



EXTENDED SCHOOLS

Updated Guidance

January 2007

CONTENTS		Page
1	Introduction	2
2	Underlying principles and beliefs	3
3	Key elements to the development of extended services...	4
4	Core Offer of extended services	5
5	Targets	6
6	Governors	7
7	Cluster Working	7
8	Children's Centres	8
9	Charging	8
10	Transport	8
11	Legal and other requirements.....	9
12	Funding for extended schools	9
13	Local Authority support for developing extended services	10
14	Quality Assurance	11
 Appendices		
Appendix 1:	Extended School Cluster Groups	13
Appendix 2:	Table showing links between clusters and Children's Centres	14
Appendix 3:	Extended Schools Clusters Funding Allocation Expectations	15

Extended Schools Updated Guidance

1. Introduction

- 1.1 This updated guidance builds on previous guidance: *Guidance for Extended Schools Activities in Harrow (2004) and Updated guidance on safeguarding - amendments (2005)*. It provides updated information on Harrow's approach to extended school developments. It makes explicit the links between partners with related agendas, especially the development of Harrow's Children's Centres. It should be read in conjunction with the strategies for extended schools and children's centres as they provide the strategic direction for the development of extended services¹ in Harrow.
- 1.2 This guidance builds on the excellent work carried out across the borough by schools and services which has already begun to improve the quality of life for families and communities.
- 1.3 The provision of extended services is not new and many schools have been involved in linking with the community as part of school improvement planning. In some situations delivery of the core offer is a matter of putting a structure on what already exists; for other aspects of core delivery new systems may need to be put in place as appropriate.
- 1.4 The content of this guidance is particularly influenced by DfES (2005) *Extended Schools: Access to opportunities and services for all* and HM Government and DfES Guidance (2006) *Planning and funding extended schools: A guide for schools, local authorities and their partner organisations* which set out a shared understanding of what schools can be: a place providing high quality teaching and learning focused on high standards of attainment, and also acting as 'community hubs' offering access to the support, often delivered by partners, that children and their families need in order to thrive and achieve.

¹ The term Extended Services is used in this document to refer to both the extended schools core offer (described in *Extended Schools: Access to Opportunities for all*, DfES, 2005) and the children's centre core services described in the *Sure Start Children's centres Practice Guidance*.

1.5 Extended schools services are seen as part of a wider movement to ensure that children and young people stay safe and healthy, enjoy and achieve, achieve economic well-being and make a positive contribution. They support the development of local, community-based services. They will form part of the overall local authority delivery on ECM (Every Child Matters) which will be judged through the Joint Area Review and OFSTED inspections.

2. Underlying principles and beliefs

2.1 There are a number of underlying principles which underpin the development of extended services. These include the following:

- 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 should be owned and driven by schools and parents.
- Extending the range of what is on offer to children, young people and their parents helps schools to identify and overcome barriers to attainment early on
- 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

2.2 The development of the extended schools initiative in Harrow aims to:

- a. Improve achievement and raise standards.
- b. Address the particular needs of under-achieving groups.

- c. Increase parental involvement.
- d. Meet the requirements of the Every Child Matters (ECM) agenda.
- e. Provide improved services for children, families and local communities.
- f. Establish partnerships with other services to support respective targets.
- g. Develop services that are sustainable, affordable, meet local needs and contribute to making communities stronger.

3. Key elements to the development of extended services

- 3.1 Attainment and Personalisation:** Study support activities such as homework clubs, arts activities, special interest clubs etc. will offer opportunities for children to pursue wider interests, develop new skills and access extra help, where needed. Swift, early referral to wider support services, where necessary, also helps overcome other barriers to learning. Schools are encouraged to design services in ways that support school improvement and where appropriate do so in consultation with their School Improvement Partners.
- 3.2 Planning and Partnership Working:** Extended services can be developed only by schools working in partnership with parents, children and young people, local authorities, children's centres other children's services and the private, community and voluntary sectors. The aim is to complement, not duplicate existing provision, avoid competition and where possible reduce costs and administrative burdens.
- 3.3 Workforce reform:** Extended schools should be developed in ways that minimise burdens on headteachers and staff. Teachers are not expected to deliver activities and services. Schools are encouraged to consult their staff and professional associations before drawing up staffing plans for extended activities. Some staff, for instance support staff, may be interested in taking up new opportunities; but there may also be a need to employ additional staff.
- 3.4 Consultation:** Schools are legally required to consult about any extended services they plan to offer and about any proposed charging arrangements.

As a minimum, schools must consult parents of children registered at the school; the children and young people themselves; the staff; and the Local Authority. Schools should set up on-going consultation on the extended services needed by pupils, families and the local community, especially local residents.

