



OVERVIEW AND SCRUTINY COMMITTEE

**REVIEW OF EXTENDED SCHOOLS AS COMMUNITY
RESOURCES**

April 2009

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CONTENTS

	Page
CHAIRMAN'S INTRODUCTION	2
EXECUTIVE SUMMARY	4
RECOMMENDATIONS	5
INTRODUCTION	10
LOCAL CONTEXT - EXTENDED SCHOOLS IN HARROW	12
REVIEW METHODOLOGIES	17
KEY FINDINGS AND CONCLUSIONS OF THE REVIEW	23

APPENDICES

Appendix A: Agreed scope for the review	24
Appendix B: Notes of cluster group visits	30
Appendix C: List of review members, participants and witnesses	54
Appendix D: Background papers and further information	57

CHAIRMAN'S INTRODUCTION

I am delighted to introduce the report of the Extended Schools as Community Resources Review. This review was originally planned and scoped as a case study in a larger in-depth review on Building Schools for the Future which the Overview and Scrutiny Committee decided not to proceed with when Harrow's bid to the fund was accelerated. It was however agreed by the Committee that a light touch review focussed specifically on Extended Schools should be included in the 2008/9 work programme.

Extended Schools have the potential to improve both the attainment and well being of children, young people and their families, as well as support the promotion of an increased sense of community. The review was carried out in order to gauge the impact and assess the development of the service to date. The report shows that Harrow is making good progress with regards to the provision of its extended schools services. We also addressed the issue of whether all of Harrow's extended school clusters are meeting the core offer of services for extended schools, which all schools are required deliver by July 2010, to ensure consistency throughout the borough. We also hoped that through the review we would be able to identify and share good practice, which is an objective I believe we have achieved.

Whether extended schools offer added value for money and are therefore a good investment was another area we considered as part of the review. The issue of long-term sustainability is crucial to the future of the programme when government funding ceases. You will see from reading the report that this is an area that requires further thought and strategic planning by some schools and cluster groups.

As this was a light touch review, the group had a limited timescale and so focused its attention on a range of specific clusters to ensure a balanced overview of the borough's provision. We believe therefore that our recommendations form a sound pragmatic basis to support the further development of good practice in extended schools in Harrow.

The review group further concluded that extended schools require a robust support structure and a strategic approach where schools work effectively together in their cluster groups, with the local authority, children's centres, voluntary and community sector organisations, other key partners and the communities which they serve, if they are to realise their full potential for the longer term.

I believe that the report of the review, although limited by its scope, provides a good foundation for further investigations and I am looking forward to reading the report on the community use of schools, that is being produced later this summer.

I look forward to receiving the responses to the findings and recommendations that we have put forward.

Finally I would like to thank everyone who has been involved in and contributed to the review for the support, time and expertise they have so willingly provided. A special thank you goes to the Scrutiny Officer for her patience and support during the writing of the report.

Councillor Margaret Davine

Chair of the Review Group



EXECUTIVE SUMMARY

This report sets out the details, findings, conclusions and recommendations of the light touch review of Extended Schools as Community Resources. The review group came to look at extended schools as community resources having initially planned on addressing the preparations towards the implementation of Building Schools for the Future. Harrow was initially in the last tranche for implementation amongst neighbouring boroughs but this was brought forward and the reviews scope and objectives became irrelevant.

The Scrutiny Review Group carried out their investigation between September 2008 and March 2009. A variety of methods were employed to carry out the review amongst which included desktop research, detailed officer presentations and discussions, consultation with Cluster Co-ordinators, parents, children and head teachers. Aware of the limited timescale for the review, the review group chose to focus the visits to extended school services and activities to three cluster groups in the borough.

The review revealed that it is essential to have a clear strategic approach to extended schools cluster group working. The importance of effective collaborative working between head teachers, schools and cluster co-ordinator was also highlighted. The investigation also uncovered the need to have Cluster Co-ordinators with the appropriate level of skills, knowledge and experience. The enthusiasm and approach to the Extended Schools programme of Cluster Co-ordinators also has implications on the effectiveness of the extended schools programme as was made evident by the review.

The recommendations' put together draw on the key findings of the review group including the need to have effective systems of support and challenge for Cluster Co-ordinators, the need to develop effective forms of communicating the extended schools programme and the need to mainstream the positive practice e of employing Parent Ambassadors.

The following section of this report details the review group's recommendations in full.

