

# **EXTENDED SCHOOLS STRATEGY**

**2007-2010**

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## **Extended Schools Strategy**

### **1. Introduction**

This strategy sets out the Harrow approach to the extended schools initiative to streamline provision of the extended schools core offer<sup>1</sup> 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<sup>2</sup> should be read together as they provide the strategic direction for the development of extended services<sup>3</sup> in Harrow,

### **2. Vision**

Harrow schools will be centres' providing high quality teaching and learning focused on high standards of attainment, as well as being 'community hubs' offering access to support for children and families. Additional support may often be delivered by partners, and is what children and their families need in order to thrive and achieve. Schools will contribute to wider plans to ensure that children and young people stay safe and healthy, enjoy and achieve, achieve economic well-being and make a positive contribution

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

- Higher standards of attainment go hand in hand with promoting the well-being of children and young people.
- School improvement strategies are linked with the development of extended services.
- Educational change must be owned and driven by schools and parents.
- Extending the range of services on offer to children, young people and their parent's helps schools to identify and overcome barriers to attainment early on.

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<sup>1</sup> The core offer is described in the DfES publication 'Extended Schools: Access to opportunities for all', 2005

<sup>2</sup> Harrow Children's Centre strategy approved by Cabinet in November 2005

<sup>3</sup> The term Extended Services is used in this document to refer to both the extended schools core offer and the children's centre core services described in the Sure Start Children's centres Practice Guidance.

- 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.
- Parents and local communities benefit, from advice and support; and from opportunities to improve not only their parenting skills, but also their skills for employment.
- Particular emphasis is placed on those who are among the most disadvantaged.

#### **4. 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 improved 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.

#### **5. Core offer of extended schools**

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

- Varied menu of activities including study support.
- Access to high quality, affordable childcare year round.
- Swift and easy referral to a wide range of specialist support services.
- Parenting support, including family learning.
- Wider community access to ICT, sports and arts facilities, including adult learning.

#### **6. 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.

## **7. 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, head teachers, partner agencies, the private sector and community, voluntary and faith sector to deliver extended services.
- Services will be funded primarily through Government funding, Council specific funding and supported through school's own delegated budgets where appropriate.

## **8. Strategic Support**

- The Local Authority Schools Leadership Team (Appendix 1) takes a strategic lead in co-ordinating and auditing extended services and ensures corporate support across Council Services.
- The Extended Services Partnership links in to the Children and Young People's Strategic Partnership (CYPSP) (Appendix 2).
- The work of the Extended Services Partnership takes place within the six working groups which are: Family Support and Learning, Training and Quality, Health and SEN (Special Educational Needs), Commissioning Services, Childcare Development and Marketing and Information Services. Each group works to agreed terms of reference (Appendix 3) and provides regular reports to the Extended Services partnership.
- Support is available from Harrow's Extended Schools Remodelling Adviser (ESRA), Council officers from People First Directorates and other council directorates, particularly Urban Living.
- Support and advice is also sought from other statutory services including health and police as well as the voluntary, faith and community sector.

## **9. Local Authority specific support for extended services**

- 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 and provision of lifelong learning opportunities.
- Advice about the funding available and how it might be used.
- 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.
- Advice on establishing community based arts and sports activities and links to existing provision.
- Regularly updated guidance on developing extended schools provision (see Extended Schools Updated Guidance, January 2007).

## **10. Quality Assurance**

Impact will be measured against:

- Pupil achievement.
- Evidence of participation of young people, parents, carers and the local community in shaping activities.
- Participation in extended school activities as a percentage of the school population.
- Numbers of parents entering, being retained or progressing in learning.
- Impact that services have on pupils, parents and the local community.
- Extended school clusters will also set their own targets and impact measures as part of their annual action planning cycle.
- Clusters are expected to incorporate monitoring and evaluation procedures in all their activities.

