



People First  
Learning and Community Development

**Appendix B**

**November 2005**

**Community Schools Pilot**

**Evaluation Report**

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## Introduction

This report has been written to provide an update on progress made by the three clusters in the Community Schools pilot: Canons Cluster, including Glebe Full-Service Extended School (south east Harrow), CH Unite (central Harrow) and Ha2cando (south Harrow). A review of two of these clusters (Ha2cando and Canons) was undertaken by the Overview and Scrutiny Committee in 2004 and a report was completed in July 2004 which found a number of highly commendable activities and projects in place that benefit pupils, parents and the local communities. The report also concluded that its recommendations should be addressed before any further roll out of the Community Schools Pilot.

This report summarises the progress that has been made in the light of these concerns and sets out recommendations for the further development of the roll-out programme and the extended to ensure that concerns raised will be addressed.

There were 8 key recommendations:

1. Evidence learnt from extended schools initiatives nationally should be used to inform any further roll out.
2. The roll out of the Community Schools pilot is deferred to ensure it is based on firmer foundations and on lessons learnt. Reasons for slowing rate of roll out are in the body of the report – lack of planning and clarity regarding financial structures, HR reporting structures, effective transfer of learning and local safety and environment issues.
3. Each cluster should develop clear aims and objectives. Their performance and work should be evaluated and monitored against these aims and objectives to ensure they are in keeping with the expectations and needs of the council, school and the community
4. The Review Group should receive a report clarifying the management reporting structures within each cluster and the roles of the head teachers, school staff, and school governors
5. A process for communicating lessons learnt and learning experiences are transferred to other staff, particularly within, but also outside of the cluster areas. These lessons should be formally logged to enable their effective dissemination.
6. There is a need for clarity of roles of co-ordinators. This will be particularly important if an internal appointment is made. The co-ordinators should have a clearer role with regards to quality assurance.
7. The Review Group should receive a report highlighting the budget, timescales, timetable and process for the roll out across Harrow.
8. Councillors, especially local ward councillors, school governors and local residents to be involved and made aware early in the development of any additional Community Schools.

## Key summary points

1. There is evidence of progress to address all of the recommendations made in the Scrutiny Report (July 2004)
2. Clusters are making progress to develop activities in line with delivery of the "core offer" for extended schools
3. More clearly defined roles for the Local Authority will be central to supporting schools, cluster co-ordinators and ensuring that quality assurance measures are in place and monitoring / evaluation is regularly carried out and reported centrally.
4. The extended schools strategy is currently being written. This will need to include clear expectations for all schools in line with DfES guidance, and performance measures to show evidence of impact on pupils, parents and local communities.
5. Schools will need to develop activities which are sustainable and will continue when funding for extended schools ceases in 2008.

This report has been written to provide an update on progress made by the three clusters in the Community Schools pilot: Canons Cluster, including Glebe Full-Service Extended School (south east Harrow), CH Unite (central Harrow) and ha2cando (south Harrow).

### Scrutiny Recommendation 1: Evidence from extended schools nationally

Current Position	Future plans and proposals for roll-out in remaining clusters.
<p>Existing clusters are working to take on board the new expectations as set out in <i>Every Child Matters</i> and the DfES Prospectus<sup>1</sup> and are developing strategic plans to meet national expectations for extended school delivery.</p> <p>Harrow is currently working with the National Remodelling Team (NRT) by facilitating the testing of training materials which will be used nationally.</p>	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Provide comprehensive training programme on extended schools with a particular focus on the "core offer" delivery and measuring outcomes and impact.</li> </ul> <p><b>For new clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure that plans are in keeping with the expectations as set out in the DfES Prospectus.</li> </ul>

### Commentary

Extended schools have been defined nationally as those that "provide a range of services and activities, often beyond the school day, to help meet the needs of

<sup>1</sup> DfES (2005) *Extended Schools: Access to opportunities and services for all. A prospectus*

children, their families and the wider community”.<sup>2</sup> Harrow's roll out of community (extended) schools will need to be underpinned by this definition.

Building on the first phase of area developments for Public Realm services, the Cabinet in October 2003 agreed that the second phase would focus on the piloting of community schools. This development involved the extension of work undertaken in two clusters of schools (Ha2cando and Canons), funded through one part of the Local Public Service Agreement (LPSA) to raise the educational achievement and inclusion Key Stage 2 and 3 children on free school meals. The community (extended) schools development in Harrow has developed from the original focus delivering the LPSA target.

Nationally there has been considerable progress on the development of extended schools and the expectation that their development should contribute to the achievement of the five outcomes of *Every Child Matters*: Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Well-Being; and the standards set out in the *National Service Framework for Children and Young People*. A revised Ofsted framework will also mean that schools are inspected on the contribution they make to the delivery of these outcomes. The DfES Prospectus on Extended Schools sets out the specific expectations on delivering the "core offer" which all Harrow schools will be required to meet by 2010.

The “core offer” includes, as a minimum:

- high quality 'wraparound' childcare provided on the school site or through other local providers available 8 am-6pm all year round
- a variety of activities such as homework clubs, study support, arts and crafts, special interest clubs
- parenting support, including family learning
- ensuring easy and swift referral from schools to a wider range of specialist services
- widespread community use of the school's facilities.<sup>3</sup>

It is expected that by 2010 all primary schools will be in a position to deliver the “core offer” and in particular that all parents of primary-age children will be able to access affordable childcare at or through their school from 8 am to 6 pm, all year round. The expectation is that this will be available in at least 50% of schools by 2008.

It is expected that by 2010 all secondary schools will be in a position to deliver the “core offer” and in particular be open from 8am to 6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities. The expectation is that this will be available in at least 33% of schools by 2008.

