that extended services are sustained into the future is through close collaboration between clusters of organisations offering these services in local communities.
- 6.3.13. The benefits are several. Economies of scale can be achieved by sharing costs, staffing and resources.<sup>286</sup> Access to potential funding can be maximised, as extended services consortia and clusters can submit joint, more convincing bids as part of agreed strategies.<sup>287</sup> In line with the vision of Total Place, efficiencies can be achieved by mapping, identifying and sharing the most appropriate locations of public services within a local community.<sup>288</sup> Finally, by bringing together resources, and by widening catchment areas of extended service provision through collaborative clusters, it is possible to better identify and to concentrate greater resources on the most economically and socially deprived areas, where the positive impact of extended services is greatest.<sup>289</sup>
- 6.3.14. Funding-related issues are a matter of concern for many organisations providing extended services. Nonetheless, evidence presented to the Select Committee suggests that solutions can be found to promote the continuation of these services into the future. While some initiatives do not involve funding, the Committee appreciates that funding is important to support extended services provision, especially in the development of newly formed consortia.

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<sup>284</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>285</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>286</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>287</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

<sup>288</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>289</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

6.3.15. The Select Committee therefore recommends that, for a limited period, funding should be made available in each Kent District for extended services provision. The Committee believes that this funding will encourage schools and partner organisations to join in and to expand consortia, will help publicise the benefits of being part of an extended services consortium, and ultimately will support their development and sustainability into the future.

#### **Recommendation 14**

**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.**

## 6.4. Charging

6.4.1. Another way of sustaining extended services is through the introduction of charging regimes for some of the activities on offer. Given the uncertainty of future national funding, charging may be necessary to continue extended services delivery in the future.

6.4.2. Schools are often the only providers in the community offering community access to facilities such as sports, arts, adult learning and ICT. By delivering all these activities, in addition to their regular teaching activities, they incur additional “hidden costs”, such as site management, heating and cleaning. National guidance, such as “Planning and Funding Extended Schools” (2006), suggests that schools and other providers should introduce charging regimes to cover the additional costs of these activities.<sup>290</sup>

6.4.3. Together with this national guidance, oral evidence to the Select Committee supports this view that charging may be necessary for some activities.<sup>291 292 293</sup>

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<sup>290</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>291</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>292</sup> Ibid

<sup>293</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

## **Case Study**

### **Community Access in a Rural Area: Delaware Primary School, Cornwall**

Delaware Primary is one of a dispersed cluster of schools (with eleven other primaries and one secondary) set in an area covering 200 square miles. Delaware has become a focus for its dispersed rural community of hamlets and isolated homes. As well as year-round childcare, the school offers a wide range of afternoon activities run by specialist coaches and tutors. The school consulted widely in the community about charging for these activities. Take up of after-school activities has grown since the £1.50 per session charge was introduced two years ago because it has been possible to improve the frequency, duration and content of the activities with the additional resources. There are now 50 regular players taking part in three different football squads and the netball club has 20 members - some of them children from other local schools. The school's premises also host a large number of adult courses run by outside agencies - from salsa to spoken Cornish. Many courses are community initiated, as anyone can start a course provided they can find a minimum of ten paying participants. The school plans to publish a local directory of adult learning. All charged activities are self-sustaining and pay rent to the school's extended services fund, to cover cleaning, bills and wear and tear. All extended services activities are overseen by a committee of school staff and run by a part-time extended school co-coordinator, whose salary is entirely covered by a number of external funding sources. A transport strategy for extended service provision across the whole cluster of schools is being developed. It is envisaged that in the longer term, this will require some services to travel to local communities, rather than transport being provided for users to attend service centres.

**Source: DfES, Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations (2006).**

- 6.4.4. Charging can have several advantages. These include: the fact that it may make the difference to sustaining services which might otherwise disappear; by charging some users it is possible to subsidise those who are unable to afford to pay.<sup>294</sup> It has even been argued that putting a monetary value on some activities is more likely to secure commitment and attendance.<sup>295</sup>
- 6.4.5. Nonetheless, there are legal requirements schools must comply with if they decide to charge for some activities. “Charging and fee remission policies” should be developed by governing bodies in consultation with parents, and schools cannot charge parents unless these policies exist. It is also a legal requirement that any profits schools make by charging for extended service activities must be reinvested in the service or, at least, in the school.<sup>296</sup> It has also been suggested to the Committee that some form of standardisation of charging policies across schools and other organisations in the County may be desirable, to ensure the harmonisation of prices and more equitable access.<sup>297</sup>
- 6.4.6. A final issue that should be considered is the introduction of “affordable tariffs”. Evidence suggests that the cost of some amenities may be a barrier to some of the most vulnerable people in local communities. According to the “Extended Schools Survey of Schools, Pupils and Parents” (2009), while just over three in five parents (63%) said that it was easy for them to meet the costs of extended services activities offered by schools, about 16% of parents said that it was difficult for them to do so.<sup>298</sup> Oral evidence given to the Select Committee seems to confirm this finding.<sup>299</sup>

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<sup>294</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>295</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

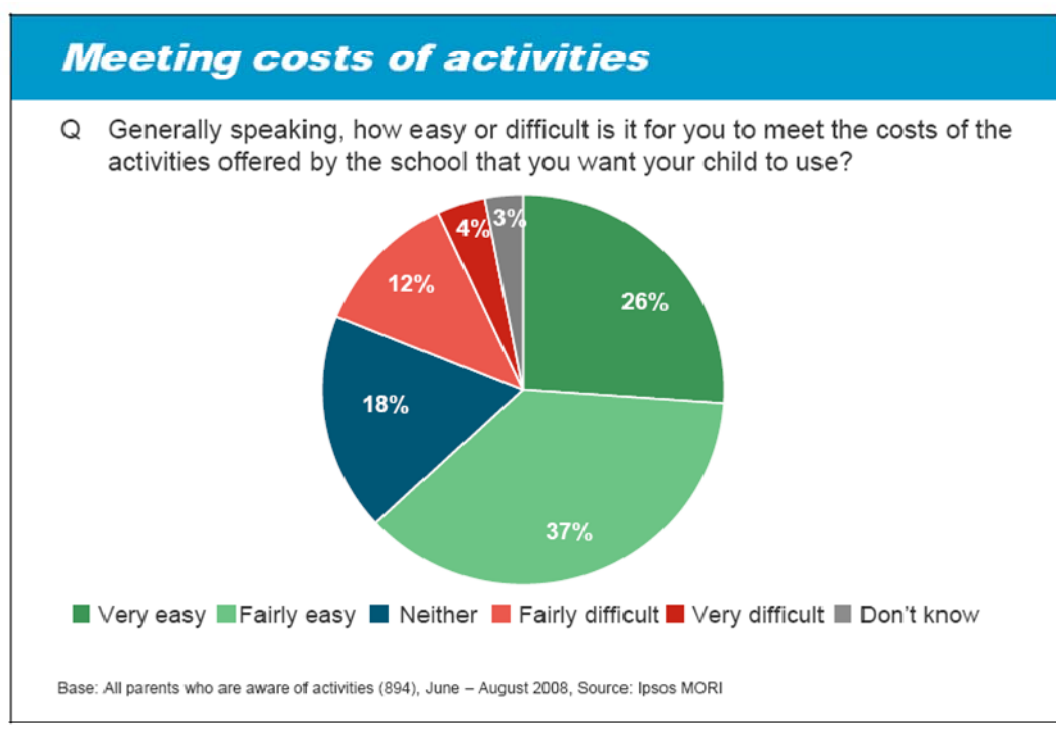
<sup>296</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>297</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>298</sup> Wallace, E. et al (2009) Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools, Ipsos MORI and DCSF, London.

<sup>299</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

**Figure 21: Meeting Costs of Activities (a larger picture is provided in Appendix 3).**



**Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).**

6.4.7. It has been suggested, as indicated above, that one way of subsidising affordable tariffs is by charging those users who can afford to pay the full cost of activities. National guidance also suggests that the subsidy of tariffs for children can be achieved from schools' delegated budgets, where schools consider that activities offer an educational benefit to the child.<sup>300</sup>

6.4.8. Although subsidising fees can make a significant difference to the lives of some of the most vulnerable people in Kent, evidence suggests that it is important that this is carried out in a sensitive manner, in order to avoid possible stigmatisation. According to the "Extended Schools Subsidy Pathfinder Evaluation" (2009), although most people disagreed with the statement that economically disadvantaged children faced a sense of stigma, about three in ten respondents felt that stigmatisation was an issue.<sup>301</sup>

6.4.9. Having investigated issues related to charging for extended services activities, the Extended Services Select Committee recommends the following.

<sup>300</sup> Department for Education and Skills (2006) Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations, DfES, Nottingham.

<sup>301</sup> Department for Children, Schools and Families (2009) Extended Schools Subsidy Pathfinder Evaluation, DCFS, London.

### **Recommendation 15**

**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.**

## 6.5. The Role of the Voluntary Sector

6.5.1. As well as accessing additional funding sources, seeking sponsorship and organising effective consultations, an important way of helping to sustain extended services is the promotion and expansion of the contribution from the voluntary sector.

6.5.2. As the Training and Development Agency (TDA) points out, voluntary sector organisations, especially the smaller and more local ones, do not always have the capacity to market themselves well, but they can play a key role in supporting schools or clusters to deliver extended services by providing resources and expertise.<sup>302</sup> The TDA report says that these organisations tend to have strong links with the local community, and can be particularly effective in reaching the most vulnerable people.<sup>303</sup>

6.5.3. The importance of the role and impact of the third or voluntary sector is illustrated by the recent report “Extended Services Evaluation: End of Year One Report” (2010), which says that it accounts for 30% of total provision, making it the third most common source of support to help plan, develop and deliver extended services.<sup>304</sup>

6.5.4. The importance of the voluntary sector for extended services, and the desire for it to play a greater role, are recognised in a number of KCC publications and reports. For example, the recent Provision of Activities for Young People Select Committee report (2009) recommended that KCC’s Youth Service should increase its engagement with the voluntary and community sector to enhance the quantity and quality of amenities for young people in the County.<sup>305</sup>

6.5.5. Also, the KCC report “Community Use of Secondary School Sites in Kent” (2010) suggested that opportunities should be explored for making more use of school sites for administrative bases for voluntary groups. It suggested exploring ways to enhance collaboration between schools, the voluntary sector and other extended services providers to meet the needs of local communities.<sup>306</sup>

6.5.6. There is extensive evidence of existing extended services initiatives and contributions from the third sector in Kent. For example, senior Youth Service officers reported to the Select Committee that the Service currently commissions the equivalent value of £400,000 in youth work support from the voluntary sector.<sup>307</sup>

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<sup>302</sup> Training and Development Agency (2010) Working with the Voluntary Sector, website, [www.tda.gov.uk/remodelling/extendedschools](http://www.tda.gov.uk/remodelling/extendedschools).

<sup>303</sup> Ibid


<sup>304</sup> Carpenter, H. et al (2010) Extended Services Evaluation: End of Year One Report, Department of Education, London.

<sup>305</sup> Kent County Council (2009) Somewhere to Go, Someone to Be: Select Committee Report of Activities for Young People in Kent, Maidstone.

<sup>306</sup> Kent County Council (2010) Community Use of Secondary School Sites in Kent, Kent County Council, Maidstone.

<sup>307</sup> Kent County Council (2010) Extended Services Select Committee, 24 June 2010, Maidstone.

- 6.5.7. The KCC Library Service is also significantly supported by the third sector, with over 1,000 volunteers delivering over 30,000 hours of library support in the last year alone.<sup>308</sup>
- 6.5.8. The Select Committee heard of a myriad of other voluntary sector initiatives to support the delivery of extended services in Kent. For instance, evidence from the Dover Extended Schools (DES) consortium shows that volunteers are involved in running a very successful local football club, which has over 600 members and is run on a site open to the community. The involvement of local volunteers in this socially and economically deprived area has created a clear and strong sense of ownership of the premises, resulting in very little vandalism.<sup>309</sup>
- 6.5.9. There are good examples of intergenerational work such as Homewood School's project with the Kent Tenterden Steam Railway, which has involved teenagers working with retired people in an effort to renovate an historic truck.<sup>310</sup>
- 6.5.10. The Select Committee also witnessed intergenerational work during its visit to the Quartet Community in Margate. One of the many initiatives of the Quartet involves the running of the Quartet Community Allotment Garden. The partners involved in the development of this site include Quartet schools, pre-schools and nurseries, together with students from the Hartsdown Technology College and an over-50s group.<sup>311</sup>
- 6.5.11. A final local initiative, which has been included in a national report as an example of good practice, is from Voluntary Action West Kent (VAWK). The organisation trains young people from mainstream schools to run after-school clubs in order to expand and improve the variety of extra-curricular activities available to mixed groups of children, including those with special needs.<sup>312</sup>



"Young volunteers come to us because they want to learn  
and to give something back to the community"

(Peter Nicholls, Voluntary Action West Kent)

**Source: Training and Development Agency, Transforming Lives: Special  
Schools and Extended Services (2009).**



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<sup>308</sup> Kent County Council (2010) Extended Services Select Committee, 28 April 2010, Maidstone.

<sup>309</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.

<sup>310</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>311</sup> Wood Nicola (2010) KCC Extended Services Visit Information Pack, Margate.

<sup>312</sup> Training and Development Agency (2009) Transforming Lives: Special Schools and Extended Services, Training and Development Agency, Manchester.

- 6.5.12. In addition to all these existing initiative and projects, new ones have emerged during the review process. For instance, it has been suggested that Direct Payments could be used to train volunteers to support young people with special needs, as there currently is shortage of such support.<sup>313</sup>
- 6.5.13. Another idea, which stemmed from the Select Committee itself, is to introduce within extended services consortia voucher-based schemes that entitle the bearers to access extended services activities free of charge. The vouchers would mainly be offered to those who carry out voluntary work to support extended services, in recognition of their valuable contribution. Existing voucher-based schemes could be adapted for this purpose.
- 6.5.14. The voluntary sector plays a vital role in the delivery and development of extended services in Kent. The Extended Services Select Committee recognises the importance of this role, and makes the following recommendations.

### **Recommendation 16**

**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.**

### **Recommendation 17**

**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 volunteers – including children and young people - in recognition of their contribution.**

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<sup>313</sup> Kent County Council (2010) Extended Services Select Committee, 12 May 2010, Maidstone.





## 7. Extended Services Accreditation

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### 7.1. Introduction

7.1.1. In order to assess the effectiveness of extended services in terms of their planning, delivery and monitoring, it is necessary to have a systematic and universal method to evaluate them. Evidence given to the Select Committee suggests that currently, both nationally and locally, improved benchmarking and monitoring, and a standard system for measuring the impact of extended services, are needed.

7.1.2. Evidence also indicated that one of the most effective ways to promote the monitoring and measuring of extended services is through the robust and systematic approaches developed by Canterbury Christ Church University; the Quality in Study Support accreditation scheme (QiSS) and, in particular, the Quality in Extended Services (QES) accreditation scheme.

7.1.3. In Kent several schools have undertaken these schemes and achieved QiSS and QES recognition. However, many other schools have not yet done so. It appears that current take up and recognition in the County are characterised by large geographical variations, ranging from 59 combined QES and QiSS recognitions achieved by schools in one District to none in another.

### 7.2. Evaluation Issues

7.2.1. As the Every Child Matters guidance “Extended Services: Supporting School Improvement” (2006) states, “effective evaluation is vital to assess whether a particular extended service is achieving the desired outcome”.<sup>314</sup> As schools and partner organisations evaluate and monitor their extended services planning and provision, they can identify gaps and consider how their services can be improved.<sup>315</sup> The introduction of systems to measure the impact of extended services seems to be mostly important for the improvement of standards and educational achievement of children and young people, particularly the most vulnerable.<sup>316</sup>

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<sup>314</sup> Department for Education and Skills (2006) Extended Services: Supporting School Improvement, DfES, London.

<sup>315</sup> Ibid

<sup>316</sup> Office for Standards in Education (2006) Extended Services in Schools and Children’s Centres, Ofsted, London.

7.2.2. Throughout this review evidence has suggested that the evaluation of extended services could be improved. One issue that was identified concerns the **benchmarking** of extended services delivery. According to research from Ipsos MORI and the Department for Children, Schools and Families, for example, some schools *believe* that they are providing effective extended services, despite the fact that they have little benchmarking information that can help them to make comparisons with others and to assess their performance with accuracy.<sup>317</sup>

7.2.3. A second issue identified by the Committee is that of **monitoring**. A national survey conducted by Ofsted, for example, concluded that although the managers of the extended school settings visited believed that there were clear links between extended services, standards and achievement, only some settings understood what they needed to measure and had robust mechanisms in place for monitoring pupils' progress and attainment.<sup>318</sup>

7.2.4. But monitoring issues do not only involve schools. For instance, as "Extended Services: Supporting School Improvement" (2006) points out, some schools may have concerns about how to measure the standards and effectiveness of the extended services provided partly or wholly by other organisations.<sup>319</sup> The publication explains that one way for schools to help improve the evaluation of partner organisations is through the involvement of these organisations in School Improvement Plans.<sup>320</sup> However, oral evidence to the Select Committee indicates that strategic links between extended services and School Improvement Plans are not always present, and that sometimes, where links are made, they happen incidentally.<sup>321</sup>

"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 positive outcomes for children and young people."

Ofsted, "How Well Are They Doing?" (2009).

<sup>317</sup> Department for Children, Schools and Families and Ipsos MORI (2008) Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools, DCSF, London.

<sup>318</sup> Office for Standards in Education (2006) Extended Services in Schools and Children's Centres, Ofsted, London.

<sup>319</sup> Department for Education and Skills (2006) Extended Services: Supporting School Improvement, DfES, London.

<sup>320</sup> Ibid

<sup>321</sup> Kent County Council (2010) Extended Services Select Committee, 23 April 2010, Maidstone.

- 7.2.5. A third issue that emerged during the review, which is perhaps linked to the issue of benchmarking, is the problem of the consistency and **universality** of evaluative mechanisms. It was pointed out to the Committee that the delivery and outcomes of extended services in Kent are evaluated only in part, for example by analysing specific subject areas or by focusing on particular geographic areas. Importantly, there appears to be no standard monitoring system in the County to ensure a consistent and comprehensive evaluation process.<sup>322</sup>
- 7.2.6. Finally, as the guidance “Building a Sustainable Future” (2010) points out, **Ofsted’s evaluations** of extended services are not necessarily comprehensive. Inspectors are not expected to assess each of the extended services offered by schools; they are only expected to determine the extent to which key elements of the curriculum – including extended services – are contributing to pupils’ outcomes.<sup>323</sup>
- 7.2.7. As this report indicated in Chapter 3, it appears that Ofsted’s Inspection Framework may be altered by the new Government. Although it is not yet clear how the Framework may be changed, it seems likely that Ofsted’s current 18 areas of inspection will be reduced to 4 (attendance, behaviour, standards and attainment), which could result in the “community cohesion” element being neglected.<sup>324 325</sup>

### 7.3. The Accreditation Schemes and their Benefits

- 7.3.1. The Quality in Study Support (QiSS) and the Quality in Extended Services (QES) recognition schemes are nationally recognised assurance schemes which promote and support the development and good practice of study support and of extended services. These schemes are designed to be used by a wide range of extended services providers, such as schools, universities, libraries, museums and other organisations.<sup>326</sup>
- 7.3.2. Through these recognition schemes organisations are required to carry out self-evaluations of the quality and impact of the extended services they offer by evidencing how well they achieve key themes and targets.<sup>327</sup>
- 7.3.3. The main objective of the Quality in Study Support format is to measure the impact of study support and other activities associated with extended services. It comprises training to carry out robust impact measurement in a systematic and methodical way, involving data gathering. QiSS is a parallel scheme to the Quality in Extended Services scheme. It is also directly transferable to QES, as it constitutes an important section of the evidence required by the QES scheme.