The statutory purposes for school inspection already include a requirement to evaluate and report on schools' contributions to the *Every Child Matters* outcomes. This includes an evaluation of the extent to which enrichment activities and extended services contribute to children's and young people's enjoyment and achievement. Questions could include:

- Why did the school decide to offer these particular extended opportunities?
- How are they impacting on standards and achievement?
- How well are the activities and services used?

## Local Authority Schools Leadership Team

Remit of the group:

- To focus on work in and with schools.
- To focus on leadership and lead on strategic matters.
- Finding out about and pre-empting issues that will impact on schools.
- Being aware of concerns affecting schools from other services.
- To make a joined-up response to issues.
- High-level coordination at an early stage to potential issues and concerns.
- To lead on and co-ordinate service development.
- High-level coordination of services provided to schools.
- To promote Foundation Stage issues.
- Communication with Schools.

Cross cutting issues to include:

- School workforce development.
- Extended services (includes Extended Schools and Children's Centre developments).
- SEN.
- School performances.
- School organisation.

Membership to be drawn from:

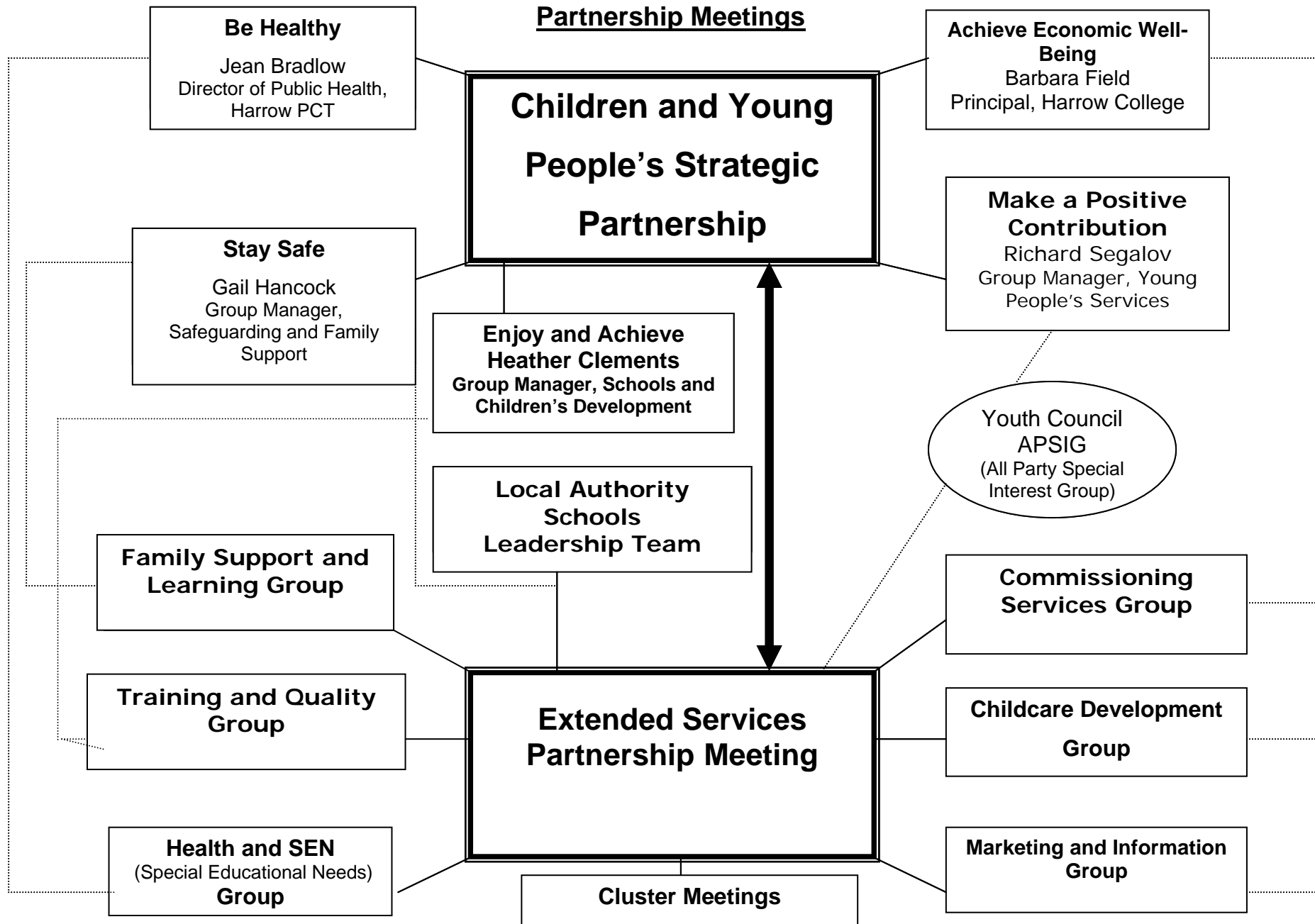
- HR
- Finance
- Special Needs
- Buildings and Maintenance
- Admissions.
- Data Services
- Legal services
- Early Years and Parenting
- Community and Area Development
- Social Care