Extended schools in Harrow will now need to be judged on the success in delivering the “core offer”. Evaluation will need to be measured in 3 main areas: (a) the

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<sup>2</sup> DfES (2005) *Extended Schools: Access to opportunities and services for all. A prospectus*, p. 7

<sup>3</sup> DfES (2005) *Extended Schools: Access to opportunities and services for all. A prospectus*, p. 8

activities undertaken by cluster schools (b) the processes underpinning these activities and (c) the impacts and outcomes of these activities.

It will also be expected that there will be an integral link between the development of and strategy for extended school developments and the strategy for children centres in Harrow. The roll out of extended schools and the development of existing extended school clusters will be expected to form key part of developing front line delivery of integrated services in local areas.

Recent evaluation of extended schools nationally indicates a number of key points which equally apply to Harrow:

- Schools are offering a range of extended services and activities with some areas being more advanced in terms of delivery such as family learning, and out of school care;
- the vast majority of schools will need to revise their current out of school and holiday provision in order to be able to increase to all year round delivery;
- schools have some work to do, in partnership with Councils to ensure that there are robust mechanisms for community consultation and involvement, and for monitoring outcomes;
- there is a need for strong leadership and endorsement from Councils for extended schools delivery.<sup>4</sup>

Research commissioned by the National College for School Leadership and the charity ContinYou indicates that extended schools are at “the leading edge of a paradigm shift in education”<sup>5</sup> and they function in a context characterised by uncertainty, complexity and diversity. It is important therefore to ensure that strong support is provided to headteachers and other leaders in terms of their leadership, and community engagement and in general to schools in terms of capacity building and innovation.

The NRT is working with local authorities across England as they develop extended services in partnership with other agencies and their local communities. Good practice in Harrow has been recognised nationally and Harrow is currently a test pilot for developing the NRT training materials. Harrow has been well regarded because of its cluster approach which enables schools to work more closely together in the provision of extended services and activities. Each local authority is expected to have at least one strategic extended schools remodelling adviser (ESRA). Harrow has recently appointed an ESRA who in addition to work on remodelling and links with the NRT, is working with area managers and cluster co-ordinators to develop the strategy for further extended schools development and training for schools.

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<sup>4</sup> Sam Clemens, *et al* (2005): *Extended Services in Schools: Baseline Survey of Maintained Schools in 2005*. DfES. Research Report RR681.

<sup>5</sup> John Craig (2005) *Taking the wide view. Report of six ContinYou/NCSL seminars on the leadership to extend schools*, p. 14. Demos.

**Scrutiny Recommendation 2: General concerns, especially lack of planning and clarity regarding financial structures, HR reporting structures, effective transfer of learning and local safety and environment issues**

<b>Current Position</b>	<b>Future plans and proposals for roll-out in remaining clusters.</b>
<p>Systems are in place for budget monitoring and training for staff. Human resource and financial structures are in place and are clear.</p> <p>There are formal and informal systems in place for the effective transfer of learning.</p> <p>Written guidance was issued for schools in December 2004 which addresses issues relating to local safety, the environment and involvement of the local community.</p>	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Continued training for staff</li> <li>• Provision of comprehensive (NRT) training for headteachers, other key staff, governors and other partners.</li> <li>• Direct support from area managers for cluster developments and a monitoring role relating to financial structures and HR.</li> <li>• Standardised financial reports and regularly reporting to headteachers and centrally (<i>via</i> area managers)</li> <li>• Training for schools and clusters tailored to meet their needs and the degree to which they have progressed thus far</li> <li>• <i>Guidance for Extended Schools Activities in Harrow (2004)</i> will be amended and sent to school in 2006.</li> </ul>

**Commentary**

**Financial Structures:** Community (Extended) Schools funding from the Council has been delegated to clusters with each cluster nominating a school to be the “lead” school. In addition to this, in 2005-6 all clusters have received funding from the Standards Fund for Extended Schools. Funding for employed staff, such as cluster co-ordinators is retained centrally. Cluster co-ordinators have specific responsibility for budget monitoring, with headteachers taking responsibility for financial decision making. Each cluster has drawn up budget plans which have been submitted annually to the People First Area Director who also has overseen budget spending across the clusters. Support is also provided to clusters from People First Financial Services. In some instances bids have been made for additional funding from external bodies such as the Big Lottery Fund. While such bidding potential is in its early stages there is the likelihood that these opportunities to increase with improved links with voluntary and community groups and this could enable some initiatives to

be self-sustaining. Cluster co-ordinators have also received some training from People First Financial Services in budget management. *Guidance for Extended Schools Activities in Harrow* was issued for to all schools in December 2004 and which includes specific guidance on the financial issues.

There are a number of measures which could contribute towards more robust financial management: standard reporting formats for all clusters, and quarterly reporting of the budget position with an indication of any potential underspends.

**Human Resource Reporting Structures:** Cluster co-ordinators and a number of other staff are employed in the three clusters. Staff are centrally employed and their day-to-day line management is undertaken either by headteachers or by other identified school staff. These staff are accountable to the cluster headteachers for their work and performance and the People First Area Director has been responsible for dealing with any matters relating to employment conditions. Management arrangements are dealt with in response to recommendation 4.