RECOMMENDATIONS

Finding: As a result of the visits carried out as part of the review, it was evident that there is a real variance in the knowledge, skills and experience of the Cluster Co-ordinators and this in turn has an impact on the approach and outcomes of individual cluster groups and how they work.

Recommendation 1

Officers should ensure robust systems of support; advice and challenge are in place for all clusters which will help develop the knowledge and expertise of each Cluster Co-ordinator and their lead head teacher.

Finding: The effectiveness and good work of Parent Ambassadors located at some schools was commended by members of the panel. The Parent Ambassador scheme was most developed in the Canons cluster. An example of the work of the Canons Cluster Parent Ambassador is detailed below:

The Parent Ambassador was able to support a student who spoke very little English, was very shy and was struggling to integrate in the school. The Parent Ambassador initially assessed the student and found that he was not only unable to speak and communicate English but was also weak in communicating in his mother tongue and had special educational needs. From this a formal meeting took place between the mother of the student and herself. It was found that the student actually attended a special educational needs school in Poland, prior to arrival in the UK. From this the Parent Ambassador then started working with the family to support the student and did so for a year, the student is now beginning to settle and has the range of support that he requires.

Recommendation 2

Clusters Co-ordinators and head teachers are encouraged to consider the introduction of the appointment of Parent Ambassadors for hard to reach communities in their local area/ cluster to look at whether such a scheme would be beneficial to the community.

Finding: Having consulted with Parent Governors and local parents, it became evident that some of the activities provided by some schools/ cluster groups are not communicated as widely and effectively as they could be. An overall booklet detailing various activities in cluster groups with dates, schools etc for the borough was considered but it was decided that this may be impractical due to the variety of activities provided and the fact that activities change and are held in a variety of venues. The review group felt that it is important for people within communities and clusters besides parents and carers know about the extended schools programme and what is happening in local schools.

Recommendation 3

That cluster groups develop a termly pro-forma for publicising activities and ensure a copy goes home with each child in the cluster. The information should also be widely available through community venues such as libraries, children's centres, health centres and relevant websites.

Recommendation 4

Other ways of communicating with the community at large should be investigated so that members of the community not directly involved with schools are aware of the services and activities available.

Recommendation 5

Elected members who are also school governors should work to raise the profile of extended schools within the schools they govern, in their individual wards and in the community at large.

Finding: The review group found that the working relationship between some Children's Centres, extended school clusters and other partners such as the voluntary sector needs further development. However, examples of good working relationships and infrastructure were found, an example of this is at Whitefriars First and Middle School and Children's Centre. The review group witnessed at first hand parents from schools across the cluster taking ESOL classes whilst their children were looked after in Whitefriars Children's Centre.

In addition progress is being made towards developing better relations with the voluntary and community sector due to the recently appointed Children's Services Liaison Officer, appointed to help build the link between the voluntary and community sector and cluster.

Another positive step towards developing the cohesive relationship with Extended Schools and Children's Centres is the Parenting Co-ordinator that has been recently appointed to work across the Children's Centres and Extended Schools agenda strategically co-ordinating and developing parenting provision across the borough. The parenting co-ordinator developing a Parenting Strategy, which will provide information and support for parents with children from birth till 19.

Recommendation 6

Steps should be taken to ensure that strategic working is ongoing to bring together expertise from the clusters and local authority officers together in the integration of Extended Schools and Children's Centres. As further Children's Centres are established and opened full advantage should be taken of working together.

Finding: Extended schools are funded through the standards fund and area based grants. From the onset of the review, the review group expressed concerns that the formal government funding will cease from March 2011 and schools are required to mainstream extended schools into their budget. It was found that some clusters do not appear to have robust plans for the future. Cluster groups need to develop ways in which activities can be sustained and have plans in place for post 2011 development.

In relation to sustainability, consideration will also need to be given to not only financial resources but the human resource element as well. The Extended Schools programme will impact on the working patterns of teachers in the long term. E.g. will there be flexibility for teachers that stay late in after school clubs to come in later the next day? It has been highlighted nationally and by some clusters in the borough that the dependence on the goodwill of some teacher on the extended schools programme could affect sustainability in the long run.

REVENUE		2008 - 09	2009 - 10	2010 - 11
ES Start up	Area based grant	£ 431,559.00	£ 680,160.00	£ 279,711.00
ES Sustainability	Standards fund	£ 269,345.00	£ 496,447.00	£ 699,455.00
	Standards fund	£ 700,904.00	£ 1,176,607.00	£ 979,166.00

The table above details the various funding streams from the government for the Extended Schools Programme till 2010/11

Recommendation 7

All agencies that are involved in Extended Schools need to develop an overall vision of how all schools and cluster groups develop plans for mainstreaming and in turn sustaining extended schools activities across clusters post 2011.