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<sup>322</sup> Ibid

<sup>323</sup> Department for Children, Schools and Families and Training Development Agency (2010) Building a Sustainable Future, Training and Development Agency, Manchester.

<sup>324</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

<sup>325</sup> Continyou (2010) The Coalition: What’s New, website, [www.continyou.org.uk](http://www.continyou.org.uk).

<sup>326</sup> Kent County Council (2010) Extended Services Select Committee, 16 June 2010, Maidstone.

<sup>327</sup> Ibid

7.3.4. The QES scheme certifies the level of good practice that a school or a consortium of extended services providers has achieved. The assessment is designed to help providers to achieve the 5 outcomes of Every Child Matters and to fulfil the requirements of the extended services core offer. The planning, development and evaluative mechanisms of QES are organised through a process called “Quality Development Framework” (QDF).<sup>328</sup>

7.3.5. The key features of the QES recognition scheme are as follows.

- It is a process supporting schools and clusters to achieve the 5 ECM outcomes and the core offer requirements.
- It promotes good practice and clear mechanisms for self-evaluation.
- It assesses providers at one of three levels – Emerged, Established and Advanced – to indicate the level of good practice achieved, and to add rigour to the process.
- Consortia that undertake the scheme are supported by a “critical friend”, who is likely to be drawn from a variety of backgrounds.
- The evaluation can be used to present extended services evidence to Ofsted inspections.
- Importantly, the scheme promotes collaboration and sharing between schools and other partner organisations.
- It provides opportunities for professional development, and is a valuable marketing tool.<sup>329 330</sup>

7.3.6. The QES scheme also has other benefits. The achievement of accreditation is challenging, but this adds to its respectability, worthiness and rigour.<sup>331 332</sup> Through the QDF, the scheme helps to identify both a baseline to benchmark ES provision, and strengths and weaknesses in that provision.<sup>333</sup> It also encourages pro-active and reactive measures based on identified local needs and priorities.<sup>334</sup> It contributes to organisational evaluations through, for example, School Self-Evaluation Forms (SEFs), Children’s Centres’ Performance Management Frameworks and Self-Evaluation Forms.<sup>335</sup> Finally, both QiSS and QES are invaluable tools for setting the standards for effective and successful ES provision throughout the County.<sup>336</sup>

7.3.7. Practical examples of the value and effectiveness of the QiSS and QES were described in Chapter 4. Organisations and consortia that have undertaken these schemes, such as MIDES, the Quartet Community, and the Canterbury Campus offer outstanding extended services and make a real difference to the lives of local residents.

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<sup>328</sup> Ibid

<sup>329</sup> Ibid

<sup>330</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

<sup>331</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

<sup>332</sup> Kent County Council (2010) Extended Services Select Committee, 14 May 2010, Maidstone.

<sup>333</sup> Canterbury Christ Church University (2009) The Quality Development Framework for Extended Services, published by QiSS, Tunbridge Wells.

<sup>334</sup> Ibid

<sup>335</sup> Ibid

<sup>336</sup> Kent County Council (2010) Extended Services Select Committee, 9 June 2010, Maidstone.

"The whole process is based upon self-evaluation and will certainly help schools structure their thinking and ensure that the ethos is embedded within a whole school approach. It provides a high quality framework that is available for those who want to use it to achieve a national standard"

(Senior Development Worker (North) Cumbria Sure Start)

**Source: Canterbury Christ Church University, Quality in Extended Schools Recognition Scheme: Key Information.**

7.3.8. The value of these schemes has also been endorsed by other KCC departments.<sup>337</sup> Indeed, it was suggested to the Committee that, in the short term, Quality in Extended Services Sustainability Officers, collaborating with Extended Schools Coordinators, school-based staff and other colleagues from partner organisations, should support clusters and consortia in undertaking the QES scheme.<sup>338</sup> The Select Committee believes this is an exciting initiative, and that School Improvement Partners (SIPs) could also play an important role in it.

7.3.9. A broader analysis of the reach and take-up of these schemes in the County is set out below.

7.3.10. A strong partnership already exists between KCC and the Quality in Study Support Team in Canterbury Christ Church University, who have been consistently rated "green" in terms of the strategic extended services support they provide to schools and clusters.<sup>339</sup>

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<sup>337</sup> Kent County Council (2010) Beyond the Full Core Offer: the Sustainability of Extended Services in Kent, Kent County Council, Maidstone.

<sup>338</sup> Ibid

<sup>339</sup> Canterbury Christ Church University (2010) Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent, Canterbury Christ Church University, Canterbury.

- 7.3.11. Several schools and consortia in Kent have undertaken the recognition schemes, and have completed portfolios of evidence which are peer-scrutinised before they are granted a recognition award.<sup>340</sup>
- 7.3.12. As at June 2010, 189 centres had achieved either QiSS or QES recognition. More specifically, 63 had achieved QiSS recognition, with 126 gaining QES recognition. 92 schools acquired QES recognition by working as part of an extended services cluster.<sup>341</sup>
- 7.3.13. The table below shows the number of centres that achieved “Emergent”, “Established” or “Advanced” status in each Kent District. It is clear from the table that there is significant geographical variation in the take-up of both QiSS and QES.

**Figure 22: Number of Centres with QiSS and QES Recognition in Kent, by District, June 2010 (a larger picture is provided in Appendix 3).**

<b>Kent Region</b>	<b>QiSS</b>			<b>QES</b>			<b>Total</b>
	Emergent	Established	Advanced	Emergent	Established	Advanced	
Ashford	2	1	0	2	0	1	<b>6</b>
Canterbury	4	1	0	7	4	1	<b>17</b>
Dartford	4	3	0	6	1	0	<b>14</b>
Dover	5	0	1	45	4	4	<b>59</b>
Gravesham	0	2	0	3	0	1	<b>6</b>
Maidstone	6	2	1	32	0	0	<b>41</b>
Sevenoaks	5	2	0	1	0	0	<b>8</b>
Shepway	0	0	0	0	0	0	<b>0</b>
Swale	1	0	0	0	0	1	<b>2</b>
Thanet	13	0	0	6	1	0	<b>20</b>
Tonbridge and Malling	5	0	0	4	0	0	<b>9</b>
Tunbridge Wells	4	1	0	2	0	0	<b>7</b>
<b>Total</b>	<b>49</b>	<b>12</b>	<b>2</b>	<b>108</b>	<b>10</b>	<b>8</b>	<b>189</b>

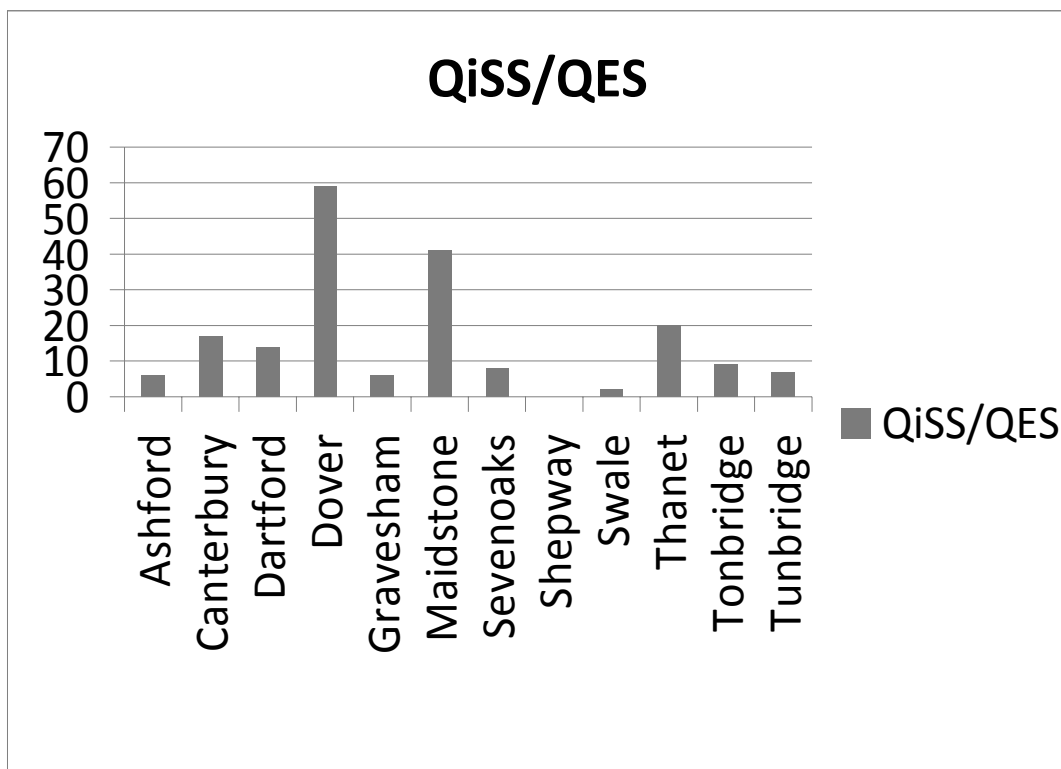
**Source: Canterbury Christ Church University, Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent (2010).**

<sup>340</sup> Ibid

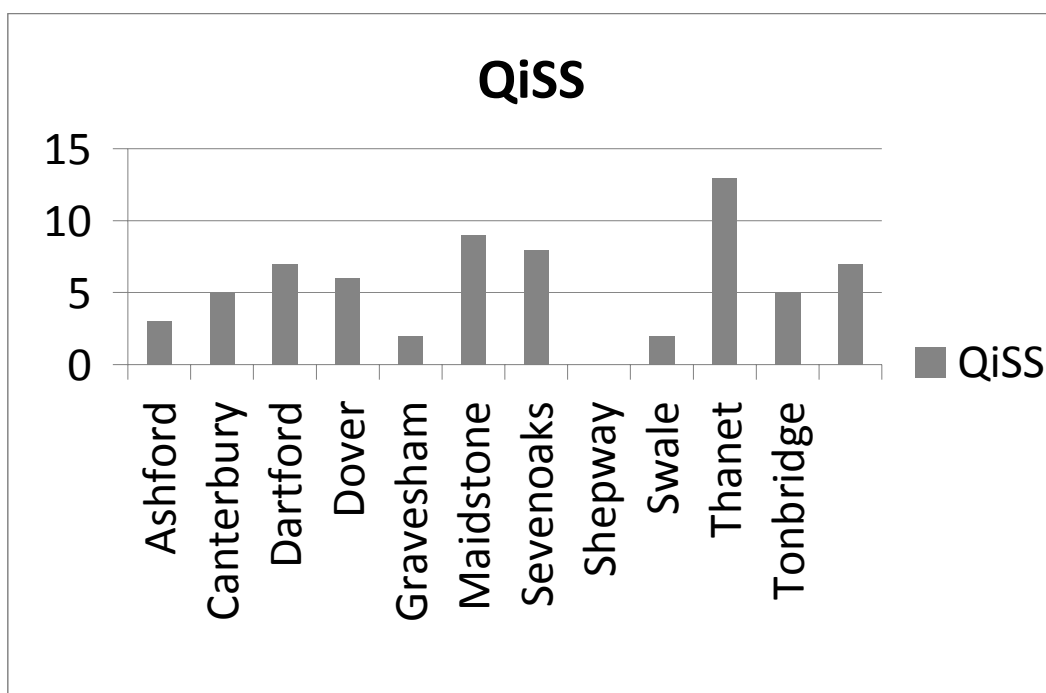
<sup>341</sup> Ibid

7.3.14. Figures 23, 24 and 25 show this difference in graphic format. Dover and Maidstone Districts have the highest number of centres with recognitions. Thanet has the highest number of centres with QiSS recognition, while Dover has the most with QES.

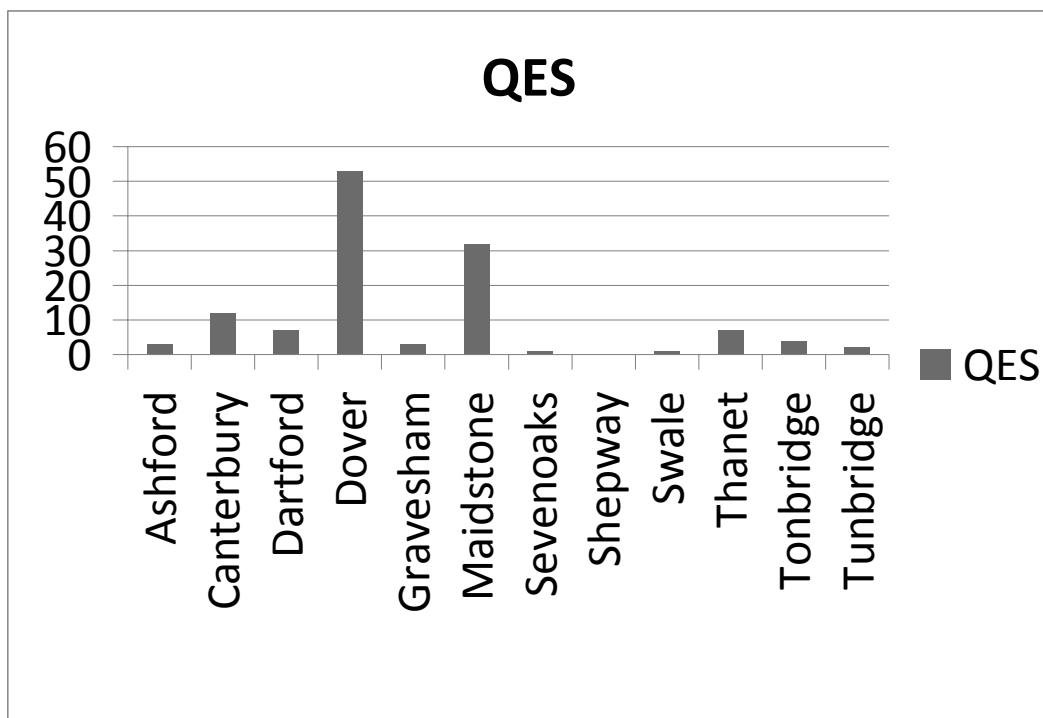
**Figure 23: Number of Centres with QiSS and QES Recognition in Kent, by District, June 2010.**



**Figure 24: Total Number of Centres with QiSS Recognitions, by Kent District.**



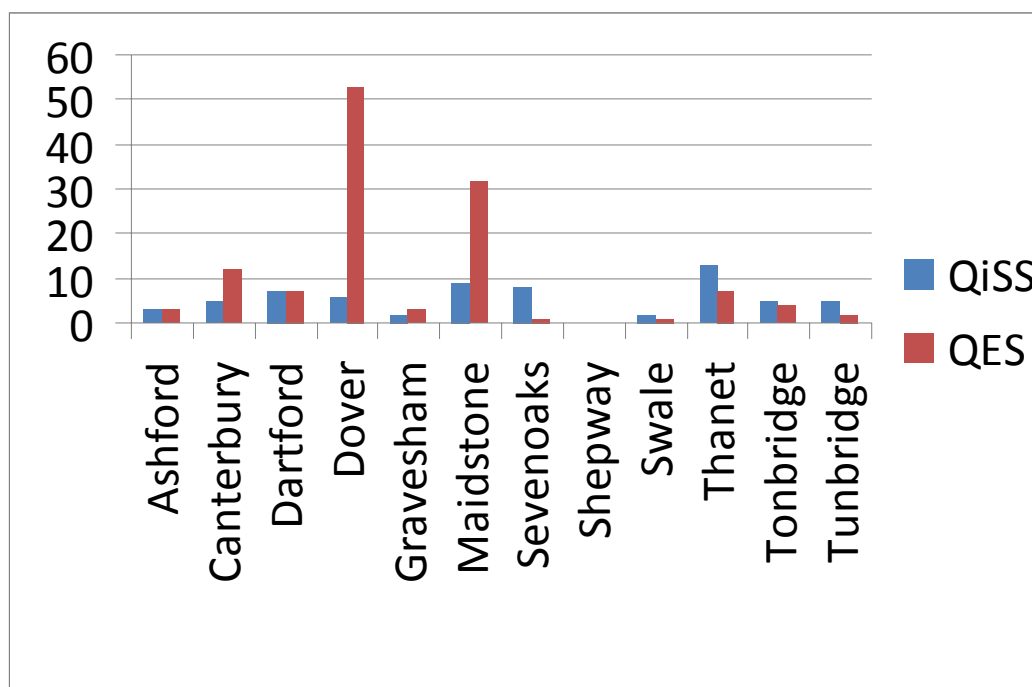
**Figure 25: Total Number of Centres with QES Recognitions, by Kent District.**



Source: Canterbury Christ Church University, Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent (2010).

7.3.15. Finally, Figure 26 shows a comparison of QiSS and QES recognitions in each Kent District. The graph shows that, generally, the number of centres in each District achieving QiSS is similar to the number achieving QES, except in Maidstone and Dover where many more centres obtained QES.

**Figure 26: Comparison of QiSS and QES Recognition by Kent District.**



Source: Canterbury Christ Church University, Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent (2010).