**Effective Transfer of Learning:** There are a number of systems in place to ensure that clusters have an opportunity to share and disseminate good practice and lessons learnt from extended schools activities:

- The Community & Extended Schools Working-Group meets half-termly (as part of the Directors / Headteacher day). This meeting is chaired by the People First Area Director and is attended by headteachers, governor representatives, area managers and cluster co-ordinators. It provides a useful form for sharing information and taking forward strategy and policy.
- Cluster co-ordinators also meet half-termly. These meetings are attended by area managers, a representative from the Achievement and Inclusion Division and have been chaired by the People First Area Director. From October these meetings will be chaired by an area manager and will also be attended by the newly appointed ESRA. These meetings enable co-ordinators to share information and good practice, receive training on specific areas e.g. budget management and also receive advice and support.
- A number of conferences and workshops have been held for sharing good practice, in particular the Governors Conference on Extended Schools (March 2005) and the National Remodelling Conference (Stage 1) (May 2005).
- Co-ordinators and area managers visit other schools to learn from good practice e.g. Millfield Community School in Hackney.
- Area Managers meet regularly with those leading on extended school developments in the neighbouring boroughs of Hillingdon, Brent and Ealing and this meeting also includes a representative from The Extended Schools Support Service (TESSS). This enables good practice to be shared between boroughs.
- There is specific and targeted training such as that planned for cluster co-ordinators, area managers and the ESRA in December 2005. This training is being facilitated by the NRT.
- In November 2005, the ESRA and area managers will be attending Extended Schools Remodelling Consultant Training to ensure that Harrow is equipped

to deliver a comprehensive training programme for those involved in extended schools.

- Work is underway with the NRT and the CH Unite cluster to establish best practice as a model for further training across the borough.
- Other opportunities to learn and share good practice have been taken through attendance at regional network meetings organised by ContinYou and TESSS.

**Local Environment and Safety Issues:** *Guidance for Extended Schools Activities in Harrow* (2004) provides specific advice on areas such as use of premises, school security, health and safety, insurance, maintenance of properties and legal issues. In September 2005 specific guidance was issued relating to safeguarding matters and partnership arrangements with providers using school premises. This guidance has been recognised as good practice nationally by TESSS. There have also been developments in schools linking their activities with wider environmental developments at a Council level, e.g. work done with children at Stag Lane Middle School on prevention of graffiti, and a project undertaken by pupils at Welldon Park Middle School to tackle the problem of chewing gum on the streets of South Harrow.

There is further work to be done in linking extended school activities more explicitly with initiatives to encourage walking to school. While there have been examples of activities to involve local residents e.g. putting on advice events in school, there is a need for schools to work more actively with local residents regarding information and involvement in community initiatives.

**Scrutiny Recommendation 3: Each cluster should develop clear aims and objective. Performance and work should be evaluated and monitored against these aims and objectives to ensure that they are in keeping with expectations and needs of the council, school and the community**

Current Position	Future plans and proposals for roll-out in remaining clusters.
Clusters have clear aims and objectives and review these annually. More recently they are developing objectives which will enable them to deliver the "core offer" as set out in the DfES Prospectus.	All clusters will develop aims and objectives which will enable them to deliver a sustainable "core offer" by 2010.

### Commentary

**Aims and objectives:** The following provides evidence of how the existing clusters have developed clear aims and objectives:

	Canons Cluster	CH Unite	Ha2cando
Action Plan Priorities 05-06	<ul style="list-style-type: none"> <li>• broaden <i>the Parents First</i> Initiative</li> <li>• extend and evaluate the impact of <i>Canons</i></li> </ul>	<ul style="list-style-type: none"> <li>• promote positive behaviour, achievement and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• raise achievement, improve attendance &amp; life chances for</li> </ul>



	<p><i>Connect</i></p> <ul style="list-style-type: none"> <li>• develop youth provision in the local area</li> <li>• develop parenting support programmes</li> <li>• pilot a Children's Support Panel</li> <li>• further develop and sustain the development of Glebe Full Service Extended School</li> </ul>	<ul style="list-style-type: none"> <li>• develop joined up preventative services</li> <li>• improve communication between services</li> <li>• narrow the gap between those who enjoy good health and wellbeing and those who do not</li> <li>• link pre-school provision with first and middle schools</li> <li>• provide family learning</li> <li>• develop cluster links</li> </ul>	<p>children their families &amp; carers</p> <ul style="list-style-type: none"> <li>• reduce social inclusion &amp; ensure ECM is central to practice specifically through: learning mentors, laptops for schools, YISP</li> <li>• production of Carnival (to promote community cohesion)</li> <li>• continued development of community learning: adult &amp; family</li> <li>• healthy living programmes</li> </ul>
Process for review	<ul style="list-style-type: none"> <li>• half-termly headteacher management meetings.</li> <li>• termly full core group meetings.</li> <li>• Glebe steering group</li> </ul>	<ul style="list-style-type: none"> <li>• half-termly management meetings.</li> <li>• termly full cluster meetings</li> </ul>	<ul style="list-style-type: none"> <li>• twice termly management group meetings</li> <li>• termly headteacher meetings</li> <li>• YISP steering group meetings</li> </ul>

**Evaluation and monitoring:** There are systems in place for evaluating and monitoring performance against these aims and objectives. More robust systems are being established to ensure that outcomes can be measured and performance in relation to "core offer". The ESRA and area managers will have a key role in supporting clusters in this regard. The recent evaluation of extended schools nationally (and the same would apply locally) has indicated that there are early signs of benefits even though much of this information is anecdotal and that more detailed information relating to outcomes will help in judging more long term successes. Work will need to be undertaken to support schools in this area. Benefits will need to be judged in terms of enhancing the learning of children and the benefits for community development, two key dimensions between which there can be tensions.<sup>6</sup> Extended school developments will also impact on outcomes in a number of other areas which can be evaluated regarding outcomes. One example is the Healthy Schools Initiative to work with parents and children to support children's health and well-being.<sup>7</sup>