Finding: The limited timescale meant that the review group were not able to fully analyse, consult and consider the development of the extended schools programme. However, a great deal of information was accumulated via desktop scrutiny of the action plans, cluster activity sheets, cluster profiles etc which provided an incite into the work plans and outcomes across the different clusters. There was even less time to explore the community resources element of Extended Schools.

Finding: Concerns relating to community access to schools was touched on by the review group in one of the early meetings. The issue for schools in relation to security and opening hours e.g. the requirement for caretakers to open up the schools was expressed as a concern for schools. It was also felt that it is often the case that primary schools are not really ideally placed to support community activities due to their infrastructure while secondary schools are in a better position to be accessible to communities. Community resources and community lettings are key issues for the borough and were also highlighted in the Overview and Scrutiny review '*Delivering a Strengthened Voluntary Sector for Harrow*' November 2008.

Recommendation 8

A challenge panel/ further review should be held in 6 months time to address the progress of the recommendations that have been put forward from the review group and to also explore the community lettings and community resources element of Extended Schools.

Recommendation 9

In line with the recommendation above schools should be examining services they can provide to the community including making their premises available at a reasonable cost.

Other Issues Considered

The issue of SEN children and young people was also not fully explored by the review group. The disadvantaged subsidy which will be targeted for SEN pupils will be introduced later this year and will be specifically targeted for particular groups.

It was considered that the issue in terms of cluster working with specialist schools is other schools not having the required infrastructure, facilities and equipment to meet the needs of some pupils. This could be a challenge for cross organisational working. Transportation issues and moving pupils between schools is another issue to be considered for SEN pupils. Nevertheless the review group also witnessed at first hand good practise in Harrow in the CH Unite cluster where the students who could have potentially had problems on the playground and end up excluded were catered for with the provision of music classes at lunch time.

The MORI survey *Extended Schools Survey of Schools Pupils and Parents, December 2008* also highlighted the need for further support of staff in special schools, the development of targeted activities and the need to address transport and cost which can be barriers for parents of pupils in special schools. Development in this area would also be of benefit as one third of parents felt that that provision of extended services provided some respite from caring and an opportunity for them to get involved in other activities themselves.

INTRODUCTION

The National Context

The term extended school encompasses the Government's overall ambition to provide 'a range of activities and services that go beyond the school day, to help meet the needs of its pupils, their families and the wider community'. (DfES Prospectus, 2005). The extended schools programme was officially introduced in June 2005 though many schools in Harrow, other parts of London and further afield already had informal extended school services and activities in place.

Extended schools services are services that go beyond the school day, often outside normal school hours and they aim to put schools at the heart of the community in order to have a positive impact on the quality of life and the life chances of children, young people and families. Extended schools have been identified as key to supporting the delivery of the Every Child Matters (ECM) initiative, with a particular focus on raising attainment for children and young people and ensuring they:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Government set out the requirement that by 2010 all children and young people should have access to a core set of extended services in and around their school from 8 am till 6pm, 48 weeks in a year. In the delivery of services, schools are expected to work with local authorities, other schools, the voluntary and community sector and other local service providers to support children and young people and their families. The Government indicated that the universal approach to services and in particular schools working in partnership with specialist services would also help to support vulnerable children to be identified and in turn assisted through the extended schools programme.

Extended Schools: Building on Experience (June 2007) further re-iterated that schools, through the extended schools programme should work to reach out to disadvantaged families whilst also ensuring provision for all families.

The Government invested £680 million in the first 2 years of running extended schools and a further £1.3 billion was committed for the period between 2007- 2010. However, no further funding beyond 2011 has been clearly dedicated, this being an issue that was of particular concern to the review group and was considered as part of the review.

The Core Offer

The Core offer for extended schools services requires that all children, young people and families should have access to a certain level of integrated services and this should be met by 2010.