7.3.16. Several schools and clusters in Kent already have an ethos of extended services provision. Despite the current economic climate, and the presence of socially and economically deprived areas, many schools and consortia have recognised the value of the accreditation schemes. Having considered issues relating to the evaluation and monitoring of extended services, and the benefits of the recognition schemes, the Extended Services Select Committee recommends that:

### **Recommendation 18**

**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.**

## **Appendix 1**

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### **Evidence**

#### **Oral Evidence**

##### **Friday 23 April 2010**

- Marisa White, Head of Extended Services, Education Directorate, Kent County Council
- Sean Carter, Project Lead of Community Use of Schools project, and Education Directorate Extended Services Lead, Kent County Council
- Des Crilley, Director of Communities Cultural Services, and Nigel Baker, Head of Youth Service and Communities Directorate Extended Services Lead, Kent County Council

##### **Wednesday, 28 April 2010**

- Chris Hespe, Head of Head of Sport, Leisure and Olympics, Communities Directorate, Kent County Council
- Cath Anley, Head of Library Service, Gill Bromley, Strategic Manager, Library Service, Communities Directorate, Kent County Council
- Ian Forward, Head of Kent Adult Education and Caroline Polley, Head of Enterprise and Skills, Kent Adult Education Service, Communities Directorate, Kent County Council

##### **Wednesday 12 May 2010**

- Simon Smith, Director of Sport, Castle Community College, Deal
- Heather Kemp, Headteacher, Holy Trinity and St Johns Primary School, Margate
- Martin Absolom, Headteacher, Oakley Special School, Tunbridge Wells

**Friday 14 May 2010**

- William Cotterell, Principal, and Jan Sellers, Director of Extended Services, Homewood School and Sixth Form Centre, Tenterden
- Jeanette Piner, Strategic Director Every Child Matters, Highworth Grammar School for Girls, Ashford
- Pam Ashworth, Headteacher, The Foreland School, Thanet

**Wednesday 9 June 2010**

- Jack Keeler, Chair of The Kent Governors Association and Chair of Governors at Headcorn Primary School, Ashford, and Einir Roberts, Chair of Governors at Harrietsham Primary School, Maidstone
- Paul Myers, Chair of the Teaching and Learning Committee, Valence School, Westerham
- Richard Young, Young Persons' Sports Academy

**Thursday 10 June 2010**

- Three members of the Kent Youth County Council
- Two young people who are out of school
- Representatives of Kent Primary Schools Children's Council

**Wednesday 16 June 2010**

- Sally Staples, Head of Unit, Arts Development Unit, Kent County Council
- Zanya Davis, Artistic Director, PALS Theatre, Gravesend
- Linda Leith, Director of Quality in Study Support and Extended Services, Canterbury Christ Church University

## **Thursday 24 June 2010**

- Alan Milner, Service Director, Parents Consortium
- Marisa White, Head of Extended Services, Education Directorate, and Sean Carter, Project Lead of Community Use of Schools project, and Education Directorate Extended Services Lead, Kent County Council
- Nigel Baker, Head of Youth Service and Communities Directorate Extended Services Lead, Kent County Council

## **Written Evidence**

- Sean Carter, Extended Services Lead Manager
- Emma Jenkins, Study Support Coordinator, Education Directorate, Kent County Council
- Linda Leith, Director of Quality in Study Support and Extended Services, Canterbury Christ Church University
- Alan Milner, Service Director, Parents Consortium
- Nicola Wood, Senior Extended Schools Coordinator, Quartet in the Community Partnership, Margate



## Appendix 2

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### Glossary of Terms and Abbreviations

#### Abbreviations

**BSF:** Building Schools for the Future

**CAF:** Common Assessment Framework

**CFE:** Children, Families and Education Directorate (KCC)

**CLC:** Community (or City) Learning Centre

**CYPP:** Children and Young People's Plan

**CYT:** Community Youth Tutor

**DCFS:** Department for Children, Schools and Families

**EAL:** English as an Additional Language

**ECM:** Every Child Matters

**ES:** Extended Services

**ESCO:** Extended Schools Co-ordinator

**ESDM:** Extended Services Development Manager

**FLO:** Family Liaison Officer

**FSES:** Full Service Extended School

**ICT:** Information and Communications Technology

**IMD:** Index of Multiple Deprivation

**KCC:** Kent County Council

**KCT:** Kent Children's Trust

**LA:** Local Authority

**LAA:** Local Area Agreement

**LAC:** Looked After Children

**LSP:** Local Strategic Partnership

**OFSTED:** Office for Standards in Education

**PCT:** Primary Care Trust

**PSA:** Parent Support Advisor

**SEA:** Swift and Easy Access

**SEN:** Special Educational Needs

**TDA:** Training and Development Agency for Schools

**YS:** Youth Service

### Tables, Graphs and Charts

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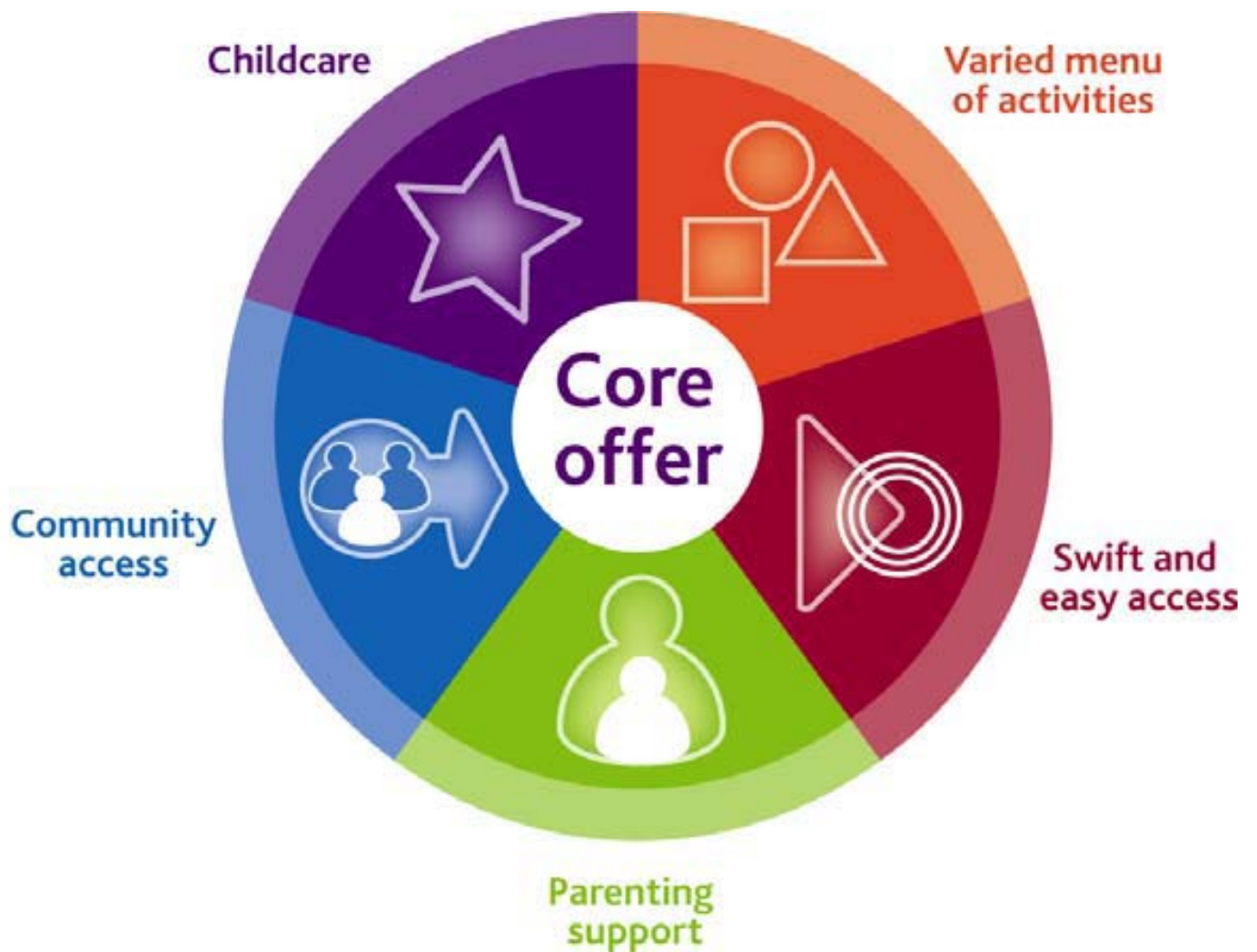
**Figure I: Barriers to Developing and Delivering Extended Services to Meet Needs.**

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**Figure A: The Extended Services Core Offer.**



Source: Training and Development Agency, What Are Extended Services? (2009).

**Figure B: Proportion of Parents Who Are Aware of the School Opening Each Type of Facility for Community Access.**

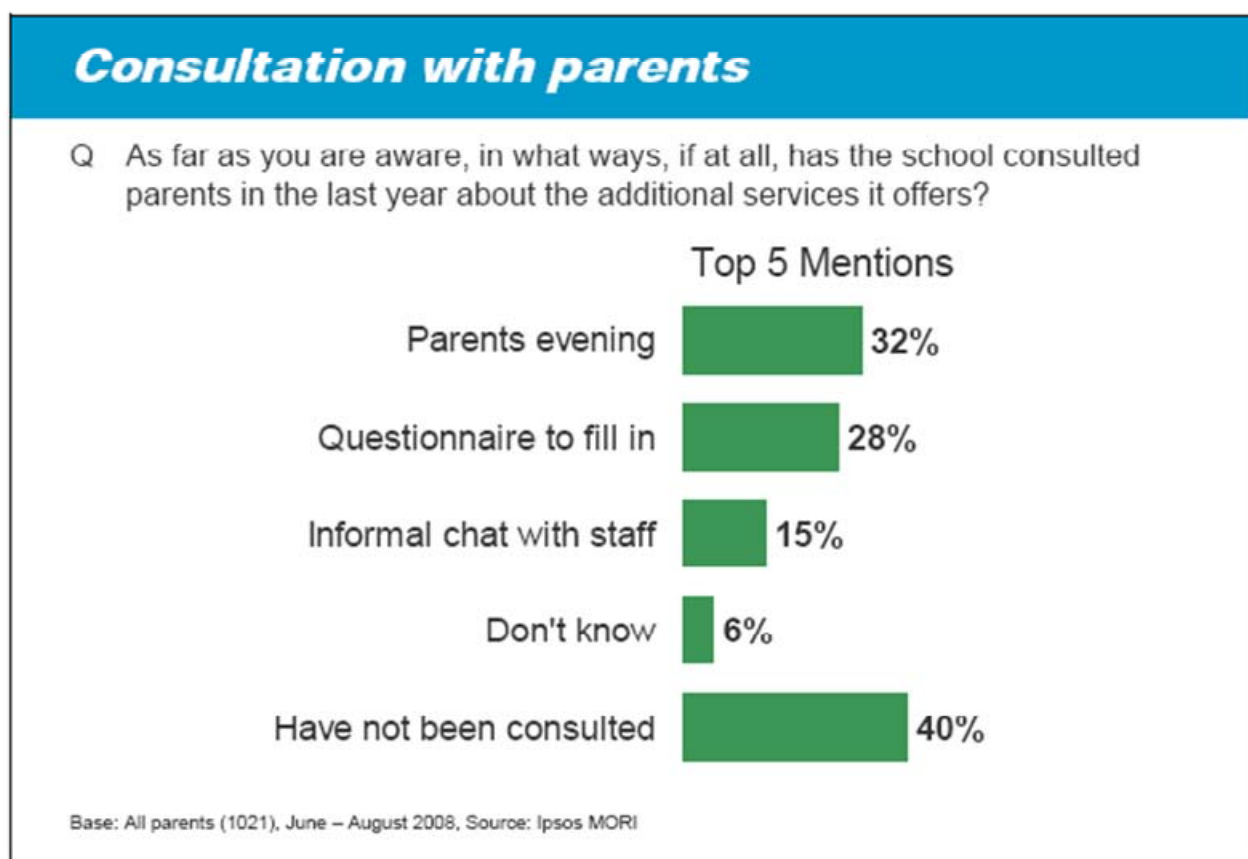
**Proportion of parents who were aware of the school opening each type of facility for community access**

	<b>All parents</b>	<b>Parents of primary school pupils</b>	<b>Parents of secondary school pupils</b>	<b>Parents of special school pupils</b>
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
Sports facilities	26	14	47	8
Halls, rooms or spaces	22	20	27	12
Arts facilities	9	8	12	0
Computer facilities	9	6	13	0
Library	7	5	9	0
Medical facilities	1	2	1	0
<b>ANY OF THE ABOVE</b>	<b>41</b>	<b>33</b>	<b>57</b>	<b>16</b>
None of these	42	52	23	52
Don't know	17	15	20	32

Base: All parents (2,253)

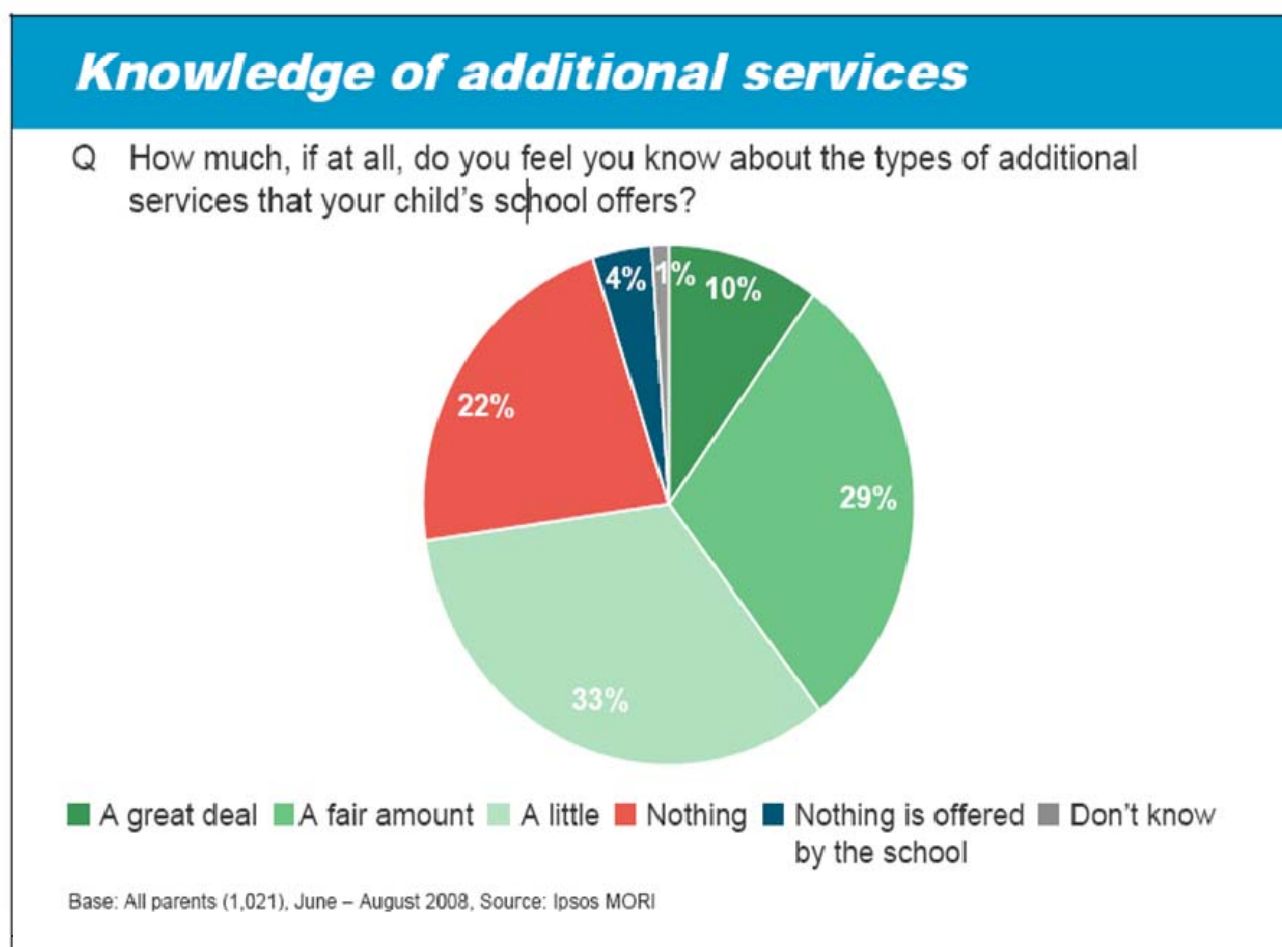
Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).

**Figure C: Consultation with Parents About the School's Additional Services.**



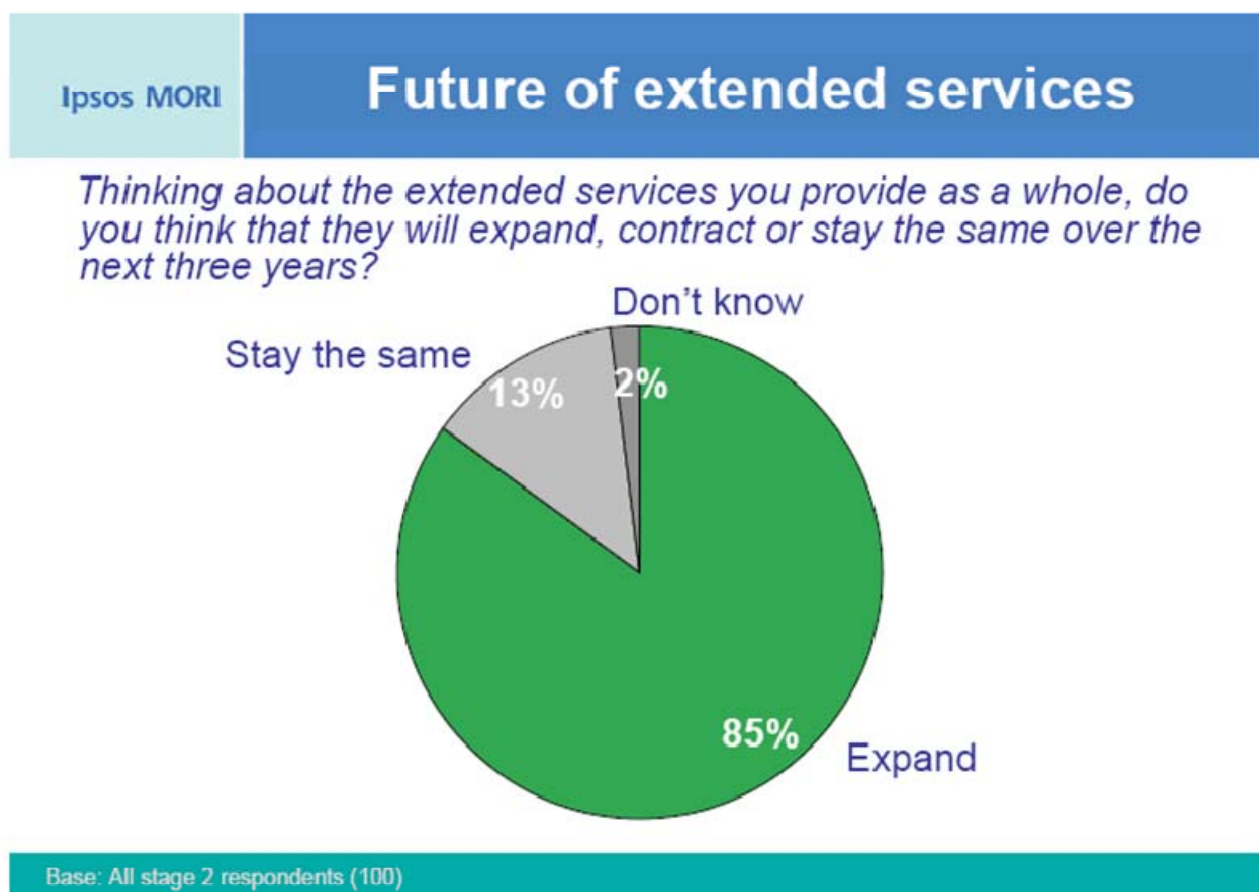
Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).

**Figure D: Knowledge of Additional Services.**



Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).

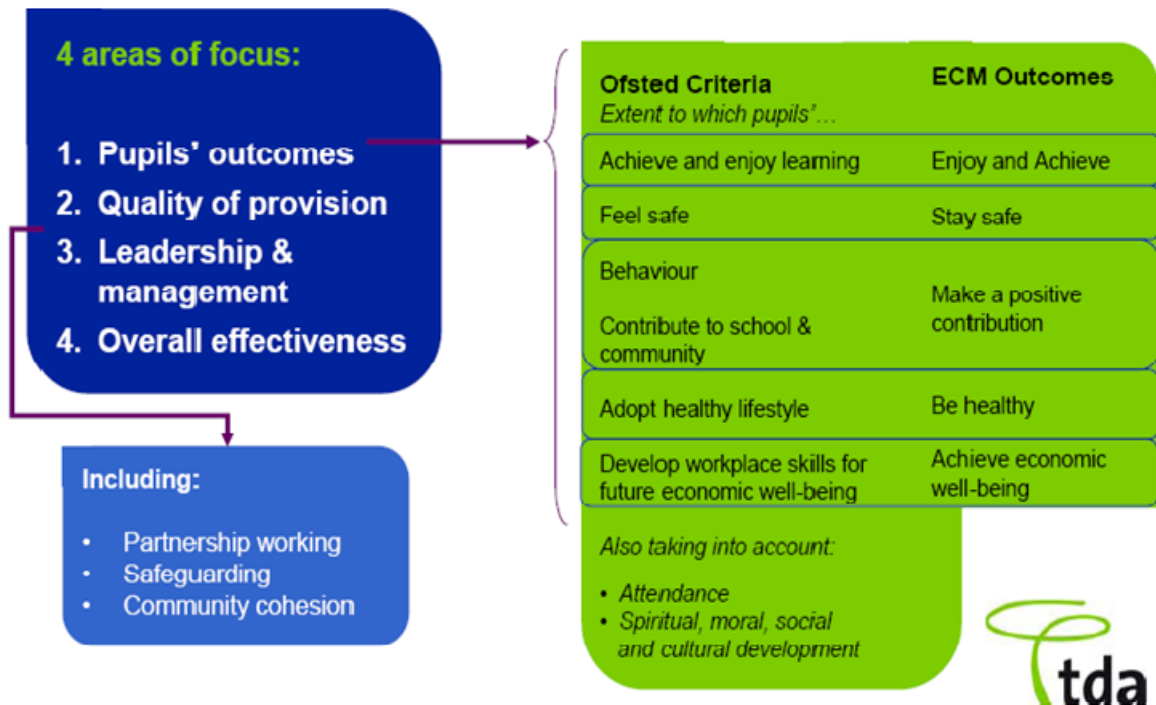
**Figure E: Views about the Future of Extended Services.**



Source: DCSF and Ipsos MORI, Extended Schools: Testing the Delivery of the Core Offer in and Around Extended Schools (2008).