<sup>6</sup> Colleen Cummings *et al* (2005) *Evaluation of the Full Service Extended Schools Project: End of First Year Report*. DfES. Research Report RR680, p. 86

<sup>7</sup> DfES (2005) *Extended Schools: Access to opportunities and services for all. A prospectus*, p. 13

Examples of progress to date:

<b>Core Offer</b>	<b>Canons Cluster</b>	<b>CH Unite</b>	<b>Ha2cando</b>
<b>Wrap-around childcare</b>	<ul style="list-style-type: none"> <li>• Childcare co-ordinator in post</li> <li>• breakfast club in 2 school2 and plans for another by Jan 2006</li> <li>• after-school clubs – 6 schools and plans to develop one in the special school shortly</li> <li>• holiday playschemes – 5 schools</li> <li>• crèche for parents attending parenting group</li> <li>• Carer and toddler group</li> <li>• lone parents event providing information on childcare</li> <li>• healthy schools award in 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>• breakfast club – 5 schools</li> <li>• after school club – 3 schools</li> <li>• crèche facilities linked to nursery provision in 1 school</li> <li>• provision at other non-school sites in the area</li> <li>• healthy schools award in 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>• breakfast club – 4 schools</li> <li>• after-school club – 6 schools</li> <li>• holiday play schemes – 5 schools including Hillview Centre</li> <li>• crèches in some schools for specific activities</li> <li>• healthy schools award in 6 schools</li> </ul>

<b>Core Offer</b>	<b>Canons Cluster</b>	<b>CH Unite</b>	<b>Ha2cando</b>
<b>A wide variety of activities</b>	<ul style="list-style-type: none"> <li>• homework and study support clubs - 4 schools</li> <li>• art &amp; craft activities for children for whom English is an additional language</li> <li>• visits to galleries and museums</li> <li>• dance activities– 5 schools</li> </ul>	<ul style="list-style-type: none"> <li>• activities such as homework clubs, study support, cookery, music</li> <li>• sports and arts and crafts available at 7 schools</li> <li>• visits to galleries, museums and places of interest</li> </ul>	<ul style="list-style-type: none"> <li>• activities such as homework clubs, study support at 5 schools</li> <li>• street dancing</li> <li>• variety of sports activities</li> <li>• Tae KwonDo classes</li> </ul>

<b>Core Offer</b>	<b>Canons Cluster</b>	<b>CH Unite</b>	<b>Ha2cando</b>
<b>Parenting support</b>	<ul style="list-style-type: none"> <li>• parents first volunteers who support parents from minority ethnic communities</li> <li>• parenting classes delivered by health visitors</li> <li>• parent craft classes for first time mothers at KLC</li> <li>• happy healthy families programme - 2 schools</li> <li>• family learning and adult learning courses e.g. ICT, first aid</li> </ul>	<ul style="list-style-type: none"> <li>• parenting support available in 8 schools</li> <li>• mother tongue (Somali) parenting group in 1 school</li> <li>• parent and anger management workshop in 1 school</li> <li>• arts and crafts classes</li> </ul>	<ul style="list-style-type: none"> <li>• family learning and literacy including</li> <li>• healthy diet and eating</li> <li>• sport and fitness</li> <li>• family literacy, language &amp; numeracy</li> <li>• adult learning including ESOL, ICT, First Aid,</li> <li>• parenting groups (CAMHS)</li> </ul>

<b>Core Offer</b>	<b>Canons Cluster</b>	<b>CH Unite</b>	<b>Ha2cando</b>
<b>Swift and easy referral for specialist support</b>	<ul style="list-style-type: none"> <li>• Children's Support Panel pilot</li> <li>• cluster SEN support with external provider</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive Learning Panel pilot at Harrow High identifies children at risk of exclusion and identifies additional support requirements</li> <li>• Transition panel pilot run along similar lines identifies children coming into high school in need of additional support</li> </ul>	<ul style="list-style-type: none"> <li>• YISP (access for all schools)</li> <li>• learning mentors</li> <li>• art therapy for identified children</li> <li>• contact with health professionals e.g. early morning sessions in one school</li> <li>• Room to Talk used by Connexions, HYPC, EACH, PCT</li> <li>• visits by sexual health clinic professionals</li> <li>• Hillview (Children's Centre facilities)</li> </ul>

<b>Core Offer</b>	<b>Canons Cluster</b>	<b>CH Unite</b>	<b>Ha2cando</b>
<b>Providing wider community access</b>	<ul style="list-style-type: none"> <li>• youth activities programme at the high school and a local youth centre and community access to the fitness suite</li> <li>• use of high school for community language courses and religious groups</li> <li>• Use of a number of schools for sport and dance</li> <li>• access to employment events at KLC</li> </ul>	<ul style="list-style-type: none"> <li>• use of schools by a number of sports clubs and groups</li> <li>• dance for community groups</li> <li>• lettings for faith communities</li> <li>• lettings for groups such as the Middlesex Tamil Academy</li> </ul>	<ul style="list-style-type: none"> <li>• use of Rooks Heath Enterprise building for Cluster activities</li> <li>• production of Carnival to support community cohesion</li> <li>• police safer neighbourhood team based on school site</li> <li>• lettings for groups such as the Afghan Association of London</li> </ul>

**Progress in extended school clusters in relation to attainment:** Information is currently being collected and analysed in relation to 2005 attainment. It is expected that over time extended school developments should have a direct causal link with improved attainment levels. To date the information for 2005 is only provisional (and will not be finalised until Spring 2006) and does not include amendments to results and discounts in relation to recent arrivals. Comparisons made between the provisional results for 2005 and the results for 2004, indicate for example improved KS3 results in the south Harrow and Canons clusters for English, Maths and Science. However as detailed analysis cannot yet be made on this information and it is not expected that an accurate picture will be available until the Spring term.