The core offer is detailed below:

CORE OFFER	DESCRIPTION
A varied menu of activities (including study support, play and childcare)	<p>Primary schools - provision for a varied menu of activities along with childcare from 8am-6pm, five days a week, 48 weeks a year.</p> <p>Secondary Schools – access to a varied menu of activities which also offer young people a safe place to be from 8am-6pm during term time and more flexibly in the holidays.</p>
Parenting Support	<p>Information sessions for parents/ careers of pupils at the beginning of primary and secondary phases</p> <p>Information on national and local sources of information, advice and support</p> <p>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.</p> <p>Family learning sessions to allow children to learn with their parents/careers</p>
Swift and easy access to targeted and specialist services	Integrated working between schools, specialist services such as health and social care and the voluntary and community sector to ensure that children and young with additional needs are identified early in order to ensure they receive appropriate support quickly.
Community Access	Wider community access to suitable school facilities such as playing fields, ICT and sports and arts facilities including adult learning which is a response to an assessment of local demand

The Clusters Groups

The Borough has adopted a cluster based approach to extended schools services and there are seven clusters operating in the borough, which includes:

- CH Unite
- Children First
- HA2Cando
- Canons Cluster
- Pinner Cluster
- Stanmore-Kenton Cluster
- West Cluster

Each of the seven extended school clusters employs a Cluster Co-ordinator who is based in the lead school. The Cluster Co-ordinator role is part-time at spinal point H11 in three clusters including Canons, CH Unite and Stanmore-Kenton. The Children First, Pinner Cluster, HA2Cando and West Cluster all employ full-time Cluster Co-ordinators. The grade of the Cluster Co-ordinators is at H11 to allow the Cluster Co-ordinator to work at a level where they can provide strategic advice and guidance to cluster heads. The Cluster Co-ordinators are responsible for supporting the IEYCS Management Team by implementing their strategic vision through day-to-day management of the cluster projects and activities. Each Cluster Co-ordinator works with head teachers and other cluster staff to develop a three year cluster action plan. The review found that the action plans of some clusters are more robust than others and there is a varied level of service provided.

All Cluster Co-ordinators' employment also sits with lead schools in the cluster they manage; this supports the alignment of performance management with the employment responsibilities. The fact that Cluster Co-ordinators also have different job descriptions and are managed individually by different schools is also reflective of the difference in the service provided. There is a termly group meeting of cluster heads to share good practice, aid working together and provide advice. An impact meeting with Cluster Co-ordinators is also held once a term to showcase good practice in all areas of the cluster groups. Cluster Co-ordinators also meet with Children's Centre managers once a term.

Extended Schools and Children's Centres

Children's Centres and extended services are ideally placed together in IEYCS as both agendas aim to improve the outcomes for children and their families and the attainment and well being of the child. This allows for IEYCS to impart a strong vision and strategic partnership approach to the delivery of services for children, young people and their families. Children's Centres also form part of cluster groups to meet needs locally integrating relevant partners including the voluntary and community sector. A Liaison Officer was appointed at the end of October 2008. The officer is located in the Harrow Association of Voluntary Sector Organisations. Their main role is to support lasting partnerships between voluntary sector organisations and clusters and build the capacity of the voluntary sector to develop their work in clusters.

Harrow will have 16 Children's Centres by 2011, providing in partnership with others, a range of early intervention and prevention services to children and their families. Strong partnerships with Harrow Primary Care Trust, North West London Hospitals Trust and the voluntary and community sector are also required to ensure robust service delivery plans are in place for each Children's Centre.

The aspiration for Children's Centres is to be the starting point for communities accessing wider services. In line with the 'swift and easy access' element of extended schools, there is a swift and easy access group that meets regularly with a plan of activity in place. The group has representatives from across services, agencies and partners. Information about accessing services that schools use frequently is currently being collated. The group is linked to the Common Assessment Framework Steering Group that reports to the Children and Young Peoples Strategic Partnership.

Challenges for Harrow's Extended Schools

An internal service review of extended schools was carried out under the direction of the Head of Services for IEYCS in autumn 2007. The review included consultation with Cluster Co-ordinators and cluster heads, an externally facilitated away day, meetings with the Training and Development Agency (TDA) and a visit to Portsmouth County Council who are considered by the Department for Children Schools and Families (DCSF) as a high performing authority in relation to extended schools.

The following areas of development for cluster working were identified:

- Embedding the Extended Schools agenda in every school and transferring to delivering and sustaining the services provided.
- Ensuring value for money and minimising duplication of services through smart commissioning, which is cross cluster where appropriate.
- Ensuring services are targeted and reach those who need them the most and ensuring the links are made to every schools self evaluation and school improvement plan.