- 3.5 **Sustainability:** Services provided should be realistically costed. Affordable charging enables schools to enhance the quality and frequency of the extended opportunities they offer and to make these more sustainable and so more reliable for families in the long term.
- 3.6 **Planning Services to meet needs:** There is no one model of extended services. Schools will be expected to plan and fund their extended opportunities in ways that will best support children, young people and their families, reflect local needs and build on or link with existing provision offered by their partners in the voluntary and private sectors. For schools and clusters there will be a variety of approaches that adhere to the basic extended schools principles. Local knowledge, particular needs and the position of individual schools will dictate the development of the core offer. Local differences will impact on the timescale for implementation and the level of training required.

4. Core offer of extended schools

By 2010 Harrow's aim is that all schools will have developed the five 'core' services described in DfES Extended Schools: Access to opportunities and services for all (2005). These 'core' offer categories may sometimes overlap.

- 4.1 **Varied menu of activities (including study support):** This describes the very wide range of activities and opportunities offered by schools around their 'normal' day, which may take place at school or elsewhere, enhancing and enriching children's experience and contributing to their higher attainment. These activities may be provided by schools direct or by third-party providers, and can include homework clubs; 'catch up' provision; gifted and talented provision; sport (at least two hours a week beyond the school day for pupils

who want it); music tuition; dance and drama; arts and crafts; special interest clubs such as chess and first aid courses; visits to museums and galleries; learning modern foreign and community languages; volunteering; and business and enterprise activities.

- 4.2 **High quality, affordable childcare:** This means access to childcare, 8am-6pm, five days a week, 48 weeks a year in accordance with community needs. This can be delivered either on the school site, or at a nearby school or provider, with supervised transfer arrangements where appropriate.
- 4.3 **Swift and easy referral to a wide range of specialist support services:** This includes access to specialist services including the Child and Adolescent Mental Health Service, speech and language therapy and other health support and social care. Swift and easy referral developments will link with the Common Assessment Framework implementation in Harrow.
- 4.4 **Parenting support:** This includes access to local and national information on parenting support services, transition programmes, family learning opportunities and access to parenting groups using structured evidence-based parenting programmes as well as more informal opportunities for parents to engage with the school and each other.
- 4.5 **Wider community access to ICT, sports and arts facilities, including adult learning:** Where the school has facilities suitable for use by the wider community, it should look to open these up, where possible, to meet wider community needs. The school should take a role in supporting the development of the youth offer in the community by opening up its facilities to youth organizations as appropriate. The school should also offer access to adult learning programmes.

5. Targets

- › By 2010 every school can provide access to year-round extended services.

- › By 2008 50% of first and middle schools and 33% of high schools will be providing this access.
- › By 2006, at least 11 schools will be providing the full core offer access to extended services.
- › By 2010, every community will also have access to a Children's Centre, providing multi-agency support for children up to age five and their families. Five of these centres (Whitefriars, Kenmore Park, Pinner Wood, Grange and Cedars) will be co-located with first and middle schools.

6. Governors

The governing body of each school has ultimate responsibility for deciding whether it should offer additional services and activities and what form these should take. Governing bodies must also consult and take into account advice from the Local Authority on any plans to provide extended services under their community facilities power.

7. Cluster Working

7.1 Harrow's provision of extended services will be made through extended school clusters working together in partnership with the nine children's centres (see Appendix 1 and 2). The clusters are: Canons Cluster Project (south east Harrow), Children First (north west Harrow), CH Unite (central Harrow), HA2cando (south Harrow), Pinner Cluster (west Harrow), Stanmore-Kenton Cluster (east Harrow) and West Cluster (west and south west Harrow). Decisions are made co-operatively within these clusters regarding which activities and services are most appropriately provided on an individual school basis and which will be most effectively delivered through the cluster.

7.2 Co-ordinators are managed by management teams of headteachers and supported in their role by Community Development Managers who are responsible for matters relating to employment practices. Cluster co-ordinators and Community Development Managers work together to produce an annual action plan for the development of extended schools for each respective cluster.

8. Children's Centres

8.1 The development of nine children's centres across the borough will provide venues and opportunities for clusters to link aspects of the extended schools core offer. They will offer swift and easy access to specialist services, including counselling, parenting support and advice, health visiting services, support groups for parents and carers, antenatal and postnatal support, adult learning opportunities, early years care and education, childminders' support and information about care, education, training and benefits.

9. Charging

9.1 Schools should define (through the governing body) when and how remission from charging arrangements should come into force.