**Scrutiny Recommendation 4: Clarify management structures and roles of headteachers, school staff and school governors**

<b>Current Position</b>	<b>Future plans and proposals for roll out in remaining clusters.</b>
<p>Management systems are in place whereby headteachers provide direct management and steer for co-ordinators</p> <p>Governors are being involved in different degrees in extended school planning and delivery</p>	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure governors are involved in the planning and reviewing of extended school programmes</li> <li>• Schools should report periodically to governors regarding progress and outcomes</li> </ul>

	<p><b>For new clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure that management structures are clear and set out in writing</li> </ul>
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**Commentary**

**Management systems and roles of headteachers and school staff:** Clusters have set up broadly similar management structures, with headteachers taking an overview of cluster progress and a smaller number of representative headteachers being given specific responsibility for the management of the co-ordinator, setting and agreeing work plans, staff development and support, setting targets and systems for monitoring, reviewing and evaluating progress. These management structures have been formalised in writing (see Appendix A as example). In Glebe Full-Service Extended School a steering group meets half-termly to review progress against their strategic plan. The Chair of Governors with the Headteacher and a member of the senior school staff also in attendance chairs this steering group.

**Role of Governors:** Since the Scrutiny Report, a Harrow Conference has been held for governors in March 2005 where the guest speak was Julian Piper, National Programme Director of ContinYou. Training will also be offered to governors as part of their training programme for 2005-6. In addition, governors sit on the Extended Schools Working-Group (referred to above). *Guidance for Extended Schools Activities in Harrow* was issued for to all schools in December 2004 and includes specific guidance on the roles of headteachers, school staff and governors. Staff and school governors are kept updated by headteachers and cluster co-ordinators regarding action plans and developments.

Examples of governor involvement are: in the Canons Connect project where each governing body has a member who acts as a trustee on the Canons Connect Board; in central Harrow cluster, in Elmgrove First and Middle Schools Governing Body has reconfigured one of its sub-groups to include a specific remit for overseeing extended school developments; in the Hatch End cluster (the most recent cluster to roll-out an extended school programme) involved governors in the planning for this and will be setting up a governors monitoring group to oversee developments.

The NRT is currently developing with the National Governors’ Council and the National Association for School Governors specific guidance on the roll for governors on the implications of extended schools. It will be expected that this will form part of the training for governors involved with the additional clusters as they roll out.

**Recommendation 5: A process for communicating lessons learnt and learning experiences are transferred to other staff, particularly within, but also outside of the cluster areas. The lessons should be formally logged to enable their effective dissemination.**

<b>Current Position</b>	<b>Future plans and proposals for roll-out in remaining clusters.</b>
<p>Some processes are in place such as the Extended Schools Working Group which meets half-termly</p> <p>Sharing information and good practice has also been a key feature of workshops and conferences held on extended schools and extended school activities</p>	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure governors are involved in the planning and reviewing of extended school programmes</li> <li>• Schools should report periodically to governors regarding progress and outcomes</li> <li>• A proposal for all clusters to produce an annual evaluation of initiatives which includes outcomes, lessons learnt and good practice ideas.</li> <li>• Introduce a systems of observing and reporting on good practice (e.g. by the ESRA) in clusters</li> </ul>

### **Commentary**

There are a number of channels in place for communication and some of these have been described in relation to recommendation 1. In addition, there have been a number of workshops on specific elements of extended school activities which have been well received and have been useful forums to share good practice. Areas of focus in these workshops have included: family learning and projects relating to community cohesion. The NRT training programme which is currently being developed for Harrow will also have the sharing of practice and lessons learnt as an essential component.

Glebe Full Service Extended School is regarded by TESSS as a model of good practice and examples of their good practice have been shared nationally by TESSS, as well as by the Headteacher and Chair of Governors at national conferences. The leadership of Glebe Full Service Extended School is being included in the National Professional Qualification for Headship web training materials from January 2006.

### **Scrutiny Recommendation 6: Clarify the role of co-ordinators especially in regard to quality assurance.**

<b>Current Position</b>	<b>Future plans and proposals for roll-out in remaining clusters.</b>
<ul style="list-style-type: none"> <li>• There is parity and consistency in job descriptions</li> <li>• Systems have been put in place to ensure</li> </ul>	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure that the staff development procedures are</li> </ul>

<p>that co-ordinators are supported in their role</p> <ul style="list-style-type: none"> <li>• Co-ordinators' training and development needs are being met, although there is continued need for development especially in regarding to performance management and the measuring of outcomes and impact</li> <li>• Quality assurance responsibilities are being included in new job descriptions</li> </ul>	<p>consistent with Harrow's Individual Performance Appraisal and Development framework</p> <ul style="list-style-type: none"> <li>• Quality assurance expectations should be more explicit in working with headteachers to measure outcomes</li> <li>• Guidance will be provided to school clusters on quality assurance measures taking into account the new national expectations which will include standardised reports on cluster plans, performance measures and outcomes being made to headteachers and centrally (via area managers and the ESRA) by way of annual evaluation.</li> </ul> <p><b>For new clusters</b></p> <ul style="list-style-type: none"> <li>• A comprehensive induction programme supported by area managers</li> </ul>
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### Commentary

**Role:** There are four cluster co-ordinators currently in post. The Canons co-ordinator has been in post since January 2004 with the other co-ordinators being appointed more recently. Ha2cando's original co-ordinator left her post in the summer 2005 and a new co-ordinator took up her post in early October. Evidence from clusters is that headteachers and other staff regard the co-ordinator's role as being important in the development of cluster community (extended) schools. National evaluation indicates that this role can be crucial in freeing up headteacher and other school staff to concentrate on their core business.<sup>8</sup> The co-ordinator's role is key in bringing coherence to wide range of extended school activities being developed and already in place. Co-ordinator's also provide a central point of contact for involving and sharing information with partner organisations, parents, young people and the local community. Given the expectation that all schools will be expected to deliver the extended schools "core offer", it will be important to ensure that there is clarification about those areas of development which the school will take responsibility and accountability for and those for which the co-ordinator has direct responsibility.