- Ensuring effective monitoring and evaluation of outcomes are in place linked to a cluster self evaluation framework.
- Further developing Cluster Co-ordinators' knowledge, skill and confidence.
- Developing performance management skills of Cluster Co-ordinators' with clear, consistent performance measures put in place.
- Cross cluster working, sharing best practice and improved commissioning.
- Improving the development of partnership working within the clusters.

A year on from the IEYCS review of the services, the review group have found that a number of these points have been improved and implemented by IEYCS but there are also a number that have yet to be fully imbedded.

Changing Demography

One of the main challenges for many extended schools clusters is that although Harrow is a relatively affluent borough, the borough is also changing demographically. There are pockets of deprivation which include a number of hard-to-reach communities and the index of deprivation shows Harrow is falling nationally in its ranking for child poverty.

Figure 2: Rankings of the Summary Measures for Harrow at District Level
(where 1 is the most deprived and 354 the least deprived)

Index	2004 Ranking for Harrow	2007 Ranking for Harrow	Change 2004-2007	% Change
Rank of Average Score	232	205	27	11.6
Rank of Average Rank	233	196	37	15.9
Rank of Extent	226	218	8	3.5
Rank of Local Concentration	226	211	15	6.6
Rank of Income Scale	78	69	9	11.5
Rank of Employment Scale	105	85	20	19.0

Source: Indices of Deprivation 2007, CLG. Crown Copyright

The issue of affordability was highlighted by many cluster co-ordinators as an increasing challenge especially as it's a particular issue that the extended schools programme is meant to address. The reality is that in order for many Extended Schools to be sustained, charging either has been or may need to be introduced. Even charging for as little as £1 a day may be too expensive for some families. This concern has not just been highlighted at a local level but also in a recent article in The Guardian which wrote about the extended school programme:

'Because it relies on schools combining some government funding with other sources of income – from charities, local authority grants and parental contribution – many schools are charging parents nominal fees for childcare and classes. The fees – perhaps just a pound a day for breakfast club or an after school dance lesson – may not mean much to financially –secure families, but they make the initiative unaffordable for the struggling parents for who it was conceived.'

The Guardian, 4 February 2009

Progress towards achieving the 2010 target

In October 2008, the IEYCS also used the Training and Development Agency's self assessment toolkit to assist in further developing the Extended Schools Programme. The self assessment tool was used to support consistent and transparent discussions with the TDA, address achievements and challenges and to better identify where local authorities might need support and to facilitate national planning by providing intelligence about likely future risks to programme delivery. The self assessment toolkit provided good evidence that the borough is in a strong position to meet and in fact exceed the full core offer by September 2009 which equates to a minimum of 86% of schools meeting the full core offer. The IEYCS have also reported that they are confident that the full core offer will be met.

Good Practice in Harrow

The IEYCS has developed a self-evaluation tool for local authorities, which attempts to answer the question 'what is a good Children's Centre?'. The tool details 29 areas of service delivery that children's centre leaders and managers can measure their own performances against. These include multi-agency work, developing a learning community, and partnerships with parents and carers. The publication will give examples of what constitutes satisfactory, good and excellent practice. It is envisaged that the toolkit will be rolled out nationally. The toolkit will officially be launched on 11 May 2009, and there are plans to pilot a one-day course on using the guidance for authorities interested in taking part.

REVIEW METHODOLOGY

The review was carried out in order to assess the progress of extended schools as community resources to date and to consider any potential areas for improvement in the current service provided. The scope of the review was agreed on 4 September 2008 by the Overview and Scrutiny Committee and review group meetings took place on 3 July, 17 September, 10 December 2008, 8 January 2009 and 12 March 2009.

The review group hoped that through the review they could contribute to the wider strategic operation of the extended school programme for the overall benefit of children, young people, families and the wider community. In particular, the review aimed to:

- Assess the impact and connectivity of cluster activities - whether all clusters of extended schools are helping the authority deliver and promote the Every Child Matters outcomes.
- To gauge whether all of Harrow's extended schools and clusters are meeting the core offer of services properly and to identify any gaps in provision.
- To consider whether extended schools services are a good investment and sustainable – including value for money considerations around finance, performance, attendance rates, exclusions and uptake of services.
- To identify and share good practice within extended schools clusters.
- To maximise links between children's centres and extended schools to ensure joined up services.
- To consider the strategic development of extended schools services and the links to the different priorities of partner agencies.
- To evaluate the value added to the community through the provision of extended services in schools, including engagement with stakeholders.
- To highlight any issues that warrant further study by scrutiny

The review group employed the methods listed below to support their investigation:

- Initial briefing on national policy and research
- Detailed officer presentations, supplemented by oral evidence and relevant documentation
- Discussions with the Head of Service Early Years Childcare and Parenting, Integrated Early Years & Community Services Team Manager and the Childcare & Parenting Service Manager
- desktop research

The methods detailed above assisted members in carrying out a stock take and get further understanding of progress to date, the services provided across the borough, the cluster group structure, the challenges and any gaps in provision and also areas of good practise. The information gathered assisted the review group to set out and plan the consultation element of the review.