**Figure F: Ofsted's Inspection Framework.**

Ofsted's new inspection framework provides levers for extended services



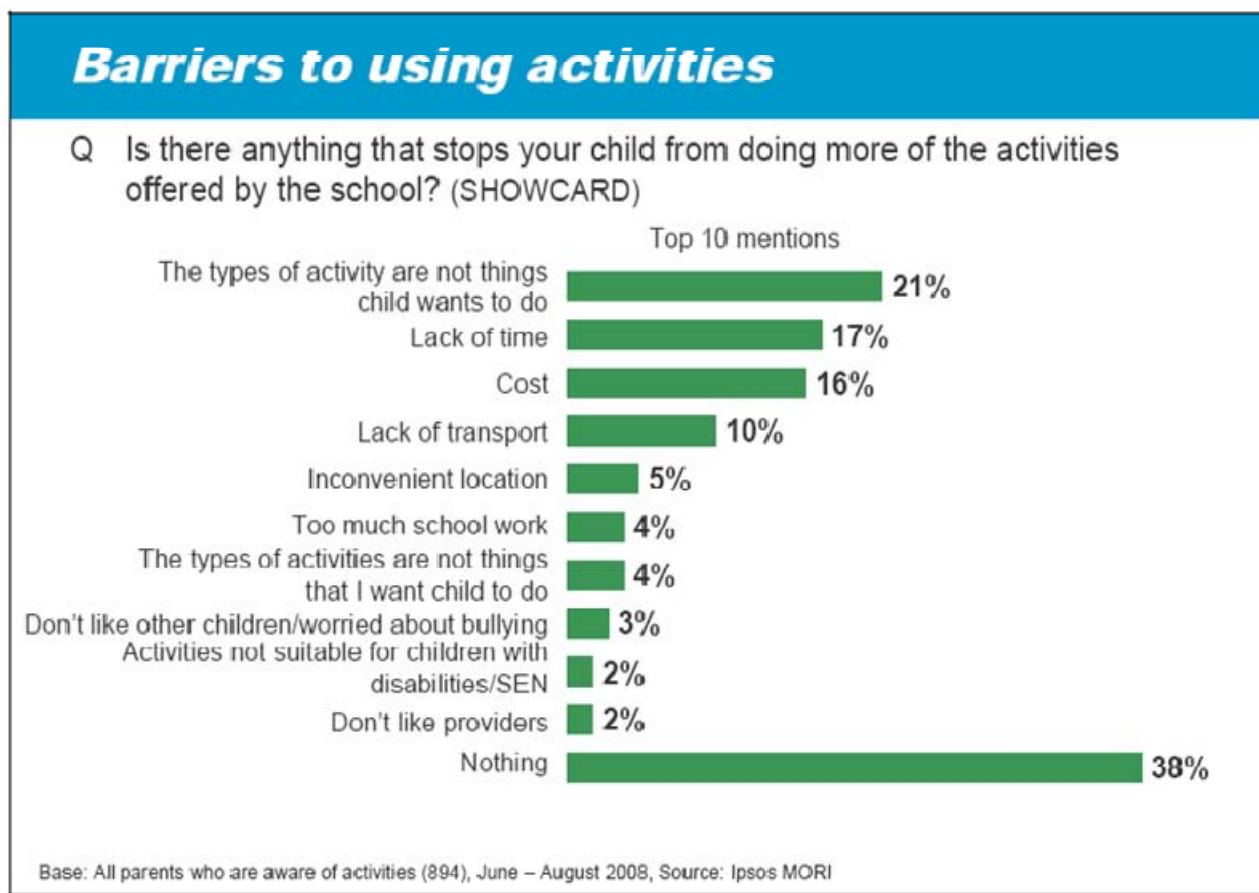
Source: Training and Development Agency, What Are Extended Services? (2009).

**Figure G: Community Youth Tutors Location in Schools.**

<b>Community Youth Tutors' Location</b>  <b>MARCH 2010</b>					
Anglely School	Anglely Road	Cranbrook	Kent	TN17 2PJ	Sarah Gaunt
Castle Community School	Mill Road	Deal	Kent	CT14 9BD	Helen Parkhurst
Herne Bay High School	Bullockstone Road	Herne Bay	Kent	CT6 7NS	Rob Buchanan
Ridgeway Special School		Tonbridge	Kent		Esther Leigh
Malling School	Beech Road	East Malling		ME19 6DH	Nick Congleton
Marlowe Academy	Stirling Way	Ramsgate	Kent	CT12 6NB	Matthew Bentley
Spires Academy	Bredlands Lane	Sturry, Canterbury	Kent	CT2 0HD	Mandy Butcher
New Line Learning Academy	Sutton Road	Maidstone	Kent	ME15 9DT	Jonathan Arundel
Oakley Special School	Pembury Road	Tunbridge Wells	Kent	TN2 4NE	Philippa Bernstein
Sandwich Technology School	Deal Road	Sandwich	Kent	CT13 0BU	Jayne Russell
Sittingbourne Community College	Swanstree Avenue	Sittingbourne	Kent	ME10 4NL	Tom Kellett
Thamesview School	Thong Lane	Gravesend	Kent	DA12 4LF	Penny Stotesbury
The Canterbury Campus	Knight Avenue	Canterbury	Kent	CT2 8QA	Dominic Meehan
The Towers School	Faversham Road	Kennington, Ashford	Kent	TN24 9AL	Marie Boniface
Valley Park Community School	Huntsmans Lane	Maidstone	Kent	ME14 5DT	Nicola Bowden
Folkestone Academy	Academy Lane	Folkestone	Kent	CT19 5FP	Liz Carey
Sheppey Academy	Minster Road	Minster on Sea	Kent	ME12 3JQ	Vacancy

**Source: Kent County Council, Extended Services Select Committee, 23 April 2010.**

**Figure H: Barriers to Using Activities.**



Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).

**Figure I: Barriers to Developing and Delivering Extended Services to Meet Needs.**

<b>Barriers to developing and delivering extended services to meet needs</b>	
	(n=1,500)
	%
Funding	63%
Lack of available facilities or places	23%
Lack of specialist staff or lack of commitment from existing staff	23%
Lack of interest from parents	19%
Time constraints	18%
Transport issues	15%
Working with other organisations and schools	4%
Administrative issues (paperwork, rules and regulations, legal concerns and bureaucracy)	4%
Lack of interest from pupils	3%
Lack of interest from the general public	3%
Manpower / resources	3%
Lack of space	3%
Engaging with hard to reach / disadvantaged families	2%
Lack of demand	2%
Lack of communication	2%

Base: All schools (1,500)

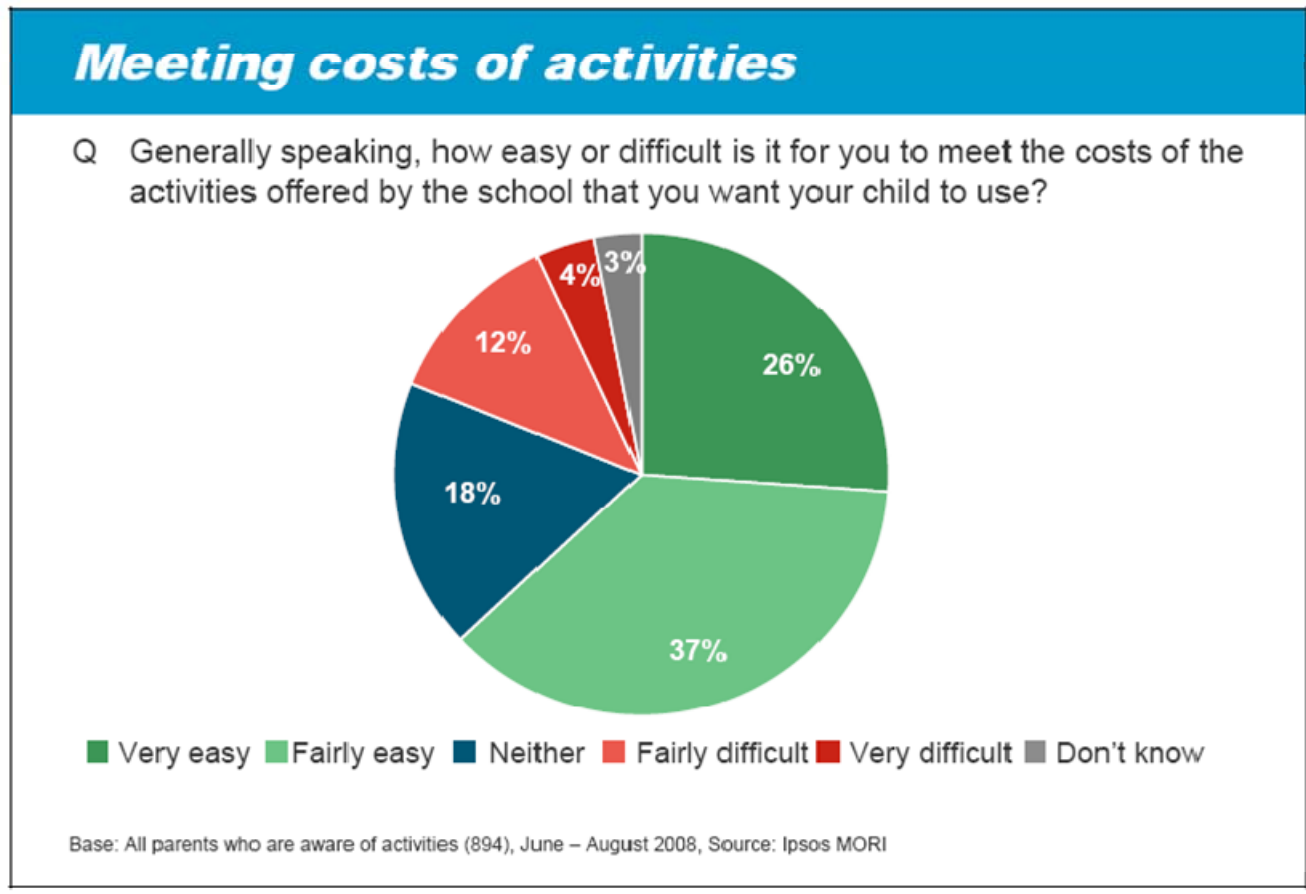
**Source: Department of Education, Extended Services Evaluation: End of Year One Report (2010).**

**Figure J: Summary of the National Funding Available for Extended Services, from 2008 to 2011.**

<b>Extended Schools Total Funding 2008-2011</b>	<b>2008-09 (£m)</b>	<b>2009-10 (£m)</b>	<b>2010-11 (£m)</b>	<b>Total CSR Period (£m)</b>
Start Up (through Area Based Grant)	165	172	71	408
Sustainability (through Standards Fund)	40	100	155	295
Extended Schools Subsidy (through Standards Fund)	8.5	40	167	215.5*
Academic-Focused Study Support (through National Challenge and Standards Fund)	0	84	83	167**
<b>Total Extended Schools Revenue</b>	<b>213.5</b>	<b>396</b>	<b>476</b>	<b>1,085.5</b>
Extended Schools Capital	84	89	46	219
<b>Total Extended Schools Revenue and Capital</b>	<b>297.5</b>	<b>485</b>	<b>522</b>	<b>1,304.5</b>

Source: DCSF, Guidance for Local Authorities and Schools (2009).

**Figure K: Meeting Costs of Activities.**



Source: DCSF and Ipsos MORI, Extended Schools Survey of Schools, Pupils and Parents: A Quantitative Study of Perceptions and Usage of Extended Services in Schools (2009).

**Figure L: Number of Centres with QiSS and QES Recognition in Kent, by District, June 2010.**

<b>Kent Region</b>	<b>QiSS</b>			<b>QES</b>			<b>Total</b>
	Emerged	Established	Advanced	Emerged	Established	Advanced	
Ashford	2	1	0	2	0	1	<b>6</b>
Canterbury	4	1	0	7	4	1	<b>17</b>
Dartford	4	3	0	6	1	0	<b>14</b>
Dover	5	0	1	45	4	4	<b>59</b>
Gravesham	0	2	0	3	0	1	<b>6</b>
Maidstone	6	2	1	32	0	0	<b>41</b>
Sevenoaks	5	2	0	1	0	0	<b>8</b>
Shepway	0	0	0	0	0	0	<b>0</b>
Swale	1	0	0	0	0	1	<b>2</b>
Thanet	13	0	0	6	1	0	<b>20</b>
Tonbridge and Malling	5	0	0	4	0	0	<b>9</b>
Tunbridge Wells	4	1	0	2	0	0	<b>7</b>
<b>Total</b>	<b>49</b>	<b>12</b>	<b>2</b>	<b>108</b>	<b>10</b>	<b>8</b>	<b>189</b>

**Source: Canterbury Christ Church University, Quality in Study Support and Extended Services: Impact of QiSS and QES in Kent (2010).**



## **Appendix 4**

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### **Provision of Activities for Young People Report (2009)**

#### **Recommendations**

##### **Recommendation 1**

That, as part of the comprehensive review of community library services, Libraries and Archives consider the role of mobile libraries as a means of engaging more young people in positive activities, and whether a change of timetable is a practical way of facilitating this.

##### **Recommendation 2**

That KCC particularly through the Kent Youth Service and Extended Services continue to encourage and support schools in their efforts to develop extended services that complement and supplement those already available in their local communities as an essential part of Integrated Youth Support in Kent.

To facilitate this, the Extended Services Team should explore how available funding could be utilised to ensure that schools are supported in their efforts to develop up to and beyond the core level of extended services by, for example:

- making extended school co-ordinators or community youth tutors available in more schools
- with colleagues in the Youth Service, developing expertise among School Governors and Head Teachers by providing training/presentations on extended service development and community engagement
- ensuring that information about extended services within Local Children's Services Partnerships (LCSPs) is gathered, recorded and made available to the public through various media (as outlined elsewhere in this report) and taken into account as an integral part of the Youth Strategy in every district
- with Youth Service Colleagues, encouraging and assisting schools to ensure there is effective and ongoing consultation with local communities (beyond the immediate school population) about the development of extended services
- ensuring that the allocation and distribution of funding for extended services (routed LCSPs) is clearly recorded and made available to assist with planning for service provision within local communities.

### **Recommendation 3**

**That KCC together with district and borough councils should:**

- a. proactively engage with rail travel providers in Kent to determine the feasibility, cost and business benefits of incorporating off-peak rail travel into the Freedom Pass to enable more young people to make use of existing activities and facilities.**
- b. proactively engage with bus travel providers to determine the feasibility, cost and business benefits of adding integrated (perhaps specific nights of the week) later bus services to enable more young people to make use of existing activities and facilities.**
- c. consider the benefits and potential cost savings of combining the Freedom Pass with any (future planned) Leisure Card and for example, Library card. This should be considered alongside the concept of rewards for positive activities (e.g. encouraging use of healthy activities).**

### **Recommendation 4**

- a. That to fully utilise available transport KCC directorates should cooperate to produce a register of passenger carrying vehicles (minibuses) that could potentially be shared with the youth service and/or voluntary sector organisations for individual trips or on a more regular basis and that guidelines be produced for the use of such vehicles.**
- b. That the Youth Service liaise with the Rural Regeneration Officer to determine whether links could be made to existing community transport schemes to provide assistance with transporting young people to leisure activities, or to investigate whether any joint funding arrangements could be of benefit.**
- c. That there be a drive to recruit certified PC V drivers employed by KCC and partner organisations in Kent to register for occasional voluntary driving duties (subject to satisfactory CRB disclosure being in place) to assist the Youth Service's provision of sports/leisure activities to young people. Once established the Youth Service should assess the viability of extending the scheme to include affiliated and non-affiliated voluntary organisations.**

### **Recommendation 5**

**That the Youth Service and in particular the Diversity Team should liaise with the Analysis and Information Team to determine how Mosaic could enhance their work in terms of community profiling and targeting information. That the Analysis and Information Team determine whether Mosaic could incorporate data on Traveller communities.**

### **Recommendation 6**

That KCC (Youth Service and others) should work with district partners including those in the voluntary and community sector to build upon the success of events such as Gifted Young Gravesham, those organised by Blade and Youth of Generation and explore opportunities to hold similar events elsewhere in the county.

### **Recommendation 7**

That KCC adopts a policy of promoting positive language, perceptions and expectations of young people in all KCC publications and communications and encourages and engages with partners and the media to further this aim.

### **Recommendation 8**

- a. That meetings which are to involve young people are planned and structured in a young person-friendly format.
- b. That Youth Advisory Groups focus on strategic planning in their districts and extend invitations to, and renews efforts to engage, private and voluntary sector facility and activity providers as well as potential funders, in order to create opportunities for mutually beneficial discussions at YAG meetings.
- c. That KCC Members be encouraged to contribute towards local young people's transport funds from Members' Community Grants (and other available sources) to finance organised trips for young people from their local area, focusing on those who attend youth groups and projects.

### **Recommendation 9**

- a. That projects with an intergenerational theme should receive a high priority in decisions about funding in Kent in order to break down barriers and build community cohesion.
- b. That KCC should consider how intergenerational activity could be supported in other ways such as through the Staff Club and Staff Discount schemes.

### **Recommendation 10**

That there should be increased opportunities for well motivated young people to shadow community leaders in order for them to gain experience of political life and leadership and that Members of Kent County Council should take a lead in facilitating this.

### **Recommendation 11**

**That Kent TV continues to provide young people with the opportunity to broadcast their interests and concerns and gain experience of TV and film production through the apprenticeship programme and the development of a dedicated broadcasting unit.**

### **Recommendation 12**

**a. Development of Togogo could include:**

- **Clear links to leisure listings for specific areas of interest such as cycling, parks, sports**
- **Times dates of meetings/venue contacts**
- **How to contact local Kent Youth County Councillor and Local Members of the County Council (by postcode look-up)**
- **The facility to vote on youth-related proposals**
- **Continually providing the opportunity for and proactively seeking out private and voluntary providers to invite listing**
- **Interactive local maps showing private/voluntary/LA provision**
- **Requesting that schools signpost Togogo on pupil VLEs (virtual learning environments screensaver and enabled in favourite sites) thus reaching every schoolchild**
- **Advertising Togogo on the Freedom Pass/Kent Travel Card/Library Card**
- **Allowing additional and selected advertising on the website (directly leisure related) to generate revenue and show discount offers.**
- **Liaising with the Children's Disability Register co-ordinator to ensure that views and experience of disabled young people and their families help to make the site informative and relevant.**

**b. Following an initial reluctance by young people to engage with Togogo its effectiveness in reaching a range of young people from different areas and backgrounds should be measured before and after development of the site by using Mosaic to analyse users registering on the site with a postcode.**

### **Recommendation 13**

That KCC Innovations Team works with young people, supported by professional advisers to produce a policy and guidelines for the safe use of social networking sites (Facebook, Bebo etc) by young people, and that KCC work towards developing protocols for effective and appropriate use of social networking sites by youth work practitioners, other KCC staff and Members as well as members of Kent Youth County Council.

### **Recommendation 14**

That KCC should investigate the implementation of an SMS texting service to notify young people of discounts and offers of free access to leisure activities.