<sup>8</sup> Colleen Cummings *et al* (2005) *Evaluation of the Full Service Extended Schools Project: End of First Year Report*. DFES. Research Report RR680, p. iii

**Job Description:** Since the Scrutiny Report a number of steps have been taken to clarify the role of co-ordinators. Similar job descriptions have been drawn up for recent appointments to ensure that there is consistency and parity, while at the same time allowing for flexibility at cluster level. All existing posts are graded at H10 and have a similar format to include: the key responsibilities to work with headteachers in drawing up strategic action plans; review, monitor and evaluation of the plans and their outcomes. Key responsibilities also include either the direct delivery of services for children and their families, or enabling such provision to be established. Co-ordinators are also expected to work with headteachers in developing projects and initiatives which are sustainable.

**Support for co-ordinators:** Co-ordinators receive support from their headteachers through regular meetings and line management arrangements (also dealt with under recommendation 4). Regular half-termly meetings between cluster co-ordinators are an additional mechanism for support. Area managers meet regularly with their cluster co-ordinators to provide advice and support. Administrative support has also been identified as a need and has been put in place to help co-ordinators with their workload and enable them to concentrate on their primary role.

**Staff development and training:** Co-ordinators have identified their training needs through their management meetings with headteachers and through cluster co-ordinator meetings. Training and guidance has been provided directly (for example, on budget management). In other cases training opportunities have been signposted for co-ordinators (for example to attend training provided by the Local Safeguarding Children Board), or the national and regional training events facilitated by TESSS or the NRT. Cluster co-ordinators have identified the need for a common comprehensive induction programme and this is currently being drawn up by Area Managers to be in place for the appointment of new co-ordinators. Individual staff development needs and opportunities are also being identified for co-ordinators (for example, the Canons Co-ordinator is undertaking training on National College for School Leadership's Community Leadership Programme).

**Quality Assurance:** Elements of quality assurance are included in all new job descriptions and in the more recent ones an explicit reference to the co-ordinator's role in working with headteachers *"to review and produce an annual action plan for the cluster in agreed focus areas and activities and to monitor and evaluate the progress, outcomes and impact of the action plan"*. This expectation should be included in all new job descriptions. The national evaluation of extended schools has indicated the need for more work to be done in setting up systems to measure impact and outcomes. Some good practice is evident in Harrow such as the milestones progress record at Glebe School. With the evolving of the initial LPSA projects to the piloting of community schools and now more explicit expectations regarding extended schools there is a need to ensure that new clusters and existing clusters have robust systems in place for measuring outcomes and impact. Specific support will need to be given to clusters in this regard and the ESRA and area managers could have a key role in supporting these developments. Harrow will be required to make returns to the NRT from 2005-6 on extended school progress (e.g. the number of schools delivering the core offer by 2006) and to ensure accountability for funding which is allocated to schools; thus regular reporting of performance



measures in relation to the “core offer” and its impact. The People First Area Director completed the first Local Authority Extended Schools Monitoring and Self-Evaluation return in August 2005 and submitted this to the DfES, NRT, Government Office and TESSS. This annual return will be required to monitor progress relating to the local authority, school management, consultation, engaging partners, strategy, launch, training, funding, network and schools.

**Sustainability:** An element of the work of co-ordinators is to develop partnership arrangements which will ensure that the projects and initiatives are dependent on their own individual involvement and will be sustained should they leave their post. Given the close working relationships which are in place with area managers continuity of development would be maintained should co-ordinators leave their post. Another dimension of co-ordinators work is to ensure that projects and initiatives are developed in a way that is sustainable over time. An example of this is the development of the YISP in the Ha2cando cluster which was originally funded by the Children’s Fund and which provides direct support and new opportunities for children and families and which will be mainstreamed more widely.

**Scrutiny Recommendation 7: The Review Group should receive a report highlighting the budget, timescales, timetable and process for roll out across Harrow**

<b>Current Position 2005-6</b>	<b>Future plans and proposals for roll out in remaining clusters.</b>
<p><b>Canons, ha2cando and CH Unite</b>  Community schools funding £375k  Standards Fund £200k</p> <p><b>Hatch End</b>  Community schools funding £90k  Standards Fund £38k</p> <p><b>Glebe Full Service Extended School</b>  Standards Fund £93k</p> <p><b>Park, Whitmore and Nower Hill clusters.</b>  Standards Fund £197k</p> <p><b>Capital funding</b>  In addition to the above £500k capital funding (over 2 years 2005-6 and 2006-7) has recently been made available for 3 schools: Canons High School (CH Unite), Whitefriars (Central Harrow) and Roxeth Manor / Rooks Heath (ha2cando)</p>	<p><b>Funding</b>  Standards Fund 2006-7 of £499k (revenue) and £317k (capital) be used to supplement the budget for community schools roll-out with the expectation that all clusters will be developing extended school activities from April 2006.</p> <p>Standards Fund has been indicated for Harrow until March 2008. However there is no indication yet of funding available beyond that time.</p>