Meetings to take place half termly.

The focus of each meeting to be clear and the agenda set two or three weeks in advance in case attendance by other officers in the LEA is required. If an agenda item is proposed that requires another officer being invited, the responsibility lies with the proposer.



**The Children and Young People’s Strategic Partnership – links with Extended Services**



## Appendix 3

### Extended Services Partnership Meeting

#### DRAFT Terms of Reference

Extended Services are a range of services provided by the statutory, voluntary or private sector through schools, Children's Centres or other community venues to provide children, young people and their families with access to early intervention, prevention and support services in a timely way and in a way which limits bureaucracy.

The aims is to share and discuss issues relating to extended services best practice and service delivery. To discuss issues around:

- equity of access to provision
- ensuring services met the identified needs of children, families and communities in local areas
- quality, where appropriate services should be quality assured by the relevant body
- distribution of service delivery (expectation is that this should only occur where data or consultation shows it to be necessary)
- identification of training needs

The groups will:

- Analyse and interpret data to inform service delivery and planning
- Report to the Children and Young Peoples Strategic Partnership and other key strategic partnerships
- Ensure evaluation of service delivery takes place to measure impact
- Maximise the potential for interdepartmental working

Operational Partnership meetings to be:

- held termly
- chaired by elected chair or relevant Group or Service Manager
- minuted by administrators from the Early Years, Childcare and Parenting Services
- agenda to be set by Chair, relevant officers and partners and sent out 1 weeks before the meeting date

#### Attendance to be drawn from:

- Community and Area Development
- Extended Schools and Children's Centres
- Early Years Childcare and Parenting Services:
- Lifelong Learning and Library Services:
- Social Care
- Head Teacher representatives – Primary, Secondary and Special
- Governing Body Representatives
- Achievement and Inclusion Group
- Parent Representatives
- FE Representatives and training provider representatives
- Voluntary Sector Representatives
- Business Representatives
- Youth Service Representative
- Health Representatives
- Day Care Providers
- Educational Psychology Representatives

**Extended Services Partnership**  
**Commissioning Services Group**  
**DRAFT Terms of Reference**

- To map current extended services commissioning activity.
- To discuss and reach agreement about the services that will be commissioned from other agencies to provide families with local access to early intervention and prevention services.
- To reach agreement about how the commissioned services will be funded and monitored.
- To receive reports from commissioned services on progress, issues and concerns.
- To report to the Extended Services Partnership on activity and progress.
- To ensure all commissions are equitable and enable positive action and support for under-represented and disadvantaged groups and communities.

**The Extended Services Commissioning Group to:**

- Meet Termly.
- Be chaired by the person elected annually by the group.
- Open, transparent and accountable in procedures and decision-making.