### **Recommendation 15**

That KCC should consider providing support to Oi! (provided there is a sustainable business plan) to enable more young people to benefit from the work experience and personal development it offers and for the magazine to reach and involve a greater number of young people across the county. This support might take the form of a regular advertising slot paid for by the Kent Youth Service and other directorates/service (particularly CFE Extended Services) to: publicise activities and the availability of other local youth provision, and get across important messages e.g. links to advice on internet safety.

### **Recommendation 16**

That the Youth Service increases its engagement with the diverse range of services provided by the voluntary and community sector to ensure that the contribution of this sector can be fully acknowledged, mapped and taken into account in planning positive activities within an area.

### **Recommendation 17**

That KCC, with its partners, considers how to increase the proportion of activities, as well as information advice and guidance, provided to young people in young-person centred surroundings, in locations accessible during evenings/weekends.



## Appendix 5

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### Extended Services in Kent Schools – Survey Analysis

#### August 2010

The Extended Services Select Committee is currently undertaking a review of extended services in Kent schools.

As part of the process, schools were invited via the schools e-bulletin to complete a short survey (attached). The aim of the survey was to give schools that had not already been consulted by the Select Committee an opportunity to share their views and help to inform the future shape and planning of extended services in Kent.

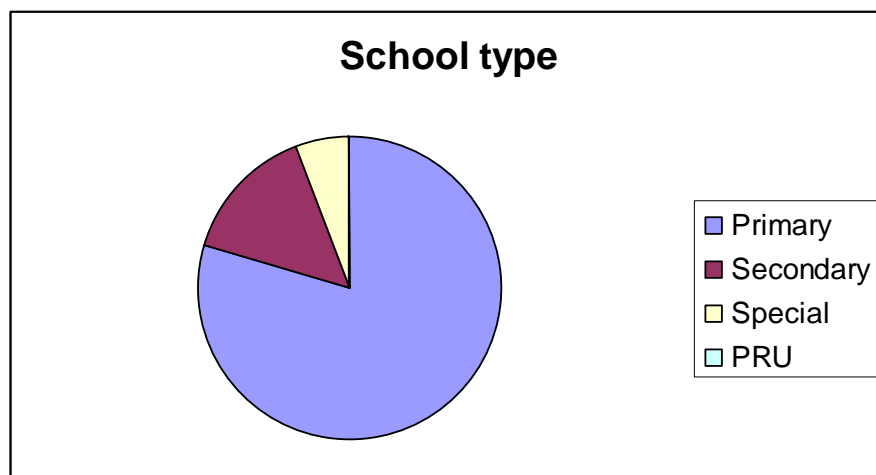
The survey was open from 29 June to 20 July 2010.

Summary analysis can be found below:

#### 1 Total number of responses

34

#### 2 Total number of responses by school type:



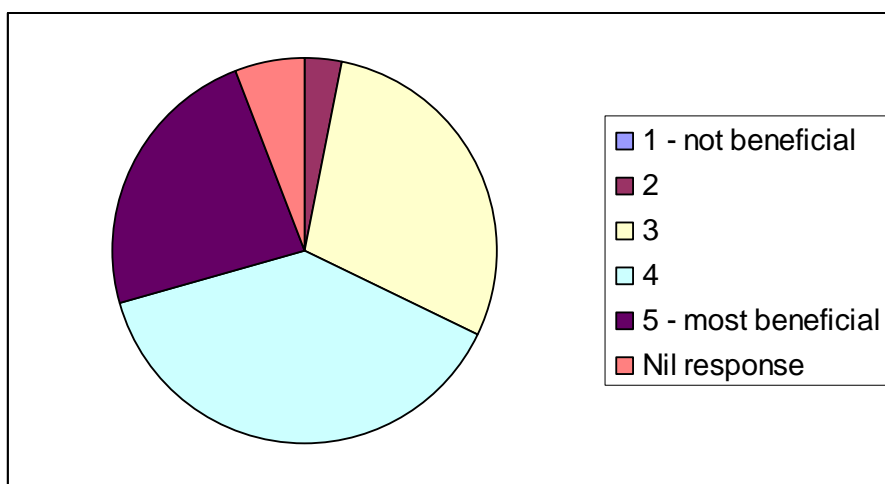
Primary	27
Secondary	5
Special	2
PRU	0

### 3 Position of person completing survey

Headteacher	20
Deputy Headteacher	4
Key Stage Leader	0
Subject Leader	1
Class Teacher	0
Admin/Support	3
Teaching Assistant	0
Other	6

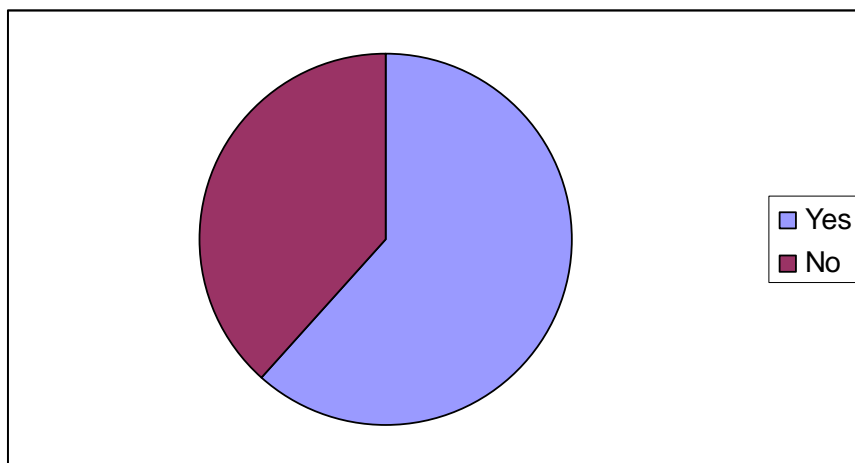
*'Other' positions were listed as follows:* Extended Schools Manager; Business Manager; Pastoral Team Manager; Family Liaison Officer; Assistant Head Teacher; School Manager.

### 4 In your view, does the provision of extended services help to improve educational attainment? (Please rate 1-5, where 1 is not beneficial and 5 is highly beneficial)



1 - not beneficial	0
2	1
3	10
4	13
5 - most beneficial	8
Nil response	2

## 5 Does your school offer activities for the local community?



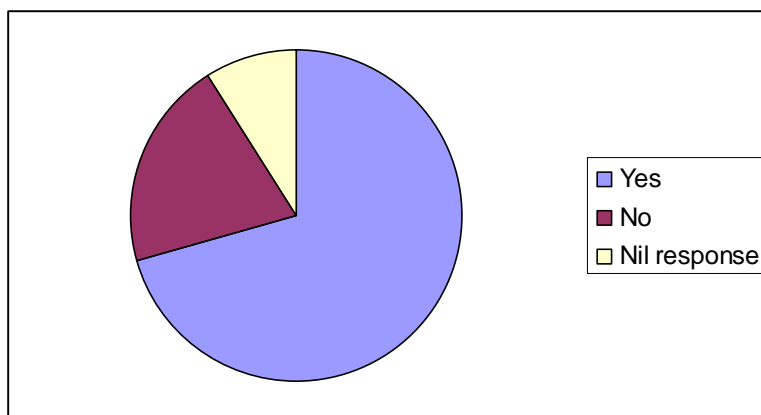
Yes	21
No	13

### Additional comments from individual schools:

- a) No - the village has many facilities for lettings and so there is not a demand on our building. We run our own learning/support events but have a policy of 'no lettings' for a good number of reasons
- b) No - These are planned to start in the next academic year (activities for local community)
- c) No - We did have an access point to KCC libraries however, demand could not sustain it
- d) No – because of site and space difficulties and rural isolation
- e) Yes - Sports Activities, Kent Children's University. Have hosted district wide events
- f) Yes - Internet and e-safety training
- g) Yes - we have just started with a Year 10 community group. Other opportunities will hopefully come on line after BSF??
- h) Craft club
- i) Occasional use by local youth theatre and local youth football team. Lettings policy makes premises available
- j) Our facilities are used by the community by using the school for clubs and parties
- k) Toddler group is available to the local community. Most of the extended school groups that FLO runs are accessed by all other parents and children of other schools. We have a large community room that is used by community groups evenings and weekends to run groups and activities, I.E. dance, Judo etc. Other professionals have also used our facilities for courses/groups and workshops
- l) Adult Ed (inc for EAL), Housing Clinic, Volunteer Creche, Slimming Club. We host a church each week
- m) Housing officer, school nurse and physiotherapy
- n) SureStart parenting classes with a crèche - on a weekly basis during school hours, run by SureStart
- o) Allotment
- p) Football pitches, hall is used for a playgroup, hall is used by Ditton Minors FC
- q) We are keen to offer activities for the community. In the past these have included the letting of premises, coffee mornings and including other local schools in activities we hold
- r) Line dancing club, PCC meetings

- s) Minimal at present but have a longer term plan.
- t) Bingo /race nights by PTFA, family learning
- u) Sports Centre and Complex, Arts Complex, meetings venue
- v) Drama events, Music events, Primary Maths and ICT, Adult Maths and ICT classes, parent forum
- w) Bingo, belly dancing, Pre school (Tots of the Manor) are all weekly activities that parents and other members of the community can take part in
- x) Community groups e.g. slimming clubs, karate clubs, football etc use our facilities on a rental basis

**6 In your view, are there any groups of people in the local community who find it particularly difficult to access extended services?**



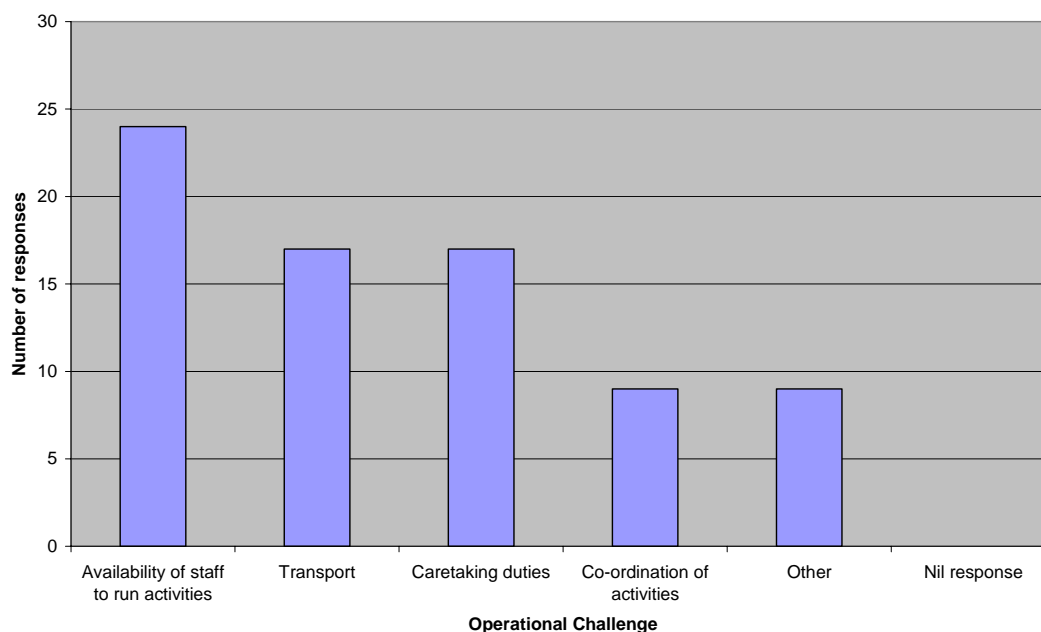
Yes	24
No	7
Nil response	3

**Additional comments from individual schools:**

- a) Those without transport
- b) Older members of the community with no transport. x is a large village and some people live a distance from the school
- c) Young families and the elderly
- d) Those parents who are not on benefits and strictly do not qualify for Your Choice funding
- e) People who are afraid or wary of authority
- f) Our 'Hard to reach' families who are generally vulnerable people with low incomes or on benefits are the group who do not easily access Extended Services. Partly this is due to finance, although we have persuaded some to use Your Choice funding - not all will. Often this is due to a lack of interest on the part of the parents. It is also due to poor communication between them and the school - relationships can be strained
- g) Families without transport /limited public transport makes signposting to other centres difficult to access
- h) Those living in rural locations; those with English as an additional language
- i) Low income families; families with low aspirations and motivation; disabled people
- j) Those with low reading ability
- k) Our own families as their experience in the past has often been negative
- l) There is a local need for further activities outside of the school day and during holidays for young people age 10-16
- m) People who are not keen on authority or schools through their own poor experiences
- n) Single parents
- o) Elderly - buses are once an hour, train station not near. We would like to provide some services for them but unsure how to contact direct to ask what they would like
- p) x is a rural school with isolated far flung catchment area - transportation is the biggest problem restricting participation
- q) Those who are house bound and unable to gain access to information. Those who do not drive or have access to transport and those who work outside of the area, and have little or nothing to do with the school environment

- r) Very little holiday provision, or consistent provision from school time until 6pm
- s) There must be because we have sets of parents that do not turn up to any parents' evenings throughout their child's education with us
- t) Members of the local community who are not aware of the services we provide
- u) Lack of access to transport, cost of public transport and exaggerated view/opinions re community safety
- v) Nepalese and Muslim communities
- w) Communication skills are an issue within some parts of the local community. We now send out community newsletters, texts and have messages across the bottom of our TV screens
- x) Some of our most vulnerable children, who would benefit from extended schools do not, as their parents do not take up options offered e.g. Your Choice funding etc

## 7 Are there any operational challenges for the school when providing extended services?



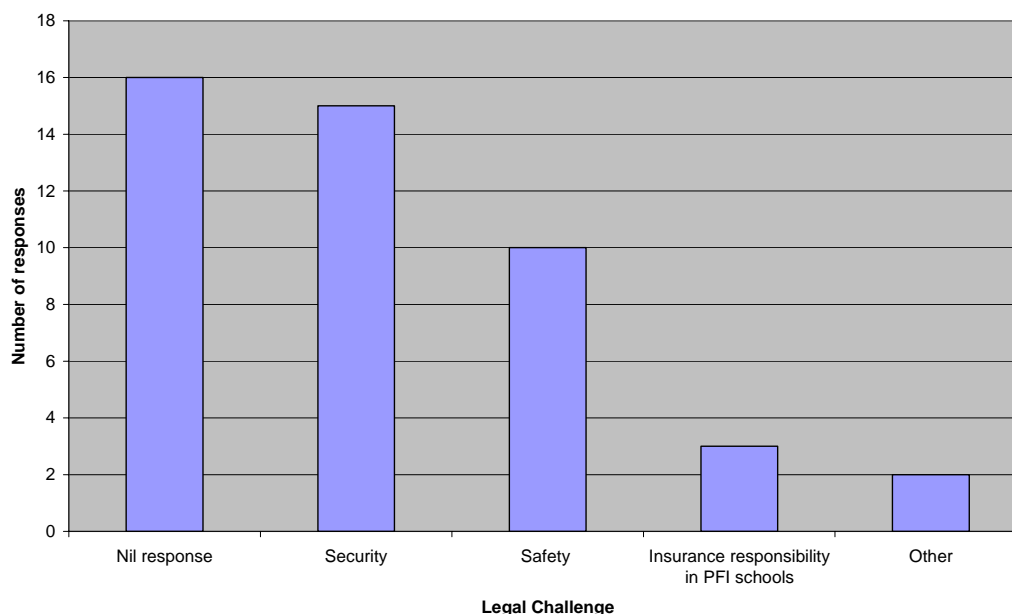
Availability of staff to run activities	24
Transport	17
Caretaking duties	17
Co-ordination of activities	9
Other	9
Nil response	0

### Additional comments from individual schools:

- a) Majority of pupils attending our school come on school transport and therefore it is difficult for parents to pick up their children (special school)
- b) Transport - Minibus driving is always a difficulty, especially with qualifications for driving and therefore the availability of drivers.  
Staff - Many staff are committed, but it is always the same old faces and give up their time free.  
Co-ordination - co-ordination of activities between schools and as a cluster with local managers being made redundant  
Caretaker - We have employed an additional caretaker/facility manager for evenings and weekend work, problems such as lone working are an issue
- c) Size of building
- d) We now provide transport on certain days of the week but this is expensive and difficult to manage at times
- e) Difficulty in moving children around Dover; time for staff
- f) From Sept. there will be more than 4 children who want to go to the after-school club at x. I provide the transport & I am not sure if I am willing to make 2 trips - this will take about 1/2 hour and I then have to return school to finish work. For the £2 per day petrol money I receive I feel it is not worth the hassle
- g) Cost of transport if needed. Also school staff already work long hours – to then to ask them to work on Saturdays or holidays is a big ask
- h) Sharing of resources puts pressures on facilitators

- i) There is a huge amount of work for schools in setting up these activities successfully and all the responsibility, in spite of assurances that schools would not be given extra work. I would rather concentrate more effort on education and let other people manage extended services. (I would consider breakfast club, lunchtime and after school clubs as part of school provision and can see a real need for these to be subsidised: high numbers of trips and visits for families take too much toll on school staff)
- j) School site is open from 8am-6pm, no caretaker after this unless can pay overtime. Transport as above. In-school staff have meetings almost every night now so need to ask other people to run courses
- k) Staff already involved in after school clubs. These, plus staff meetings and PTFA events, are time consuming enough
- l) I have found that transport can be a difficulty, especially when providing a service for those who live outside of the village. Running of the activities can cause difficulty. However as a team we recognise the importance of sharing the work load
- m) School layout - security implications. Suitable space/facilities.
- n) We are aiming to build a purpose built space for wraparound care
- o) Lack of services
- p) Lack of funding
- q) Identifying funding streams to support our aim to provide a high quality service can be time consuming and not always rewarding!
- r) As a small rural school we need to ensure that we are not in competition with the village hall where a range of activities take place.
- s) Attracting the families who would most benefit.
- t) You cannot please everyone all of the time and this makes it difficult to make activities financially sustainable. We consult families and run trials of events in order to establish real needs. Staff are already overstretched and so we have to carefully consider all activities in that light.

## 8 Are there any legal challenges when offering extended services to the local community?

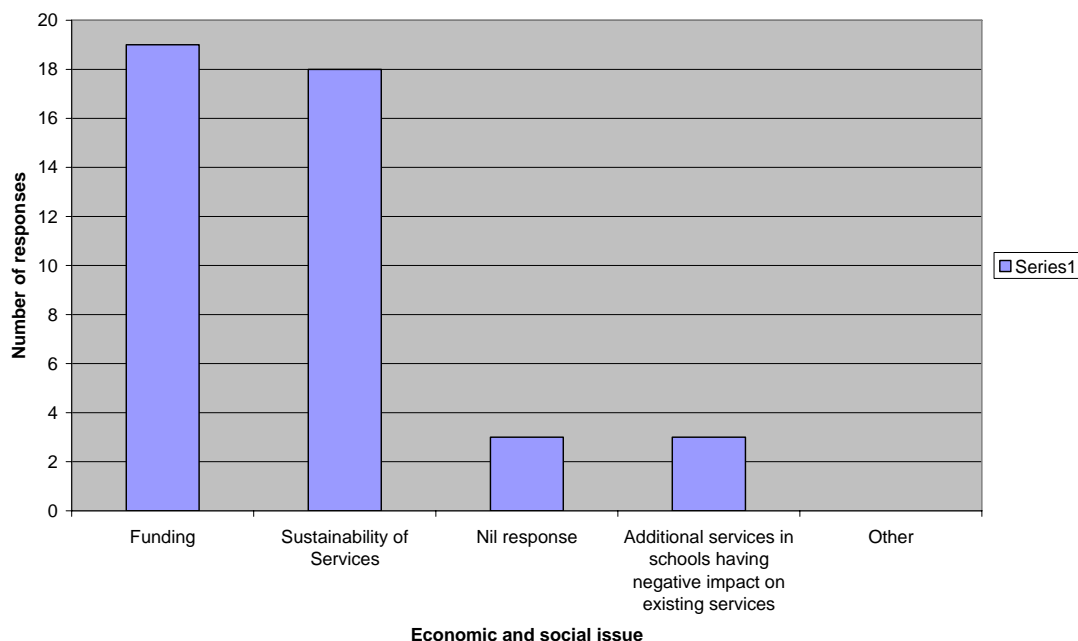


Nil response	16
Security	15
Safety	10
Insurance responsibility in PFI schools	3
Other	2

### Additional comments from individual schools:

- We do have challenging behaviours and therefore safety for all is essential but to achieve this we need a high staffing ratio
- Safety - lone working of caretaker is an issue. Security - site being open until 10pm is a worry. Other - safeguarding, especially through 3rd party users and school's responsibility
- We do not have facilities for opening and closing - no lettings policy
- H&S risk assessment forms are time consuming and off putting
- Access to the building without jeopardising security. Access to computer network system with appropriate filtering
- Very large site. Unsure about insurances
- CRB checks, and use of facilities such as loos and kitchens which are shared with children
- Risk averse culture we are currently in. Ridiculous regulations/restrictions and cost of safety and security issues. Too restrictive safeguarding issues.
- Our SLA agreement is in place to ensure that issues do not arise.
- Regulations can be prohibitive - e.g. there is a real desire for our swimming pools to be used more often and for more than just formal teaching of the children. Regulations prevent this.