**Scrutiny Recommendation 8: Councillors, especially ward councillors, school governors and local residents to be involved and made aware early in the development of any additional Community Schools**

<b>Current Position</b>	<b>Future plans and proposals for roll-out in remaining clusters.</b>
As additional clusters are developing plans headteachers are keeping staff, governors, local councillors and the local community informed.	<p><b>For all schools and clusters</b></p> <ul style="list-style-type: none"> <li>• Need to ensure that there is mechanism for continued involvement and information sharing with governors, councillors and residents.</li> </ul> <p><b>For new clusters</b></p> <ul style="list-style-type: none"> <li>• Ensure that governors and local councillors are informed early of progress and developments.</li> </ul>

**Commentary**

Governors in the additional clusters that are developing an extended schools programme are being kept informed of and involvement in developments. In the Hatch End cluster, for example the area manager attended governing body meetings in a number of schools prior to the proposals coming to Cabinet. Information was also conveyed to residents *via* the local press and in the *Harrow People*. The area manager also attended a residents' meeting as part of the Public Realm roll-out to speak to residents about these developments. In the Park cluster, governing bodies are being kept aware by headteachers of developments as proposals develop, as are local councillors. Nationally, the NRT training programme expects this involvement in all stages of the implementation process.

An example of good practice in involving parents and residents is in the developing Park cluster where a community advice event (Oct 2005) was supported by over 40 service providers and invitations were not only issued to parents but to local residents and targeted groups in the community. As part of this event those in attendance were asked for their views about the development of extended school activities in their area. These views are now being used to inform the planning of extended school services.

<b>DfES</b>	Department for Education and Skills
<b>EACH</b>	Ethnic Alcohol Counselling in Harrow
<b>ECM</b>	Every Child Matters
<b>ESRA</b>	Extended Schools Remodelling Adviser
<b>HYPC</b>	Harrow Young Person's Centre
<b>KLC</b>	Kenton Learning Centre
<b>NRT</b>	National Remodelling Team

**PCT** Primary Care Trust  
**SEN** Special Educational Needs  
**TESSS** The Extended Schools Support Service  
**YISP** Youth Inclusion Support Panel

**Reading material consulted:**

Harrow Council – People First (2004) *Guidance for Extended Schools Activities in Harrow Schools*

Craig, John (2005) *Taking the wide view. Report of six ContinYou/NCSL seminars on the leadership to extend schools.* Demos.

Cummings, Colleen, Alan Dyson, Ivy Papps, Diane Pearson, Carlo Raffo and Liz Todd:(2005): *Evaluation of the Full Service Extended Schools Project: End of First Year Report.* DFES. Research Report RR680.

Clemens, Sam, Robert Kinnaird, Tara Mackey, Gemma Deakin and Anna Ullman:(2005): *Extended Services in Schools: Baseline Survey of Maintained Schools in 2005.* DFES. Research Report RR681.

DfES (2005) *Extended Schools: Access to opportunities and services for all. A prospectus, p. 7*



## APPENDIX A

### **EXTENDED SCHOOL PARTNERSHIP AGREEMENT For the CENTRAL HARROW CLUSTER OF SCHOOLS (known as CH UNITE Cluster)**

#### **Introduction**

This initiative is based on a cluster of schools across the London borough of Harrow. It was initially formed with LPSA (Local Public Service Agreement) funds via the Local Authority (LA). The funding stream now consists of LA funding and Standards funds for Extended School activities and any other funding the cluster may obtain through successful bids.

#### **The agreement between the Local Authority and clusters:**

1. There should be a statement of the objectives of the cluster
2. The cluster will provide a plan of action, which consists of a financial plan and outcomes. This will need the agreement of the Local Authority
3. The Local Authority reserves the right, in cases of non performance, to withdraw funding as defined in the Action Plan success criteria.
4. The cluster has chosen amongst the financial and employment management options as set out below.
5. Any contracted services will be arranged by the cluster.

#### **1. General Management and Purpose**

This is a partnership of 10 schools in the CH Unite Cluster area with Local Authority representation.

##### **a. Terms of reference and purpose of the Partnership**

The partnership has been created to support further development of local support networks for children and families and to increase opportunities for extended/community consultation, learning and engagement. The focus of this is to improve opportunities for those children and families identified as underachieving, vulnerable and hardest to reach. The Cluster will continue to contribute to the targets laid down in the LPSA agreement.

##### **b. Terms of reference for managing the Partnership**

To achieve this, funding has been delegated by Harrow Local Authority to the partnership to fund co-ordination and develop activities to support the aims of the Community/Extended Schools project. This is referred to below as 'the project'.

The CH Unite Cluster has agreed a management team of 4 headteachers with the Community Learning Development Co-ordinator (referred to below as 'The Co-ordinator') with Local Authority officers acting as advisers to the project.

##### **c. Terms of reference for meetings**

- i. Whole cluster headteacher meetings
  - Meetings every half term to include an agenda item on cluster activities.
  - All cluster headteachers or a representative from each school (when a headteacher is unable) to attend cluster meetings.

- The resident headteacher will gather items for the agenda which is to be circulated one week before the meeting. The resident headteacher will chair the meeting.
- ii. Management Team
- Membership. Management team (MT) consisting of four of the headteachers and co-ordinator agreed by a majority of the cluster headteachers based on a rolling programme of ‘tours of duty’ agreed by a majority of the cluster headteachers. The tour of duty being for two years. To ensure continuity, and barring exceptional circumstances, a maximum of half the members of the management team will turn around annually.
  - Timing of meetings: every half term at least. Location: rotate around the MT schools. Chair: the Headteacher who hosts the meeting.
  - Purpose and arrangements. The MT will provide strategic leadership of the project, write the overarching action plan, which reflects the objectives of the cluster, and the Co-ordinator will deliver the action plan and provide updates for the MT. The team will monitor and take regular statements of the progress of action plan spending against the budget.