Consultation via meetings, visits to schools, visits to activities and informal discussions were carried out with the following groups/ individuals:

- cluster head teachers group
- children, young people and parents
- Parent Ambassador
- school Learning Development Assistant
- parent governors

Cluster Case Studies

The review group decided early on when planning the review that it was important to carry out fact finding visits with cluster groups in the borough to get an idea of the various activities and services provided at first hand. Due to the limited timescale, the review group decided to look at three out of the seven cluster groups as case studies to help inform the review. The different cluster groups were chosen on the basis of their level of service and performance the remaining four clusters were consulted afterwards. The visits took place between 4 February and 14 February 2009.

Members of the panel visited activities in the following cluster groups:

- Canons
- HA2Cando
- CHUnite

Discussions also took place with the 3 Cluster Co-ordinators. The Chairman of the review and the Scrutiny Officer also met with the head teachers in the Canons cluster. Detailed below is a summary of the visits and further details are included in the appendix of this report along with the responses from the consultation with the remaining four other Cluster Co-ordinators.

Canons Cluster Head Teachers Meeting, Little Stanmore School – 4 February 2009

The chairman of the review group met with Canons Cluster Co-ordinator and the Canons Head teachers. The Canons cluster develops their work programme from the basis of the needs of the cluster along with consultation with children, families and the community. The cluster group is also making some steps and progress to develop a closer relationship with the community. There is also a Parent Ambassador scheme operated in each of the schools in the cluster which has proven to be very effective in improving communication and the performance of some pupils.

Canons Cluster Visit, Canons High School – 10 February 2009

The chairman of the review group met with the Canons Cluster Co-ordinator, the Head Teacher of Canons High School, the Learning Assistant, Parent Ambassador and pupils at the school involved in the Cultural Heritage Programme. The chairman of the review was briefed by A-Level pupils involved in the cultural heritage programme who were each looking at different topics to address culture, heritage and ethnicity including fashion, fostering and dance.



A-level Students

The Learning Assistant and Parent Ambassador explained the role of the Parent Ambassador which is to provide a link between schools, parents and communities to improve the attainment and well being of pupils. The Parent Ambassador works closely with pupils and families who need assistance with assimilation, integration and attainment. Often all that is required is translation, awareness of cultural practices in the UK and general support and guidance to bridge the cultural gap and aid attainment.

CH Unite Cluster Visit, Elmgrove School, ESOL Class – 12 February 2009

Prior to the visit of the ESOL class the chairman of the review met with the Head teacher of Elmgrove School and the CH Unite Cluster Co-ordinator. The Cluster Co-

ordinator explained that activities are decided on in the cluster group by initially carrying out a trial and depending on the level of interest generated and take up of the activity would be continued/ dis-continued. It was explained that often consultation did not really capture the voice of hard-to-reach groups and the most vulnerable. The cluster group also has a Parent Ambassador who supports children and families of Arabic and Somali background.

The Cluster Co-ordinator explained that many of the services are taken up by the many hard-to-reach communities in the cluster group. The activities including StayNPlay and ESOL classes are particularly popular. Link workers also work closely with families with more intensive issues. With regards to sustainability the Cluster Co-ordinator and the Head teacher expressed concerns over sustainability and future funding. The Cluster Co-ordinator also explained that charges were also introduced for some activities which lead to many people dropping out of activities.

The chairman of the review group was also able to witness an ESOL class at first hand. Whilst parents were in the class, their children were looked after in the crèche in the children's centre.



*ESOL Class at Whitefriars
Children's Centre*

HA2 Cando Cluster Visit, Grange First – 13 February 2009

The review group members attended HA2 Cando Cluster Group and witnessed at first hand an after school club. Some members of the review group also took the opportunity to speak to pupils first hand about their experience in the after school club. The Cluster Co-ordinator reported that children come to the clubs in order to get homework done and often the children come from homes where they can often get their homework done at school in a more productive environment.