## 9 Are there economic and social issues for your school in relation to extended services?



Funding	19
Sustainability of Services	18
Nil response	3
Additional services in schools having negative impact on existing services	3
Other	0

### Additional comments from individual schools:

- Without funding it will be impossible to run the after school clubs
- Sustainability is an issue, with reduced funding our provision will be limited
- Do not have volume of demand to sustain services on site but we value the extended services to which we can direct the few pupils who need them
- When we were planning a breakfast club, this put Kinder's breakfast club at risk of closing. Instead, Kinder have moved their club to our school building.
- We will wait and see whether funding dries up in the next year as a result of economic pressures
- Funding additional hours for staff
- Funding needed to employ staff to run activities. Some privately run groups have expressed interest but cannot afford to rent the premises.
- Attracting and keeping providers such as adult education.
- x services a community of high deprivation and therefore funding is vitally important to be able to offer extended services. Many of our families could not pay for activities/courses/workshops and these are often the families that we need to reach.
- To fund continuation of services, parents engaged and then funding ceases
- There is talk at the playground gate, and a lot of dissatisfaction from parents who hear others boasting that they don't have to pay for extended (and other) services. We have spoken with parents about confidentiality, but there are concerns about funding for extended services and this has caused bad feeling at our school - not

community cohesion. This was made apparent in a questionnaire response received in school. We heavily subsidise Breakfast club and at present charge nothing for after school clubs.

l) No spare funding for new extended opportunities

m) ESCO post may go - then the provision will grind to a halt. Schools have too many other demands on their time

n) Schools cannot afford to run services at a loss - equally parents are not keen to pay.

o) Funding will always be a difficulty. However, more recently funding is extremely hard to come by. Yet this can only make us more creative in the ways we provide extended services!

p) There is currently no budget for Extended Services within the school. The activities we run are either free or money has been used from the 'Find your Talent allocation'

q) We would love to run more parent courses, have space for parent support meetings, provide more clubs from outside providers and subsidise them to all. We do suffer from a severe lack of space in our building which is an issue we could overcome if we could fund hiring the hall next door, providing a crèche facility etc.

r) Small school budget and rural position

**10 In your opinion, in what ways can Kent County Council, together with school and other providers, ensure the sustainability of extended services in the future?**

- a) Continue funding of extended schools managers. These have been overwhelmingly successful in co-ordinating services, and ensuring sustainability and development
- b) Funding provided - it will be essential to continue the good clubs already started
- c) Cluster managers are essential to the sustainability of extended services, without a strategic approach the extended schools agenda will fall off the agenda
- d) Making sure full information reaches all interested parties
- e) Designate different schools in a partnership to provide different activities so that there is availability throughout the area but not too high a burden on one school and not over provision of one type of service
- f) Continued funding for paying people to run the activities, and the caretaking services.
- g) The concept is well established now. Don't waste money on centralised co-ordination but delegate to schools to use on services based on what is currently on offer in schools.
- h) Follow the dover model
- i) Training. Transport is an issue in a small rural school, so some support for our school to transport children at the end of the day to the after school club.
- j) Provide support and opportunity to access sustainability or development funding if required
- k) Maintain the funding
- l) Ensure that funding and support are continued. We all need to be aware of the importance of extended schools in reaching the families that need our support and assistance.
- m) Sustainability funding (usually only needed for 3 month periods)
- n) Promote in local areas funding streams and easy route to access these
- o) I am not sure if, in the current economic climate, this is something that should be high priority for education funds.
- p) Source cheap quality providers for a range of services that parents will be prepared to contribute to. Secured funding for set periods of time.
- q) Fund ESCO posts
- r) Difficult - but funding. As schools budgets become even more tight schools have to look very carefully at all funding.
- s) Support for providers who offer the extended services and ensure that there is consistent coordination to avoid duplication or wastage of precious funds
- t) Try to centralise a booklet about what is going on in all schools, so that we can try and offer different things, or the same things at different times. Some cohesion to it.
- u) Funding guarantee for a number of years.
- v) All available funding devolved to schools, Extended Schools co-ordinator posts are a waste of money. Schools should be responsible for delivering services under Ofsted inclusion/social cohesion criteria.
- w) More easily available funding so I can pay people to deliver programmes
- x) Provide more money for schools for Extended Schools.  
Schools to be encouraged to work together to offer Extended Schools activities. The current meetings are very useful for sharing good practice
- y) Continue to keep a 'registered' group of providers that can be contacted and trusted to provide a high quality service. Hopefully continue with the 'Your Choice' funding.

z) We need to have funding to help us. Trying to target families who need this most is very time consuming and at present schools are having to provide the personnel to do this.

A1) Funding is a really big issue obviously. Schools also need, to a certain extent, to be given a proven package - overstretched staff are more likely to run with an idea if it is 'ready to go'. I realise that one size does not fit all and that this method might do away with spontaneity, but it gives a start. Sustainability for me is about ensuring the resources are there - money & staff capacity.

B1) Fund them

**11 In your view, in what ways, if any, can Kent County Council, schools and external partners improve the general provision of extended services?**

- a) Continue to fund extended services managers as detailed above.
- b) Maybe have provision for children with learning difficulties
- c) A co-ordinated approach, working together will benefit the provision
- d) Impressed by services already offered.
- e) Specific co-ordination
- f) The main issues for schools like ours is the distance that some pupils travel. They often find it difficult to access services in their own areas due to issues raised above. I think you will find that some sort of rationalisation could be achieved because there is bound to be duplication and wastage; however co-ordination would also cost a great deal!
- g) Seek put more funding more funding to extend and improve the accommodation.
- h) Work together so we are not providing the same things but maximise resources.
- i) Continue to role of ESCO please. As FLO I am extremely busy in school and there are many tasks I perform, extended schools being only one of them. Therefore working together with the ESCO is essential to ensure all the services continue to be available to the schools as a community.
- k) Give a list of approved providers for a variety of extended service activities
- l) Our local meetings with the extended services team have been extremely valuable, comparing and contrasting with other schools, and meeting external service providers. I understand that it is possible this will not continue after the next school year. These meetings have been excellent in raising our understanding of and promoting external services.
- m) See the gaps and make recommendations to schools in particular areas - marry up schools with practitioners.
- n) Having a person to oversee the extended services throughout an area who has a big picture of what is available, what is needed and is able to bid for funding from other sources.
- o) School facilities made available.
- p) Work together to offer an extended school provision across the cluster of schools
- q) Put schools i touch with external providers as most schools already run as many after school activities as they can manage. These external providers need to be aware that many parents are unable or unwilling to pay for these services, so how can this major problem be overcome? Can KCC help?
- r) Consistency of availability of advisors, courses, activity ideas. More money in schools specifically for Extended Services, which we could spend to suit our families' needs - buying in services, hall hire, staffing, resources...
- s) Work in the excellent way SSCO model did and expand it

## 12 Please outline the Extended Services your school offers:

Before and After school care, and sports and leisure activities, access to holiday activities, support, advice and course for parents. for parents. Also district wide activities such as SSCO, Pass The Passion etc.
Multi Disciplinary Services, After Schools Clubs
<p>Hub of the Community - Castle is at the heart of the community and hosts Deal Adult Education Centre, Treetops Nursery and Deal Town Rangers FC. The astro turf facility, built for the benefit of the community hosts over 600 users per week.</p> <p>Specialist Sports College Status - this specialist status is an outstanding feature of the school's achievements. As hub site for the Dover District School Sport Partnership, sport is a driving force for improvement both within the school, in partner schools and in the wider community. External bodies such as Vista Leisure, Active Dover, Primary Care Trust, Youth Sport Trust and local sports clubs are regular partners and encourage adults and young people of all ages to be active and adopt responsible lifestyle choices.</p> <p>Extended School - Castle is an Advanced Extended School, which was awarded through the work of the MIDES (Middle Deal Extended Schools) committee. The group consisting of Castle and two primary schools, Warden House and Hornbeam have worked together for five years introducing a Transition project, extra sporting activities and organising numerous festivals, events and holiday activities. MIDES has also influenced the development of the Dover Extended Services (DES), which uses MIDES as a model of good practice.</p> <p>Parents &amp; Carers - these links are strong and we actively seek to find further opportunities to develop these whenever possible. Engagement through Parent Evenings, parent and child courses, Parents Council meetings, newsletters, Studywiz, e-safety and family liaison work are all positive features of college life. Family learning opportunities, e.g. Eat Well Summer School was a huge success, giving families the opportunity to learn together and practice new cooking skills.</p> <p>International Relationships - the College has many links with schools and communities in South Africa, Zambia, France &amp; Germany; activities and trips are often completed using these relationships. .</p> <p>Community Links - the college has many links with a number of community based establishments e.g. Deal Town Council, Linwood Youth Club, Deal Neighbourhood Forum and multi-agency groups such as NHS, Social Services and CAMHS. These links encourage pupils to make a positive contribution to the school and the local community e.g. School Council and Dover Democracy Day.</p>
Signposting
Breakfast club, after school club, numerous sports clubs and after school activities for children from the school. Very popular Eco club. Parent training sessions in reading support, maths support and general parenting issues. Family liaison meetings, parents forum, e-safety training.
<p>Breakfast club</p> <p>After school club</p> <p>Holiday sessions for Y5 (Summer)</p> <p>After school clubs for pupils</p>
<p>-After school clubs 5 nights a week catering for over 150 places a week</p> <p>-Parent support groups on a regular basis including family weekend outings and training</p> <p>-Holiday clubs currently 15 days a year for 30 pupils a day</p>

-increasing number of support agents
ASC community activities holiday club
Breakfast Club Signposting to an after school club close to the school.
We provide transport to the other school in the village (Smeeth CP School) who run an after-school club. We do not have enough children to run a club ourselves.
Breakfast Club After School and holiday club Adult Learning
Breakfast Club After School Care Club (Kent Play Clubs) Parent Learning Use of facilities by childrens centre
School is part of Quartet and so offers a huge range of activities plus breakfast club and school after school clubs. We have healthy walks and mother and toddlers. We have groups for parents for cookery, parenting, literacy, ICT and numeracy.
Breakfast Club, various after school clubs, family ctivities/workshops/outings, parental courses/workshops, parent/carer and Toddler group, adult education courses, Summer Playscheme, information evenings re external services/provision/activities, transition events, Fun days, discos
FLO - Speakeasy Courses other Adult ed oportunities when demand is enough Breakfast Club Afterschool Club Range of after school activities
Breakfast CLub After School CLub Extra-curricular clubs Holiday provision with partners
Family Learning, Breakfast Club, Afterschool Club, Adult Education, English for EAL parents, Healthy Easting, Change 4 Life, Speakeasy, Craft ed, Solihull Parenting, pamper sessions for parents, Salsa for parents, coffee mornings, parents and toddlers, school nurse, housing, debt management, physio team
Clubs (staff and outside providers) Breakfast club Lunchtime clubs Art workshops One off activities (eg go karting)
Parent groups Craft workshops Walks
Trampoline club Drama club
At Lenham we are able to offer a varied range of before and after school clubs and activities. We host a successful breakfast club and a varying range of after school clubs. The school hosts weekend and holiday family learning events. We also encourage a close partnership with the local community, community warden and adjoining Lenham Nursery.
We offer a range of lunch time and after school clubs.

<p>We sign post other services such as child care/advice, and have two external after school clubs who bring children into school and collect children on an afternoon.</p> <p>We try to engage with other members of our community</p>
<p>Breakfast Club</p> <p>Clubs provided by outside providers on site - 3 days per week until 4pm</p> <p>Sign posting via weekly newsletter</p>
<p>Occasional evening classes. Sports groups.</p>
<p>Breakfast Club,</p> <p>Extra curricular extension clubs</p> <p>Out of hours learning</p> <p>Family learning</p>
<p>Extended Day 3.30-6 pm</p> <p>Academies for Gifted &amp; Talented - 70 activities</p> <p>Saturday Youth College</p> <p>Kent Children's University</p> <p>Breakfast and Tea Clubs</p>
<p>breakfast club. various after school study support FLO.</p>
<p>Textiles club, Film Club, Sports clubs, Art clubs, Music groups, Drama groups, Creative show, parent forum</p>
<p><b>FOR CHILDREN</b></p> <p>Before School</p> <p>Gymnastics - 2 per week</p> <p>Martial Arts - 1 per week</p> <p>Activity club - every day</p> <p>During the school day</p> <p>Homework</p> <p>After School</p> <p>Drama - 3 per week</p> <p>Dancing - 3 per week</p> <p>Singing - 1 per week</p> <p>Puppet making - 1 per week</p> <p>Football - 1 per week</p> <p><b>FAMILY LEARNING</b></p> <p>Manorisms Theatre Company is a family learning initiative where children, parents and students from NWK College work on developing Literacy skills through writing, developing and performing a play. This is a 4 month project that we have run for the last couple of years</p> <p><b>ADULTS ONLY</b></p> <p>Belly Dancing</p> <p>Bingo</p> <p>Furth Education Courses</p> <p>Tots of the Manor (Pre School)</p>
<p>Breakfast club three mornings per week</p>
<p>Several after school clubs</p> <p>We also have an after school service on site serving 3 schools and run by a charity.</p>
<p>Numerous after school and lunchtime clubs.</p> <p>Signposting to after school and holiday childcare/playschemes.</p> <p>Parent support courses - Keeping Up With The Children; Help Your Child to</p>

<p>Shine.</p> <p>Parent support - curriculum events; meetings on issues/transitions; open evenings...</p> <p>Swift &amp; Easy Access - Opportunities to meet with school nurse; Inclusion Manager available for advice and referrals.</p> <p>Your Choice Fund effectively used for children to access Extended services, particularly to holiday clubs available locally.</p> <p>Family Learning activities have been offered - not well supported.</p>
<p>Breakfast Club</p> <p>After school clubs</p> <p>Lunchtime clubs</p>

**13 How are extended services activities managed in the school and by whom:**

Part of Dover Extended Schools (DES). Co-ordinator in school liaises with DES, attends meetings and is involved in organising activities
Multi Disciplinary Services are managed by Head Teacher and After Schools Clubs are managed by Extended Schools Manager
Simon Smith - Assistant Principal Gary Dixon - Head of PE Elaine Head - PDM Suzanne Stanford - Bursar Paul Cave - Facility Manager
Headteacher
New TLR post for Staff and Family development from September - this includes responsibility for extended services
Breakfast and After school clubs managed by Martin Clinton (Headteacher) Other activities managed by Antonia Coombs (School in the Community Team Leader)
I have employed a Youth and Community worker from September 09. before this time virtually nothing existed. Her remit is to find the resources to fund herself and the clubs as well as providing the range of services
Lead - pastoral inclusion officer and learning mentor
Headteacher
They are managed by Business Manager and all in house except for adult learning which is conjunction with adult Ed
Headteacher
Some in house by teachers. Some by senior TA. Much is done by the FLO and of course the Quartet co-ordinator.
As FLO I arrange many of the activities/events /courses/groups/workshops etc. I facilitate some and arrange others through other professional I.E. Adult Education. I work closely with the ESCO in parental engagement for the "Quartet" events. After school clubs are run by the school teachers.
A range of outside agencies and staff
All by separate leads with Head Teacher as overseer
by the Pastoral Team
FLO and Head Teacher
Extended Opportunities Co-ordinator and School Business Manager; work together overseeing and organising Extended Opportunities
FLO in liaison with Extended Schools Coordinator
Managed by the Head of School for Students who is currently on secondment
The headteacher supports extended services activities, they are managed by her and the Family Liaison Officer.
School clubs are run by individual members of staff. The Headteacher and the Bursar, co-ordinate extended school activities and attend the local group meetings
Managed in house by Admin assistants, teaching assistants, and head
We are going to be a PFI school from next week so it will be Kier FM.
Head Teacher Family Liaison Officer teaching staff
Deputy Headteacher
Headteacher
They are managed by the Assistant Head Teacher who has responsibility for

Extended Schools
Managed by HT and governors.
The link person is the Office Manager
School Manager has overall responsibility and manages the services. Inclusion Manager manages the Swift & Easy Access aspect and some of the Parent Support activities. Headteacher & Subject Coordinators manager curriculum events/support. After school and lunchtime clubs are run by teaching staff, Teaching Assistants and outside providers.
Teachers and TAs Set up as relief club workers and paid a flat rate.

**14 Please outline any issues in relation to Extended Services that you wish to raise with the Select Committee?**

- a) Funding of extended services managers.
- b) Without funding our after school clubs will be unable to run
- c) Redundancy of local cluster managers will see the end of extended services in schools and all the benefits that it brings
- d) Extended services activities are a great ice breaker with the parents and therefore enable the parent to approach FLO's and other staff within school to support them at times of difficulties. This enables the school to ensure the child is supported appropriately in school as well as the family being supported by the FLO. Extended services helps to break down any barriers of communication between the families and the schools.
- e) Provide schools with own budget for extended services to decide on own ways to use for suitable provision, without having "middleman".
- f) The Your Choice funding has enabled us to part fund children - allowing them to access extended services. At a time when some of our parents are suffering financial hardship because of lost employment - this has been such a worth while fund.
- g) How to maximise services at minimal cost.
- h) Once our new Primary School is built we will be offering even more services to the local community. With its own theatre, dance studio, recording studio/cinema space as well as conferencing facilities we will become the 'hub' of the local community and hope to maximise our impact on the community.
- i) Although there is no more funding for Children's Centres, we desperately need one in our area. We are trying to raise the money ourselves to build a small unit, but it is going to take a long time to raise it. Although our area is perceived to be affluent, our end caters for families from the centre of Maidstone rather than the Heath. KCC needs to look at the composition of areas and not just at a large area in its entirety.
- j) There is a real feeling of 'What will happen next'. A lot of money has gone into this agenda but more importantly a lot of time and effort. Through Extended Services, we have built up improved relationships with many of our families and the range of additional opportunities on offer to children is the best we have had in a long time. Your Choice Funding has made a real difference to many. With the changes in structure at KCC level, the financial cuts and the rumours about which services are going and which will stay, we are worried about sustainability and also the possible backwards step in our provision and relationships with families. Without KCC Extended Services Support - personnel & finance, we will be unable to keep up our level of provision and feel it would be detrimental to our families.
- k) Drain on small school budget. Not too late family time is paramount and parents need time with their children.



