

<b>Meeting:</b>	Children and Young People Scrutiny Sub Committee
<b>Date:</b>	18 October 2006
<b>Subject:</b>	Update on Extended Schools
<b>Responsible Officer:</b>	Javed Khan, Director of Lifelong Learning and Culture
<b>Contact Officer:</b>	John Kennedy, Group Manager Community and Area Development (020 8420 9331)
<b>Portfolio Holder:</b>	Cllr Janet Mote People First
<b>Key Decision:</b>	No – information item
<b>Status:</b>	Public

### **Section 1: Summary**

This report provides an update on progress regarding extended schools since the Community Schools Pilot Evaluation (Nov 2005) was presented to the Overview and Scrutiny Committee on 30 January 2006. Since that time progress has been made in a number of areas:

1. The roll-out of extended schools has been completed and there are 7 extended school clusters operational with cluster co-ordinators appointed in each of these.
2. Work has focussed on ensuring that the development of children's centres and extended schools is joined-up at a strategic and operational level. The aim of this is to maximise human and financial resources, avoid duplication of effort and services and maximise potential. A corporate extended services group was established to take this forward led by the Group Manager for

Community and Area Development and the Group Manager for Early Years, Childcare and Parenting.

3. A draft extended schools strategy has been drawn up to be sent for consultation from October to December 2006 to headteachers, chairs of governors, councillors, key officers, representatives of the community, voluntary and faith sectors and other staff supporting the development of extended services (see appendix 1).
4. Consultation will also include the proposed structural arrangements to support the development of extended services which builds on existing systems with an aim of ensuring that support is provided in a consistent and effective way while recognising the issues of staff capacity and resource pressures.
5. Alongside this strategy, updated guidance will be sent to schools taking on board recent national guidance on the provision of extended services.
6. There are now more clearly defined roles for the Local Authority which is 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.
7. Schools are working towards the target of delivering the core offer by 2010 with at least 11 schools being identified during the autumn term as delivered all the elements of the core offer

### **Decision Required**

#### **FOR INFORMATION**

That the Scrutiny and Young People Sub Committee notes the report

### **Reason for report**

The aim is to provide a progress report on developments relating to extended services and the plans in place for 2006-7.

### **Benefits**

Supporting extended school developments is central to the government's vision for the future of schools and the outcomes for children set out in *Every Child Matters*. A revised Ofsted framework will also mean that schools will be inspected on the contribution they make to the delivery of these outcomes. The DfES (2005) *Prospectus on Extended Schools* sets out expectations on delivering the "core offer" which all Harrow schools will be required to meet by 2010. The DfES (2006) *Choice for Parents* sets out an expectation that children's centres and extended schools will be developed in a co-ordinated way.

## Cost of Proposals

There are sufficient resources available for extended schools in 2006-07. Funding is provided from the Council Budget (£398k) and until March 2008, Sure Start Revenue (£105k annually) and Standards Fund (£409k annually).

## Risks

Without sustained budget provision beyond 2008 schools will not be in a position to deliver the core offer. Furthermore the cluster arrangements will be undermined and will lead to a fragmentation of service delivery.

## Implications if recommendations are rejected

No recommendations – for information only

## Section 2: Report

### Brief History

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 children, their families and the wider community”. Harrow’s extended school development began in 2003 with the piloting of community schools and since that time has expanded to take on board ever increasing expectations on local authorities and schools to develop a range of extended services which will 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*. Harrow has built its extended school developments on cluster arrangements and this is regarded as good practice both locally and nationally.

There is now a specific expectation that all schools should be in a position to provide the “core offer” by 2010 which includes, as a minimum: (a) high quality 'wraparound' childcare provided on the school site or through other local providers available 8 am-6pm all year round; (b) study support and a variety of activities such arts and crafts, special interest clubs; (c) parenting support, including family learning (d) ensuring easy and swift referral from schools to a wider range of specialist services and (e) widespread community use of the school's facilities.

It is also expected that there will be an integral link between the development of and strategy for extended school developments and the strategy for children's centres in Harrow (now referred to together as extended services). The development of existing extended service will be expected to form a key part of developing front line delivery of integrated services in local areas. To enable this to be implemented and supported a number of developments have taken place.

The Local Authority Education Leadership Group will take a specific lead in overseeing the strategic direction of travel for extended services. An Extended Services Partnership will be established which will ensure that all those involved in the development of extended services can share and discuss issues related to extended services best practice and services delivery, analyse and interpret data to inform service delivery, ensure evaluation of service delivery takes place to measure impact and maximize the potential for interdepartmental working. (see appendix 2).

In addition to this group there will be a number of working groups responsible for specific areas of delivery, e.g. the family support group will plan and co-ordinate the development of parenting and family support throughout Harrow.

An extended schools strategy has been drafted which sets out the vision, aims, targets and support for extended school development. In addition, updated guidance is being made available to school taking in account recent national guidance.

### Options considered

National guidance and expectations from the DfES sets out an expectation that extended school and children's centre developments support each other and Harrow's vision for extended services is that they should be provided by the statutory, voluntary or private sector through schools, children's centres or other community venues to enable children, young people and their families access early intervention, prevention and support services in a timely and effective way.