Children at home work club

The review group also put a number of questions to the Cluster Co-ordinator. The review group heard that cluster activities are decided by schools putting forward bids for particular activities. It was reported that a large number of the community activities are mainly geared towards parents such as parenting support and ESOL classes. The Cluster Co-ordinator also reported that some of the challenges for the cluster group includes the changing population, sustainability and some of the complexities involved with charging for services and activities.

Summary of consultation with all 7 Cluster Groups

Overall the findings from the visits to the three cluster case studies and the four other cluster groups consulted are as follows:

- Parent Ambassadors are extremely valuable and act as good link between parents, pupils and schools to help improve well being and attainment.
- All clusters have some element of good practise though it is more consistent in some more so than others
- There is a clear variance in the skills level, knowledge and confidence of Cluster Co-ordinators and in line with this there are different approaches to supporting extended schools in the borough. There is a very strategic approach looking at the needs of the cluster group as a whole and the overall policy objectives as well as a more individual school needs based approach which is less productive for cluster group working.

- Sustainability in view of future funding and long term planning is a real concern for some schools, Cluster Co-ordinators and cluster groups.
- Charging for services is also a concern considering a number of activities are aimed at low income families and even when charges are set fairly low, this can sometimes reduce take up. This is a real concern in view of the fact that extended schools are aimed at meeting the needs of the most vulnerable.
- The wider community is not immediately considered in terms of planning and provision of services as they are immediately taken up by pupils and parents in schools.
- Extended schools services are in high demand, ESOL classes and access to IT equipment are particularly in demand.
- The links between some cluster groups and children's centres needs developing.

KEY FINDINGS AND CONCLUSIONS

Some evidence has shown that extended schools are having a positive impact on pupil attainment, life chances, pupil and family engagement and to some extent the review group witnessed this at first hand through their visits. Harrow is also doing notably well with regards to delivering and possibly exceeding the target to meet the full core offer by 2010.

There are some clear examples of excellent practice within Harrow's extended school cluster groups but much of this is based on individual Cluster Co-ordinators who can most achieve value for money and head teachers buy in and support for the extended schools programme. The robustness of the approach taken by some of the Cluster Co-ordinators to cluster working also makes a difference and this can be seen due to the fact that some part-time Co-ordinators are able to really galvanise and support their individual clusters whilst at the same time some full-time Cluster Co-ordinators are not able to.

Nevertheless, the review group also witnessed at first hand that there are some potentially worrying trends in the provision of services for the most disadvantaged pupils and parents. The very pupils and parents that the extended schools programme is particularly meant to cater for are not always able to access the services. Should parents be increasingly required to pay for services? There may be real equalities and accessibility implications arising from this should payment of services increase.

There is real value in the extended schools programme but the quality of the service needs to be improved in some clusters and the programme needs to be sustainable in its own right. The review group also felt that although extended schools are clearly valuable to children and parents/ carers whether they are really community resources for the wider community can be challenged as access to services tends to be limited to children, young people and parents/carers associated with a particular school or cluster group alone.

Had the review group had more time, good practice in other boroughs would also have been considered as well as further consultation with parent and local residents to capture user perceptions and experiences.

APPENDIX A

SCOPE FOR REVIEW OF EXTENDED SCHOOLS AS COMMUNITY RESOURCES

December 2008

1	SUBJECT	Extended Schools as Community Resources
2	COMMITTEE	Overview and Scrutiny Committee
3	REVIEW GROUP MEMBERSHIP	Councillor Margaret Davine Councillor Mitzi Green Councillor Manji Kara Councillor Dinesh Solanki Councillor Yogesh Teli Ramji Chauhan (education co-optee – parent governor) Despo Speel (education co-optee – parent governor)
4	AIMS/ OBJECTIVES/ OUTCOMES	<p>Impact of ES to date</p> <ul style="list-style-type: none"> To assess the impact and connectivity of cluster activities - whether all clusters of extended schools are helping the authority deliver and promote the Every Child Matters outcomes. To gauge whether all of Harrow's extended schools and clusters are meeting the core offer of services well and identify any gaps in provision. <p>Strategy and vision for ES</p> <ul style="list-style-type: none"> To add value to the corporate priority on 'Extending the community use of schools while making education even better' and help develop the corporate vision around the extended schools agenda and the overall connection with the 'wider family' of provision through the children's centres. <p>Sustainability & Adding Value as a Community Resource</p> <ul style="list-style-type: none"> To consider whether extended schools services are a good investment and sustainable – including value for money considerations around finance, performance, attendance rates, exclusions and uptake of services To evaluate the value added to the community through the provision of extended services in schools, including