- Schools should charge for: (a) all childcare (except for where there is a free entitlement). Parents on lower incomes may be eligible to reclaim up to 80% of the costs of childcare through the childcare element of the working tax credit; (b) community access
- Schools may also charge for some study support (which does not take place within the school day – with the exception of music tuition)
- Extended services offer particular benefits for the most disadvantaged children and young people, so it is important that they have free access to at least some study support activities, especially those designed for children who have fallen behind in attainment, to enhance their achievement and enjoyment and support personalized learning.

10. Transport

10.1 Cluster schools will need to consider at the outset, in consultation with the Local Authority, whether new transport arrangements need to be put in place to extended services. Where a service (childcare for example) is provided other than on the school site, schools (with their partner providers) will need to devise supervised transfer arrangements where appropriate, such as 'walking buses'. Costs of relevant transport (for example, transfer costs to another school or other location for childcare provision) may be included in charges to parents.

11. Legal and other Requirements:

11.1 In setting up extended services, schools and children's centres and their partner providers are required to ensure that they take account of all relevant legal requirements on, for example, staffing; premises; health and safety; Criminal Records Bureau checks and insurance. This will require

- ensuring satisfactory CRB checks for the wide range of adult providers and participants, activities and locations
- having clear, written agreements with partners which set out accountabilities and appropriate insurance arrangements to cover all extended activities. Where services are to be provided by third partner providers (whether on the school site or elsewhere), there must be clear written agreement about responsibilities for insurance, and the relevant policies must be available to all partners. Schools may need to communicate to parents that headteachers and governors will not always have day-to-day accountability for services offered by other providers using the school or other sites.

12. Funding for extended schools

12.1 Until at least 2008, the Standards Fund and the General Sure Start Grant, will support the development of extended services. Funding is made available to Harrow's seven extended school clusters based on factors which include size of the pupil population and eligibility to free school meals.

12.2 Funding has also been made available to first and middle schools to enable them to develop some small scale capital projects aimed at improving extended services.

12.3 Harrow Council also provides specific funding on an annual basis to support extended school services. Expectations regarding the above funding are set out in appendix 3.

12.4 Schools can use their delegated budgets to support or subsidise extended activities that bring an educational benefit to children, but not to support extended activities that are solely community facilities such as sports activities for the local community. Schools may also choose to use other funding streams such as funding for personalised learning. Schools can use this funding to support access for their most disadvantaged children and young people to extended activities (some of which might otherwise be charged for), particularly 'catch up' intervention support in literacy and numeracy and gifted and talented provision.

12.5 Extended school clusters may wish to work with their co-ordinator and partner organizations to access funding from the Lottery and private sponsorship. However clusters need to be aware that such funding is often time-bound, so services should aim to be sustainable by other means in the long-term.

13. Local Authority support for developing extended services

13.1 The Local Authority Schools Leadership Team along with the Extended Services Partnership will lead in strategically planning and auditing extended services.

13.2 An extended services support system is being established to ensure that the Local Authority, schools and other partners have a coherent approach to joint working between extended schools and children's centres. Partners will work together to ensure that there is best use made of resources, commissioning services and strategies link with other plans e.g. the link between the use of school buildings, planning developments in local areas and best use of other buildings and spaces.

13.3 Harrow has an Extended Schools Remodelling Adviser (ESRA) who works with the Community Development Group, the Early Years, Parenting and Childcare Group, Lifelong Learning Services, the Achievement and Inclusion Group, Young People's Group and Cluster Co-ordinators to support extended services developments.

13.4 Other support is or will be provided through:

- making available information about existing patterns of provision and service gaps in local areas
- advice about how to use the funding available
- training, skills, advice and support on all aspects of extended services, including planning, funding and accounting issues, and costing sustainable activities and services
- advice on the current demand for, and provision of, childcare in each local area
- 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.

14. Quality Assurance

14.1 The overall success of Harrow's extended schools will be judged through the gathering of measurable outcomes relating to:

- 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.

14.2 Clusters are expected to incorporate monitoring and evaluation procedures in all their activities

14.3 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?

The above guidance is influenced by:

DfES (2006) *Schools for the Future. Designing Schools for Extended Services*

DfES (2005) *Extended Schools: Access to opportunities and services for all*

DfES/NRT (2006) document *Extended Schools – a Guide for Governors 1*.