## 2. Employment: Contractual Matters and Delegation

### a. Delegated authority

The headteachers have agreed that employees of this project will be under the control of the Area Director (People First) for all matters to do with their employment (e.g. pay, conditions, employment, redundancy, associated costs etc.). This will be in accordance with Council policies and procedures.

The MT is responsible for overseeing the strategic direction of the project and the line management of the Co-ordinator’s day-to-day activities. The Co-ordinator is responsible for supporting the MT in carrying out its strategic leadership, through delegated day-to-day management of the project and activities.

- b. Supervision: The project and its co-ordinator is to be line managed by a management team consisting of four of the headteachers.
- c. Site management. The Co-ordinator’s site management will be the responsibility of a named person acting as facilitator, based at Harrow High School & Sports College.
- d. Performance management of the Co-ordinator is to be through a named member of the MT. Any appeals to be initially dealt with by the management team and if unresolved to be referred onto the LA representative (Area Director).
- e. Line management of project support staff – the Co-ordinator is to be responsible for the day-to-day management of project support staff and contracted staff.
- f. Quality assurance / Performance management of contracted activities and staff (e.g. Community Learning Tutors). The Co-ordinator must ensure that there are appropriate work plans and outcomes, identifying responsibility for assuring cluster objectives are met.
- g. Policies and procedures: The funding of the project through Local Authority delegated monies places the employees under Local Authority policies and guidelines. (See relevant Local Authority Employment Policies and Guidelines)

### 3. Financial Arrangements:

a. Location and authority for budgets.

The headteachers have agreed that the budget will be held as follows:

- i. Monies for the Co-ordinator/ Administrator and link workers posts will be held centrally by the Local Authority.
- ii. Any other funds (including counselling funding) will be held by the site school where the Co-ordinator is based, Harrow High School & Sports College. This money will be set up in a separate school account budget and will have the Co-ordinator and Headteacher of Harrow High School & Sports College as signatories. The Area Director at the Local Authority would be able to act as a signatory (e.g. during school holidays if no one else was available.).

b. Budget Responsibilities and Delegation

The MT delegates day-to-day responsibility for the management of the budget to the Co-ordinator. Resources are targeted at the action plan priorities, which will provide the basis of the annual budget.

c. Management Overview

Named member(s) of the management team will act as the responsible person overseeing the progress of the budget expenditure. The accounts are to be presented on a regular basis to the MT and to the cluster headteachers.

d. Accounting Procedures

The project must comply with all council financial regulations and procedures, including contracted services and employment policies and procedures.

### 4. Capital Equipment and Buildings

Agreement of purchasing, ownership and disposal.

A base has been provided at Harrow High School & Sports College. This remains the responsibility of Harrow High School & Sports College. Resources purchased through the cluster's funds and contracted or associated projects during the life of the project shall remain the property of the project. These may be located in schools or relevant settings for the cluster and associated activity(s). Should the project be extended by Local Authority support, the resources will remain within the cluster organisation. At the conclusion of the extended schools project, the capital equipment items are to be divided equitably amongst the cluster schools. This is subject to schools having contributed to the initial set up costs.

### **CH UNITE CLUSTER OF SCHOOLS and Local Authority REPRESENTATION**

#### **Members of the Cluster**

##### **CH Unite Schools**

<b>Name of Headteacher</b>	<b>School</b>
Mrs Vijay Ralleigh	Belmont First School
Mrs Heather Harris	Belmont Middle School
Mrs Gwenda Caroli	Cedars First School
Mrs Heather Lace	Cedars Middle School

Mrs Denise Cawthorne	Elmgrove First School
Mrs Joy Lawrence	Elmgrove Middle School
Ms Christine Lenihan	Harrow High School & Sports College
Ms Vivien Swaida (Deputy Head)	Harrow High School & Sports College
Ms Claire Nicholls	Harrow Tuition Service
Ms Julia Drozdowskij	Norbury First & Middle School
Mrs Lynne Pritchard	Whitefriars First & Middle School

<b>Name of Community Learning Development Co-ordinator</b>	Hashmita Gami
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<b>Education Link Workers</b>	Martina Sheridan
	Michelle Tyson

**London Borough of Harrow**

<b>Area Manager for Central Harrow</b>	Kashmir Takhar
<b>Area Director</b>	Michael Hart

MANAGEMENT TEAM MEMBERS, ROLES AND RESPONSIBILITIES

For Financial Year: April 2005 – March 2006

**Christine Lenihan**                      **Site management (inc. Performance Management).**

**Christine Lenihan**  
Lynne Pritchard }  
Claire Nicholls }                      Joint Financial  
Joy Lawrence }

Hashmita Gami                      Community Learning Development Co-ordinator  
Kashmir Takhar                      Area Manager for Central Harrow  
Michael Hart                          LA Support

Chair of the management team to be rotated .It is proposed that every headteacher in the cluster do a tour of duty on the management team

FINANCIAL ADMINISTRATION

Hashmita Gami/Christine Lenihan                      Community Learning Development Co-ordinator /  
Amanda Lowry & Ray West                      Finance Assistant & School Finance Officer at Harrow High School & Sports College

Local Authority Line Management Responsibility

Harrow                      Area Director                      Michael Hart  
Harrow                      Central Harrow Area Manager                      Kashmir Takhar