## **Appendix 6**

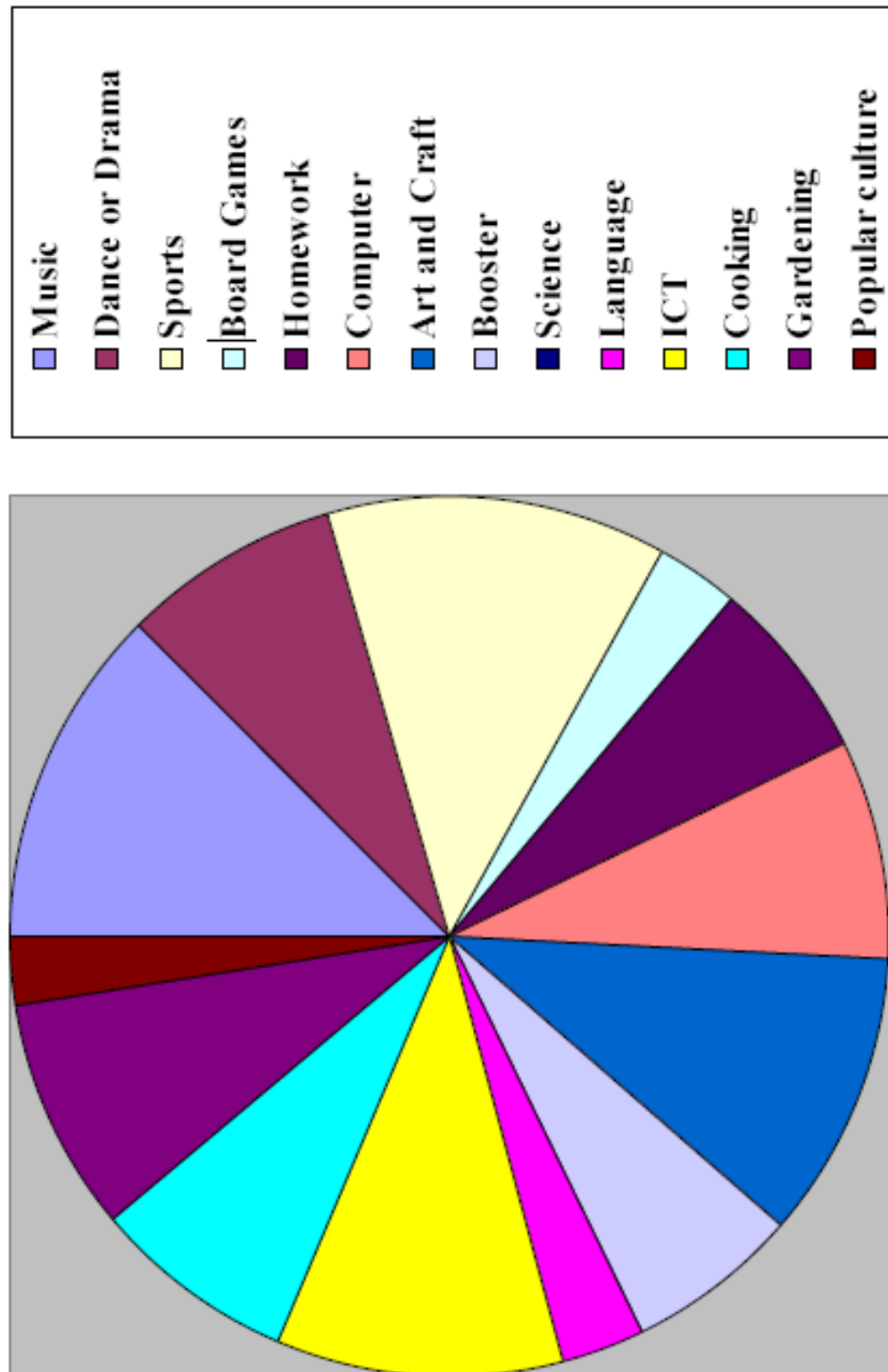
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### **Extended Services Survey – Kent Primary Schools Children's Council**

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Which of these activities does your school offer outside lesson time?



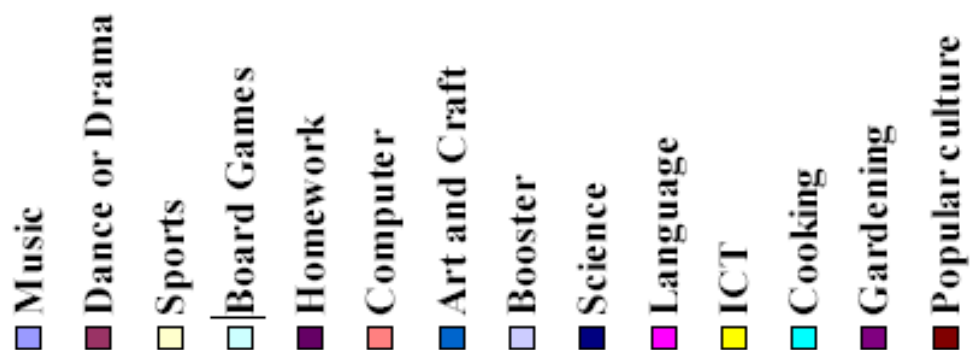
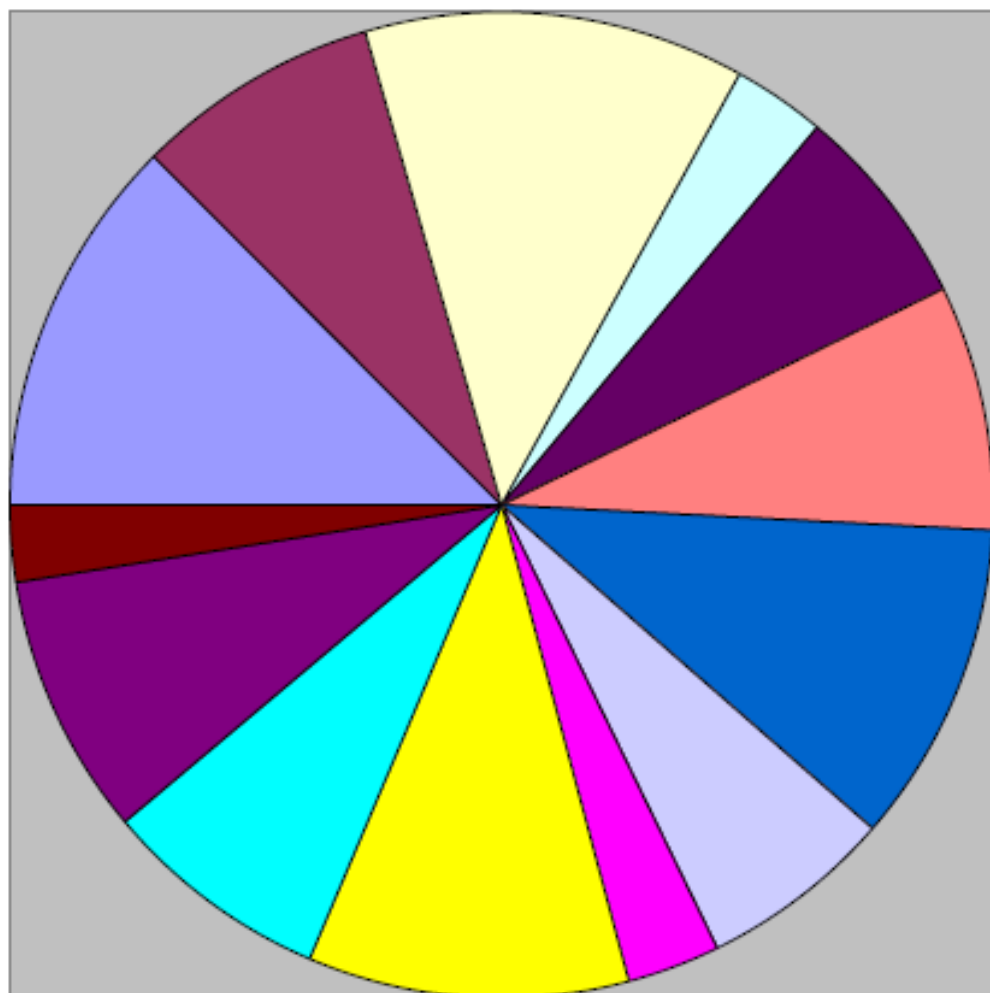
These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

Music	Dance	Sports	Board	H/work	Computer	Art	Booster	Science	Language	ICT	Cooking	Gardening	Pop. Cult
20	13	20	5	11	13	17	10	0	5	17	12	14	4
80%	52%	80%	20%	44%	52%	68%	40%	0%	20%	68%	48%	56%	16%

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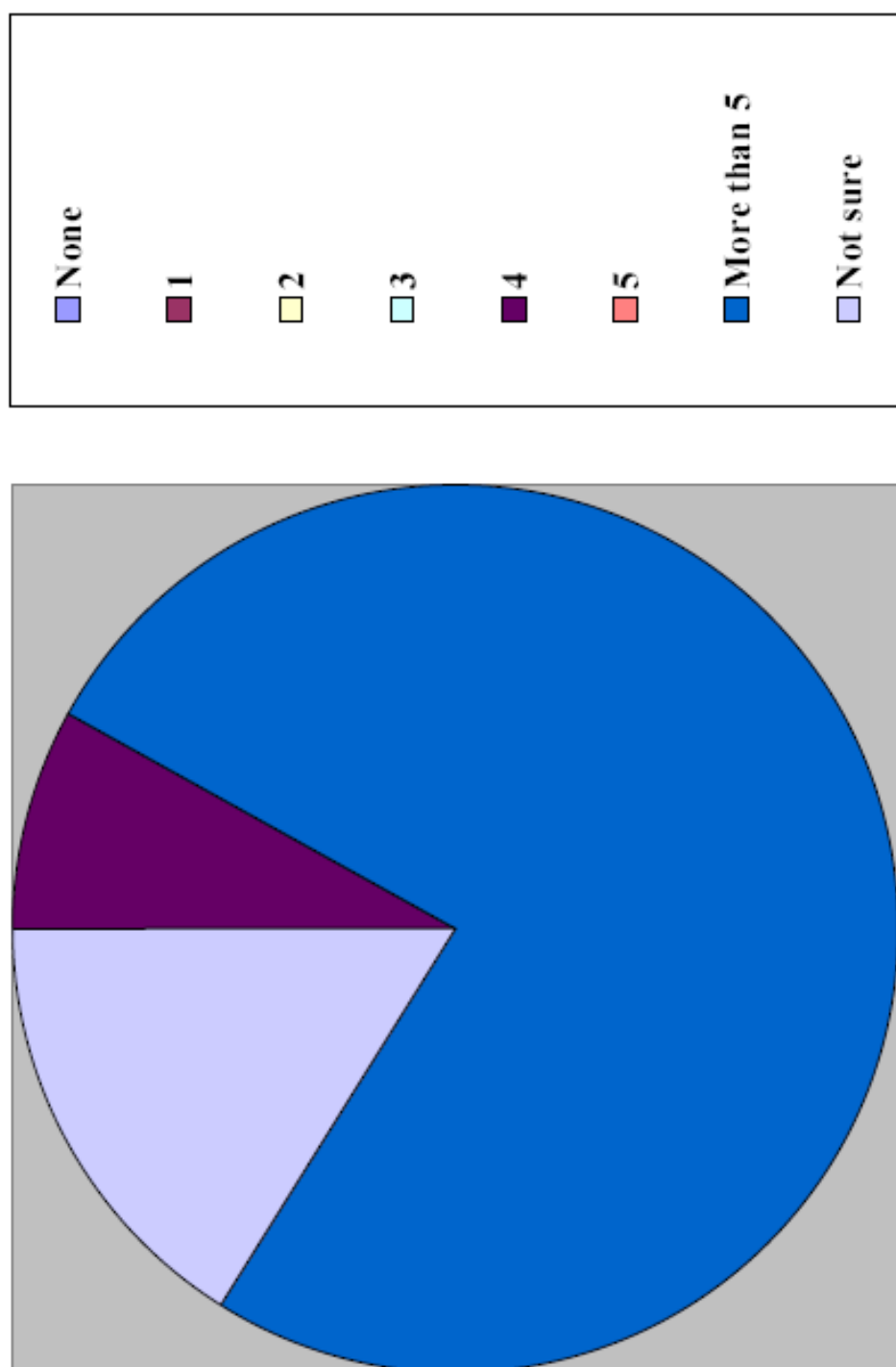
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Music	Dance	Sports	Board	Homework	Computer	Art	Booster	Science	Language	ICT	Cooking	Gardening	Pop. Cult.
20	13	20	5	11	13	17	10	0	5	17	12	14	4
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The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

# **We asked the Kent Primary Schools Children's Council Members... How many activities are on offer in your school in one week?**



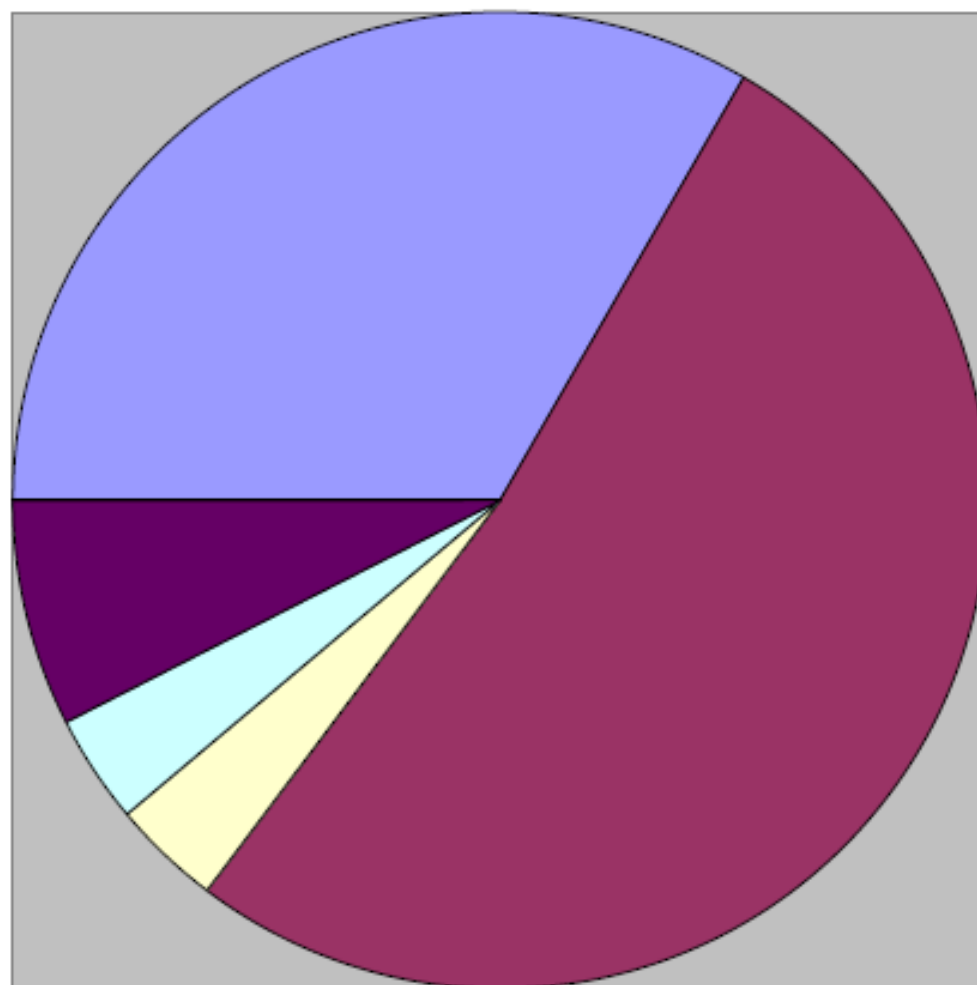
These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

None	1	2	3	4	5	>5	Not sure
0	0	0	0	2	0	19	4
0%	0%	0%	0%	8%	0%	76%	16%

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Romano Gaetano (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... How much do you enjoy the activities?



Brilliant

Enjoy them

They're ok

Not bothered

Dislike them

Hate them

These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

Brilliant	Enjoy	OK	Not both	Dislike	Hate
9	14	1	1	0	0
36%	56%	4%	4%	0%	0%

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Apart from cost, are there any other reasons that stop you from taking part?

1. No;
2. If bigger people go;
3. Some that I like happen on the same evening;
4. No, I go to all apart from ICT club and gardening. The reason I don't go to these clubs is because it's only for years 3 and 4 and I'm in year 5;
5. No;
6. No;
7. No;
8. Outside school commitments;
9. No;
10. Some I find boring because I don't enjoy playing them, not because I think the actual club is rubbish;
11. Already attend clubs outside school like Cubs;
12. No;
13. No, not really;
14. No;
15. Not enjoying it;
16. Sometimes the clubs are for different ages;
17. No;
18. No;
19. No;
20. No;
21. Yes, because there are sometimes not enough places for everyone to join in that wants to;
22. Yes, the summer fun club is just a bit early though;
23. No;
24. No;
25. Because you can only have a certain amount of people in each group and some people get there before you as it gets too crowded.

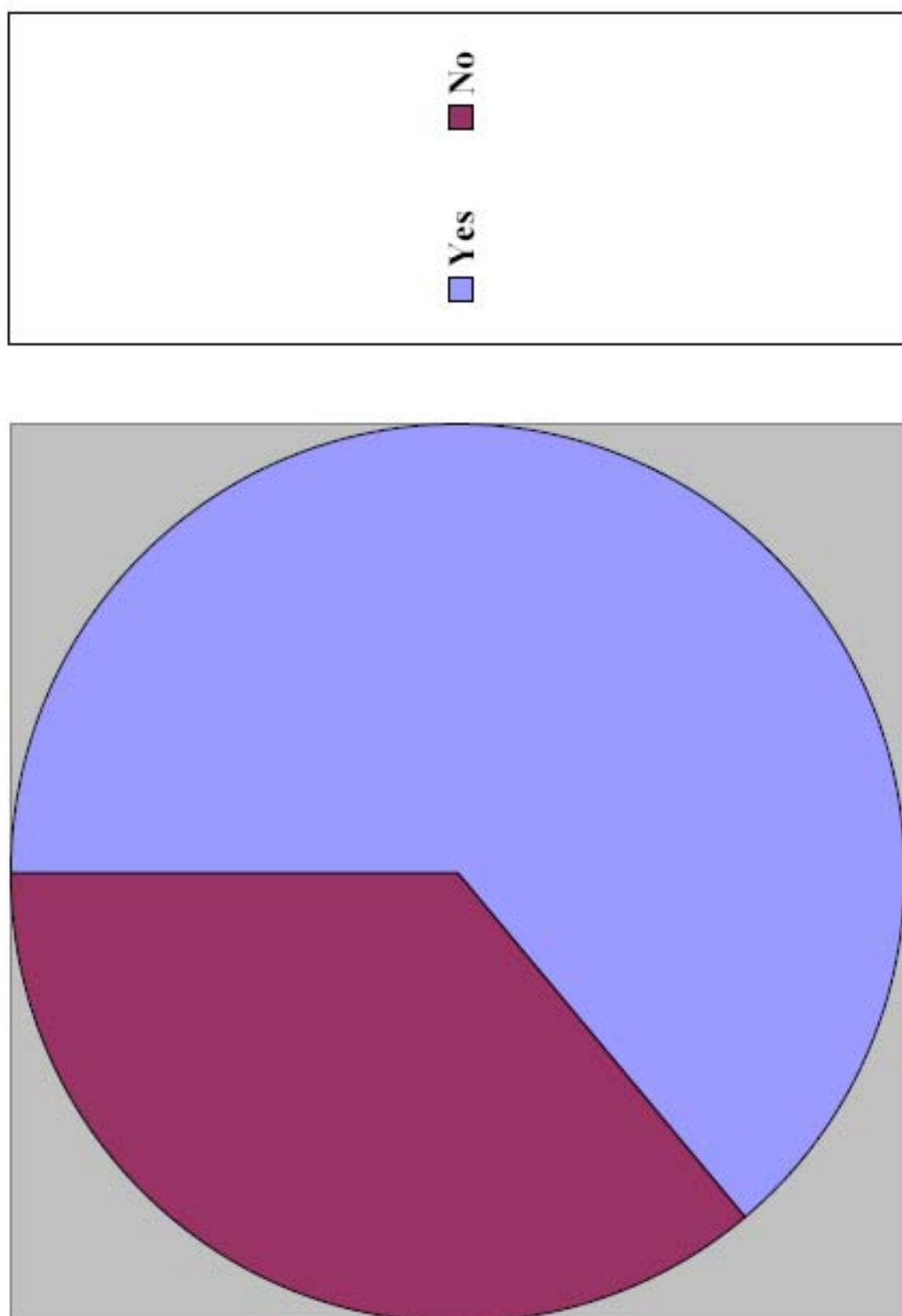
These results show the answers given by the 25 children who took part in this survey.