HM Government and DfES (2006) *Planning and funding extended schools: A guide for schools, local authorities and their partner organisations*

Appendix 1

EXTENDED SCHOOL CLUSTER GROUPS**Ha2Cando**

Alexandra
 Grange First
 Grange Middle
 Earlsmead First + Middle
 Newton Farm First + Middle
 Rooks Heath High
 Roxbourne First
 Roxbourne Middle
 Roxeth Manor First
 Roxeth Manor Middle
 Welldon Park First
 Welldon Park Middle

Stanmore-Kenton Cluster

Bentley Wood High
 Kenmore Park First
 Kenmore Park Middle
 Park High
 Priestmead First
 Priestmead Middle
 St Joseph's R C First + Middle
 Stanburn First
 Stanburn Middle
 Whitchurch First
 Whitchurch Middle

Pinner Cluster

Cannon Lane First
 Cannon Lane Middle
 Moriah Jewish First + Middle
 Nower Hill High
 Pinner Park First
 Pinner Park Middle
 Pinner Wood First
 Pinner Wood Middle
 St John Fisher R C First + Middle
 West Lodge First
 West Lodge Middle

Canons Cluster Project

Aylward First + Middle
 Canons High
 Glebe First + Middle
 Little Stanmore First + Middle
 St Bernadettes R C First + Middle
 Stag Lane First
 Stag Lane Middle
 Woodlands First + Middle

CH Unite

Belmont First
 Belmont Middle
 Elmgrove First
 Elmgrove Middle
 Harrow High
 Harrow Tuition Service
 Norbury First + Middle
 Whitefriars First + Middle

West Cluster

Longfield First
 Longfield Middle
 Roxeth First + Middle
 St Anselm's R C First + Middle
 St George's R C First + Middle
 Vaughan First + Middle
 Whitmore High

Children First

Cedars First
 Cedars Middle
 Grimsdyke First + Middle
 Hatch End High
 Kingsley High
 Marlborough First + Middle
 Sacred Heart Language College
 Salvatorian College
 Shaftesbury
 St John's C of E First + Middle
 St Teresa's R C First + Middle

Weald First
Weald Middle

Appendix 2**Table showing links between clusters and children's centres**

Extended School Cluster	Children's Centre
Ha2cando	Grange First School
West Cluster	Hillview Children's Centre
Pinner Cluster	Pinner Wood school
Children First	Cedars First School
CH Unite	Whitefriars School
Stanmore-Kenton	Kenmore Park First School
Canons Cluster	Chandos Children's Centre

Appendix 3**Extended School Clusters
Funding Allocation Expectations**

- All funding should be used to support the development and delivery of extended schools and the delivery of the core offer as set out in the *DfES Extended Schools: Access to opportunities and services for all prospectus*, June 2005
- Cluster developments should support school improvement plans and the strategic vision which governing bodies have for extended schools and the standards agenda.
- Cluster development should also support the *Every Child Matters* Framework as well as local initiatives such as Harrow's Children's Centres Strategy, Children and Young People's Plan etc.
- Clusters are expected to provide an annual action plan that sets out how funding will be used to develop extended schools across the cluster. This plan should be submitted for endorsement to the Local Authority *via* the Community and Area Development Manager prior to the commencement of any expenditure by the cluster.
- Funding should be held by one nominated school on behalf of the cluster and a separate cost centre should be set up within the school budget to manage all transactions related to this funding.
- The nominated school should provide, as required, regular reports to the cluster management team and relevant Community and Area Development Manager regarding this funding. Overall accountability for extended school expenditure remains with the Local Authority and reports must be made available to allow proper monitoring to occur.
- Clusters are expected to provide annual and half-yearly reports to their Community and Area Development Manager on funding and progress against the action plan. This should include monitoring and evaluation data that demonstrates impact and outcomes.
- Funding should be used to support cluster-wide projects. This may include projects that are developed for a group of schools which could be based in individual schools. However it is not expected that extended schools funding would be delegated to individual schools for use outside the agreed cluster action plan. Funding can be used in conjunction with any other external funding bids that support the development of extended schools provision.
- Clusters have a duty to ensure that all provision for children, young people and families meets health and safety, child protection and quality

requirements (separate information has been provided in the attached guidance).

- Clusters have a duty to ensure that consultation takes place and informs developments. They are encouraged to work in partnership with the voluntary, faith and community sector through service level agreements or other arrangements.
- Clusters are encouraged to think about targeting provision to meet the needs of vulnerable groups and those most at risk of social exclusion e.g. low income families, children in need, children with special educational needs, children looked after, children at risk of school exclusion etc.
- Specific support is provided from Community and Area Development Managers to cluster co-ordinators and their management teams which includes support for employee support, capacity building and training, monitoring and evaluation. Other support arrangements are set out in the attached guidance.
- Schools will be supported with integrating their monitoring and evaluation of extended school outcomes to other self-assessment processes such as the Self-Evaluation Framework. The Local Authority will monitor the overall level and quality of provision, evaluating progress towards the national targets for extended schools, and outcomes reported to the Council.