### Consultation

Headteachers, chairs of governors, councillors, key officers, representatives of the community, voluntary and faith sectors and other staff supporting the development of extended services will be consulted on the above strategy and support framework between October – December 2006. At the same time young people and parents are being consulted on the provision of extended services through extended schools and children's centres consultation events.

### Financial Implications

There are no financial implications to the Council for 2006-7. It is unclear at this stage what grant funding will be available beyond March 2008.

### Legal Implications

Section 27 of the Education Act 2002 gives power to schools to provide services and facilities for the benefit of the community. The governing bodies of the schools will retain responsibility for the control of the school premises, unless agreements to transfer control are entered into.

### Equalities Impact

The extended schools programme contributes to the corporate equalities plan and race equality scheme in a number of ways. The priorities identified aim to build cohesive communities, provide opportunities to succeed, achieve aspirations, provide access to services, combat disadvantage and promote social inclusion.

The extended schools programme links to the Harrow's Corporate Priorities for making Harrow safe, sound and supportive.

### Section 17 Crime and Disorder Act 1998 Considerations

Extended services contribute to the Crime, Disorder & Drugs Strategy (2005-2008) Priority Area 4 *Young People and a Safer Harrow*, to develop partnership working with young people and encourage their participation in all Safer Harrow initiatives, promoting the development of Youth Inclusion Support Panels, support voluntary sector services and parenting support programmes and encourage increased access to youth services. Developments will also contribute to the cross-cutting theme of support for community cohesion.

## **Section 3: Supporting Information/ Background Documents**

### Background documents:

John Kennedy, Jackie Vaz, Kashmir Takhar (2005) *Community Schools Pilot Evaluation Report*.

People First (2006) *Draft Extended Schools Updated Guidance*

Any person wishing to inspect these papers should telephone 020 8420 9331.

## **Extended Schools Strategy (draft for consultation) 2006 Appendix 1**

### **Introduction**

This strategy sets out the Harrow approach to the extended schools initiative in order to streamline provision of the extended schools core offer through shared understanding. It makes explicit the links between partners with related agendas, especially the development of Harrow's Children's Centres. The strategies for extended schools and children's centres should be read together as they provided the strategic direction for the development of extended services in Harrow,

### **Vision**

Harrow schools will be centres providing high quality teaching and learning focused on high standards of attainment, and also acting as community centres offering access to the support, often delivered by partners, that children and their families need in order to thrive and achieve. They will contribute to wider plans to ensuring that children and young people stay safe and healthy, enjoy and achieve, achieve economic well-being and make a positive contribution

### **Underlying principles and beliefs.**

- Higher standards of attainment go hand in hand with promoting the well-being of children and young people.
- Additional activities and services enable children and young people to pursue wider interests, develop new skills and access any specialist help that they might need to resolve difficulties and fulfil their potential.
- Educational change must be owned and driven by schools and parents.

### **Over-arching aims**

- Improve achievement and raise standards
- Address the particular needs of under-achieving and disadvantaged groups
- Increase parental involvement
- Meet the requirements of the Every Child Matters (ECM) agenda
- Provide better services for children, families and local communities
- Establish partnerships with other services to support respective targets.
- Services will be developed which are sustainable, affordable, meet local needs and contribute to making communities stronger

### **Core offer of extended services**

By 2010 Harrow's aim is that all schools will have developed the five 'core' services:

- Varied study support activities
- Access to high quality, affordable childcare year round
- Swift and easy referral to a wide range of specialist support services
- Support for parents and carers, including adult and family learning

- Access to schools' resources for local communities

#### Targets

- By 2010 every school can provide access to core extended services and every community will also have access to a Children's Centre, providing multi-agency support for children up to age five and their families.
- By 2008 core services will be provided by 50% of first and middle schools and 33% of high schools
- By 2006, core services will be provided by at least 11 schools

#### Development of Services

- Services will be provided with the support of governing bodies
- Schools and children's centres will work together in clusters to plan, coordinate and deliver services
- Cluster co-ordinators and children's centre managers will work with the Local Authority, headteachers, and partner agencies, the private sector and community, voluntary and faith groups to deliver extended services
- Services will be funded primarily through Government funding, Council specific funding and supported through school's own delegated budgets

#### Strategic Support

- The Local Authority Education Leadership Group takes a strategic lead in planning and auditing extended services and ensures corporate support across Council Services
- Working groups to include: Family Support, Training and Quality, Health and SEN, Commissioning Services, Childcare Development, Cluster Groups and the Extended Services Partnership Group
- Support from Harrow's Extended Schools Remodelling Adviser (ESRA), Council officers from People First Directorates and other council directorates, particularly Urban Living.
- Support from other statutory services including health and police, voluntary, faith and community groups.

#### **Specific support which will be provided for extended service developments**

- Information about existing patterns of provision and service gaps in local areas, including the current demand for, and provision of, childcare in each local area
- Information on lifelong learning opportunities
- Advice about how to use the funding available
- Training, skills, advice and support on all aspects of extended services
- information about other children's services and providers who are willing to work with extended schools
- Model policies on charging for services such as childcare
- Advice on working with third party providers and model contracts

- Advice on health and safety and safeguarding
- Advice on how to consult effectively and what resources are available to support the consultation process.

### **Quality Assurance**

Impact will be measured against:

- pupil achievement
- participation of young people, parents, carers and the local community in shaping activities
- numbers of parents moving into adult education
- impact that services have on pupils, parents and the local community.