**Attendance to be drawn from:**

- Children's Centres
- Extended Schools
- Community and Area Development
- Others to be confirmed

## Extended Services Partnership

### Health and Special Educational Needs (SEN) group

#### DRAFT Terms of Reference

- To discuss and reach agreement about the early intervention and prevention health services to be provided in each area of Harrow through Extended Schools and Children's Centres.
- To pool data and knowledge about children and families health needs in each area of Harrow.
- To use the data to make decisions about where early intervention and prevention health services will be provided.
- To develop a service delivery plan for each of the following:
  - Breastfeeding
  - Oral Health
  - Speech and Language Therapy
  - Health Visiting Services
  - School Nursing
  - Antenatal Care
  - Healthy Living
- To receive reports from health services on progress, issues and concerns.
- To ensure links are made with developments impacting on the health of adults.
- To strategically overview the Common Assessment Framework and the implications for Extended Services in relation to children with SEN.
- To strategically overview the roll out of Early Support and to consider the learning and its wider impact on Early Years provision.
- To provide a forum where all professionals providing services to children with Special Educational needs in the Early Years and within Extended Schools can meet together to discuss issues and agree actions to address the issues.
- To provide an overview to the integrated training programme.
- To ensure early intervention and identification processes meet the needs of the child, parents and practitioners.

#### Attendance to be drawn from:

- Health Visiting service
- Therapy Services
- Community Midwifery
- Children's Centres
- Early Years Childcare and Parenting Services
- Educational Psychology
- Community and Area Development
- Cluster Co-ordinators

## **Extended Services Partnership**

### **Marketing and Information Group**

#### **DRAFT Terms of Reference**

To act on behalf of the partnership –

1. To ensure that the partnership has a coherent and comprehensive Marketing and Publicity Strategy and Recruitment Plan.
2. To attempt to reach under-represented groups to raise the profile of the CIS (Children's Information Service), extended services and of childcare as a career.
3. To identify any new opportunities to raise the profile of extended services in general, and to raise the profile of childcare careers in Harrow.
4. To consider and ratify any decisions made by the Marketing and Information Manager and Chair of this project group to use new methods of advertising, promoting extended services and the Recruitment Campaign within Harrow.
5. To monitor expenditure on advertising and publicity to ensure that budget is not over spent and full use is made of the budget allocated
6. To report regularly to the Extended Services Partnership.
7. To ensure that consideration is given to equal opportunities in all aspects of work undertaken.

#### **Attendance**

To be confirmed

## **Extended Services Partnership**

### **Childcare Development Group**

#### **DRAFT Terms of Reference**

The Early Years Childcare and Parenting Services have set childcare targets based on research to meet the needs of children and families in Harrow. These targets are broken down into a three year period.

1. To develop a childcare strategy which incorporates the Business Plan and is clearly linked with the development of extended schools.
2. To monitor and evaluate the Business Plan to develop childcare in Harrow.
3. To liaise with the training and quality project group to ensure the training programmes meet the needs of childcare providers in Harrow.
4. To liaise with the marketing and publicity project group to ensure that information is widely circulated about new and existing childcare places.
5. To ensure that registered childminders, out of school, day care and pre school provision are linked to one of the nine children's centres in Harrow.
6. To report the progress of the childcare development project group to the Extended Services Partnership.

## **Extended Services Partnership**

### **Training and Quality Group**

#### **DRAFT Terms of Reference**

- To ensure comprehensive training programmes are in place for early years and childcare practitioners and those working in extended services
- To ensure an inter agency training programme is developed for all practitioners working in and with Harrow's Children's Centres and extended schools
- To monitor, through officer reports the uptake on the training programmes provided by partnership funding
- To advise the partnership on actions to remedy any shortfall in attendance on the training programmes
- To receive reports regarding the number of partnership bursaries awarded.
- To receive officer reports on Ofsted returns for settings offering a Foundation Stage curriculum and support officers in taking appropriate actions
- To receive regular reports from the Quality Assurance Focus Group ensuring the partnership is working towards meeting its target.
- To work with officers on developing other strategies which will promote high standards of early years education and childcare and extended services in all settings.
- To report regularly on all work and activity connected with quality and training to the full meeting of the Extended Services Partnership

It is the role of the Training and Quality Project Group to monitor all training and quality activity to ensure that set targets are met