No	Scared	Commit.	Same eve.	Not open	Crowded	Boring	Don't enjoy	Too early
14	1	2	1	2	2	1	1	1

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Would you like your school to offer other activities?



These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

Yes	No
16	9
64%	36%

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romaino (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Which other activities would you like your school offer?

1. None;
2. Judo, archery and computer game club;
3. Swimming;
4. Art club and cooking club because we used to but they stopped last year so I would like to start it again. I would also like to do drama and dance;
5. Science club;
6. Science club, drama club;
7. Science clubs;
8. Drama, computer and animation;
9. Game club and adventure club;
10. Drama club and singing club, basketball club, rugby, adventure (learn how to camp and use useful tools for adventures)
11. None because I'm happy with the clubs we've got;
12. None;
13. Tennis;
14. Playing all instruments and not just guitars and violins etc;
15. None;
16. None;
17. Drama, basketball, netball and athletics;
18. Drama;
19. None apart from all the ones they already do;
20. None;
21. More children only trips;
22. Gardening club and a language club;
23. Indian drumming and dance;
24. None;
25. Cooking and homework clubs.

These results show the 42 answers given by the 25 children who took part in this survey.

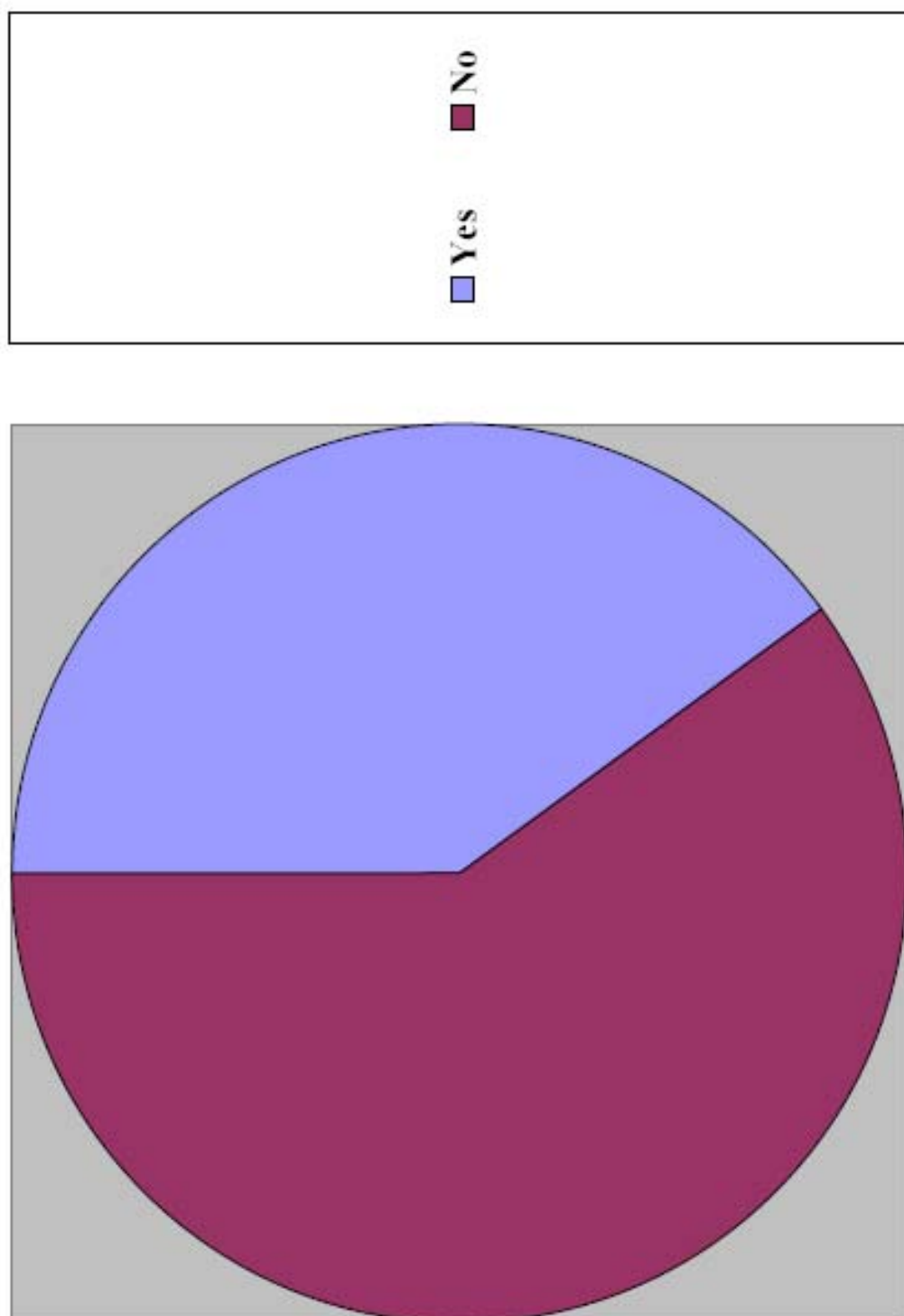
None	Sport	Art	Music	Drama	ICT	Trips	Nature	Cooking	Homework	Science	Dance	Game
7	9	2	3	6	2	1	2	2	1	3	2	2



We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Do your parents/carers take part in activities at your school in the evenings?



These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

Yes	No
10	15
40%	60%

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by  
Gaelano Romagnolo  
(Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Which activities at school do your parents take part in?

1. None;
2. Being a dinner lady;
3. Computers;
4. None unless they offer but we normally just have teachers;
5. Cooking club, gardening club and Eco-Club;
6. Eco-Club, Cookery Club and Gardening Club;
7. Cookery, eco and gardening clubs;
8. PTA and School Governor;
9. School trips and reading at school;
10. School trips, reading;
11. N/A;
12. None;
13. Absolutely nothing;
14. None;
15. None;
16. None;
17. None;
18. None;
19. None;
20. None;
21. Dad's Club;
22. Choir Practice;
23. Change 4 Life;
24. None;
25. Judo.

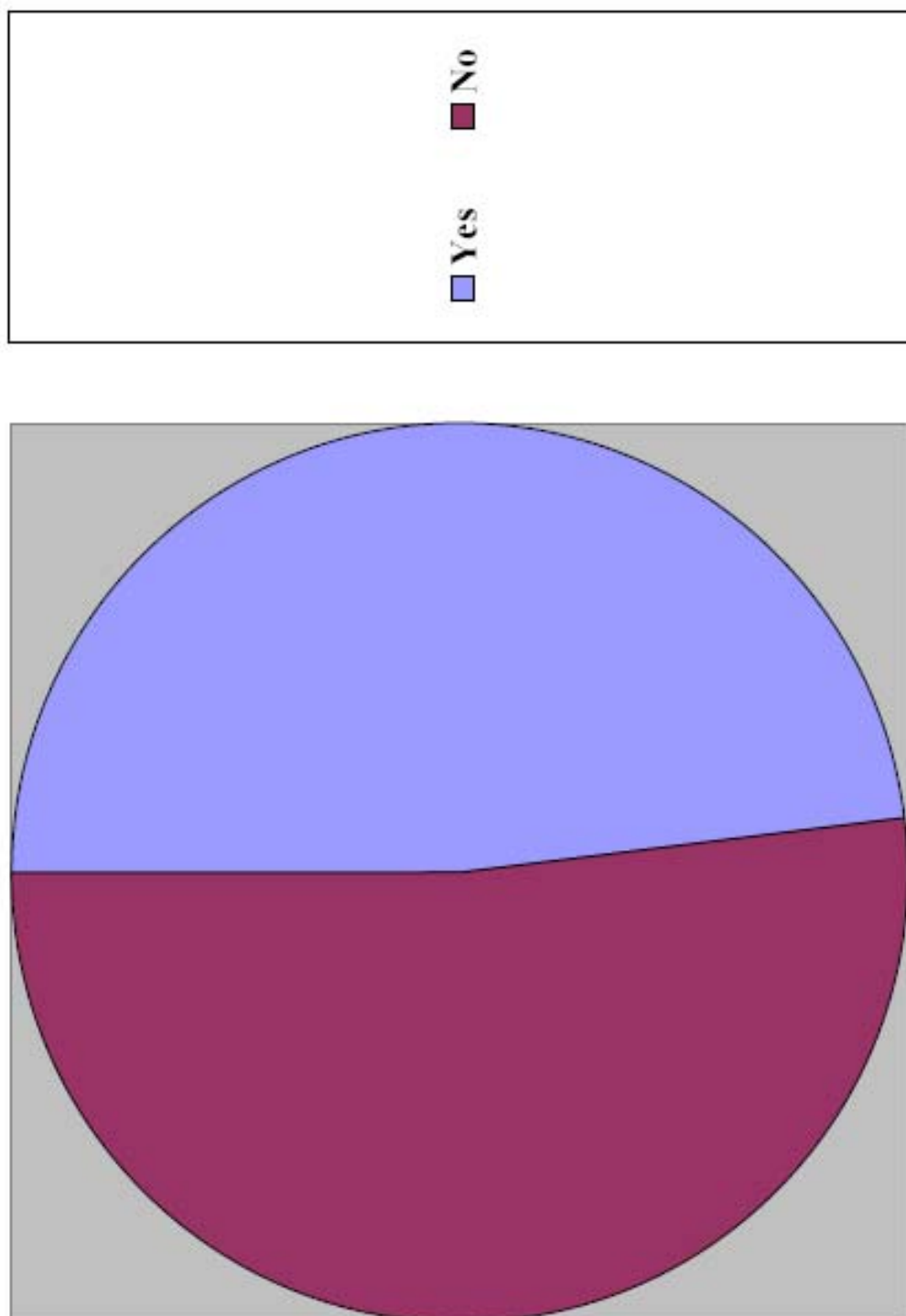
These results show the 33 answers given by the 25 children who took part in this survey.

None	Dinner Lady	Computers	Cooking	Gardening	Eco	PTA	Governor	Trips	Reading	Dad's Club	Change 4 Life	Judo
13	1	1	3	3	3	1	1	2	2	1	1	1

We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... Do you attend activities offered by other schools?



These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

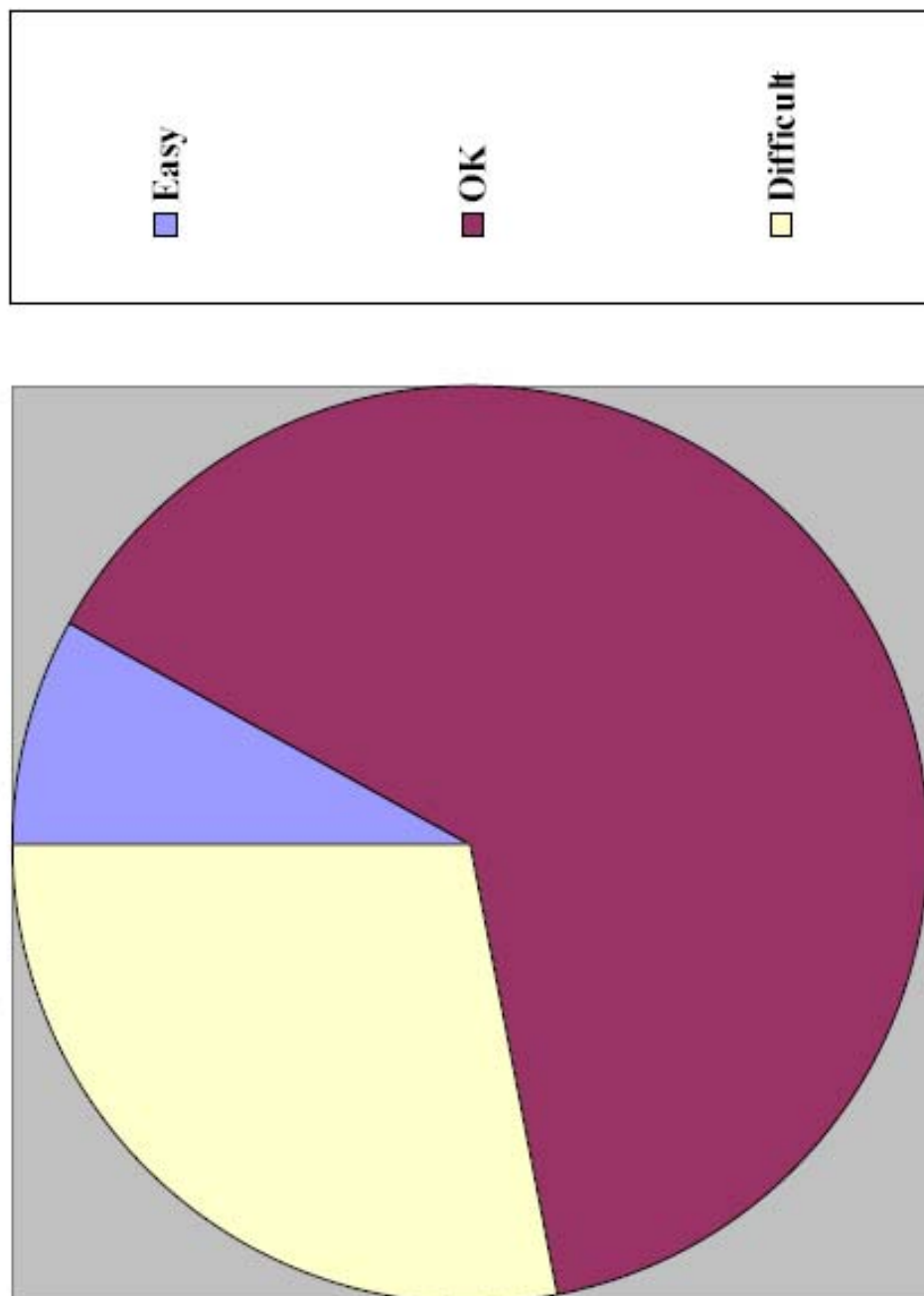
Yes	No
12	13
48%	52%



We were able to place an Extended School Survey on the SuperClubsPLUS website for the Kent Primary Schools Children's Council Members to answer.

The questions were written by Gaetano Romagnuolo (Senior Policy Officer with KCC) and the results will be shared with the Select Committee, who are reviewing the work undertaken within Extended Services in Kent.

## We asked the Kent Primary Schools Children's Council Members... How easy is it to take part in activities offered by other schools?



These results show the number of responses and the total percentage amounts from the 25 children who took part in this survey.

Easy	OK	Difficult
2	16	7
8%	64%	28%





### **More Good Practice Case Studies**

#### **Case Study**

##### **North Solihull**

Five primary schools in North Solihull are working in partnership to offer year-round childcare for children. The hub of the cluster is Coleshill Heath Primary School, which runs a full range of extended services, including a daycare and a pre-school/after-school club based on its own premises. Children from Coleshill Heath and four other local primaries can use it from 7am to 6pm, year-round, including school holidays.

The centre currently has 152 children on its register. The clubs share the use of Coleshill Heath's minibus and transport for children from other schools is included in the charges. Daycare places are charged by the hour at a rate depending on age: the cost for children under two is £4.19 per hour, and for older children, £3.78 per hour. For out-of-hours provision, the charge is £3.66 per hour. A hot meal costs an additional £1.30. Nearly all the parents of children using the clubs are able to claim back some childcare charges through tax credits.

**Source: Department for Education and Schools, Planning and Funding Extended Schools: a Guide for Schools, Local Authorities and their Partner Organisations (2006).**

## **Case Study**

### **Glebe First and Middle School, Harrow**

Better and more convenient access to health services has been an important outcome of the wide-ranging partnership working at Glebe First and Middle School in Harrow. Since the school has developed its impressive array of extended services, the integration of health and extended services has become a whole-school priority, parents have become much more involved in the school, and numbers on roll have increased substantially. The provision of childcare has been a real incentive for parents to take part in the wide variety of courses available at the Kenton Learning Centre, which is co-located on the school site.

Source: DfES and Continyou Extended Schools: Building on Experience (2008).

## **Case Study**

### **Woolenwick Junior School, Stevenage**

Woolenwick Junior School in Stevenage offers a wide range of afterschool activities, many of them run by local service providers, clubs and volunteers. Some 85 per cent of the school's pupils attend, including many vulnerable and looked-after children, reflecting the school's quality mark for inclusion. The clubs are run by a non-profit-making company, which also runs the school's childcare provision, with a full-time manager and a staff of eight, overseen by a school-appointed voluntary committee. Charges are made for these services, to ensure that they are sustainable, and the local authority funds places for low-income families.

Source: DfES and Continyou Extended Schools: Building on Experience (2008).

## **Case Study**

### **Filsham Valley School, East Sussex**

The gardening club at Filsham is one of a range of extra-curricular activities targeting the school's most vulnerable students. The club has two plots on a nearby allotment and up to 10 students walk there each week to prepare the ground and plant and tend vegetables. The project encourages collaboration between students and members of the local community. Some students have now started growing vegetables at home with their families and the school is working with a nearby agricultural college to encourage students to consider careers in agriculture.

**Source: Department for Children, Schools and Families and Training Development Agency, Building a Sustainable Future (2010).**

## **Case Study**

### **Grove Road Primary School, North Yorkshire**

When Grove Road found that parents' limited English language skills were affecting their children's learning, it set out to work with adult learning services to offer free language classes to speakers of other languages. The ESOL classes are based in a dedicated room at the school and are attended by a minority ethnic worker, who offers parents additional support and signposts them to other local services. Hard-to-reach parents are now increasingly involved in the school and the wider community.

**Source: Department for Children, Schools and Families and Training Development Agency, Building a Sustainable Future (2010).**



## Appendix 8

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### Further Information

- The Teachernet website contains an extensive range of resources.

**[www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

- The TDA's website offers toolkits, case studies, a school improvement framework and other resources to support schools and their partners in the delivery of extended services.

Please note: The Department for Education will soon be responsible for coordinating materials relating to extended services.

**[www.tda.gov.uk/remodelling/extendedschools.aspx](http://www.tda.gov.uk/remodelling/extendedschools.aspx)**

- 4children's website provides information and resources about childcare in extended schools.

**[www.4children.org.uk](http://www.4children.org.uk)**

- ContinYou's website contains resources, case studies and information about services to support extended schools.

**[www.continyou.org.uk/extendedschools](http://www.continyou.org.uk/extendedschools)**

- Information on extended services is also available at:

**[www.everychildmatters.gov.uk/ete/extendedschools](http://www.everychildmatters.gov.uk/ete/extendedschools)**

**[www.surestart.gov.uk](http://www.surestart.gov.uk)**

**[www.communitycare.co.uk](http://www.communitycare.co.uk)**

**[www.childrens-centres.org](http://www.childrens-centres.org)**



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The Extended Services Select Committee





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