		engagement with stakeholders.
		<p>Service development and partnerships</p> <ul style="list-style-type: none"> • To identify and share good practice within extended schools clusters. • To maximise links between children’s centres and extended schools to ensure joined up services. • To consider the strategic development of extended schools services and the links to the different priorities of partner agencies.
		<p>Further Development</p> <ul style="list-style-type: none"> • To highlight any issues that warrant further study by scrutiny.
5	MEASURES OF SUCCESS OF REVIEW	<ul style="list-style-type: none"> • Expansion in the capacity of schools to meet the wider partnership agenda, for example in relation to extended schools, children’s centres. • Enhanced culture of learning in Harrow, e.g. enhanced participation in school life for Harrow’s children and young people (including extra-curricular activities). • Contribution to the authority’s progress on sustained school improvement. • A tangible input into the process of external evaluation of Harrow’s services for children and young people.
6	SCOPE	The scope of the review will only consider issues where there is the potential for the local authority to make an impact – what the Council can add to the wider strategic operation of schools and the schools’ clusters, the Council as promoting the cohesiveness of schools in Harrow.
7	SERVICE PRIORITIES (Corporate/Dept)	Corporate priority 2008/09 – ‘Extending the community use of schools while making education even better’
8	REVIEW SPONSOR	Paul Clark, Corporate Director Children’s Services
9	ACCOUNTABLE MANAGER	Lynne Margetts, Service Manager Scrutiny
10	SUPPORT OFFICER	Fola Beckley, Scrutiny Officer
11	ADMINISTRATIVE SUPPORT	Scrutiny Team

12	EXTERNAL INPUT	<p>Possible input from the following may be considered during the course of the review:</p> <p>Stakeholders:</p> <ul style="list-style-type: none"> • Children and young people • Parents and carers • Harrow Association of Governing Bodies • Head teachers • Teaching staff and support staff in schools • School councils and the Youth Parliament • Other local authorities • Staff within children’s settings e.g. schools, children’s centres, extended schools services • Relevant corporate director(s) • Relevant portfolio holder(s) • Integrated Early Years and Community Services Partnership • Service providers within extended school clusters • The ‘wider community’ e.g. residents within cluster areas <p>Partner agencies:</p> <ul style="list-style-type: none"> • Harrow Primary Care Trust • Harrow Police • Harrow Colleges • North West London Hospitals Trust <p>Experts/advisers:</p> <ul style="list-style-type: none"> • Advisor from SACRE • Representative interest groups • Centre for Public Scrutiny • Academic experts • Public policy think-tanks
13	METHODOLOGY	<p>During this light-touch review, the Review Group may draw upon the following methodologies:</p> <ul style="list-style-type: none"> • Desktop performance research sessions – small working groups to analyse population data and policy directions, to ascertain Harrow’s current position, identify the challenges/opportunities faced, and the relevant timescales for implementation of government direction: <ol style="list-style-type: none"> 1. Relevant documents will include demographic data, performance information (results, trends) for Harrow schools, reviews by external bodies (Ofsted

		<p>evaluation of Harrow LA, Joint Area Review), audit and survey findings and any relevant previous scrutiny reviews</p> <ol style="list-style-type: none"> 2. Stock take of extended services within schools 3. Benchmarking against other local authorities with specific reference to value for money considerations in delivering extended school activities <ul style="list-style-type: none"> • Focus groups - of parents, children and young people, head teachers, governors, cluster co-ordinators (different focus groups for service users and service providers) • Fact finding visits – to extended schools in Harrow’s clusters and to other local authorities where best practice has been identified • Challenge session(s) – evidence gathering from key witnesses from within the local authority and more widely from partner organisations • Survey of users (e.g. parents and children) in one or more clusters – to gather feedback on users’ access to a full menu of activities under the extended schools initiative <p>Methodologies open to the Review Group include: Written evidence, oral evidence, research, questionnaires, surveys, focus groups, presentations, questioning senior managers and members, inspections, site visits, expert witnesses, public meetings etc.</p>
14	EQUALITY IMPLICATIONS	<p>Equality considerations will be of paramount importance to this review. The review will consider during the course of its work, how equality implications have been taken into account in current policy and practice and consider the possible implications of any changes it recommends.</p> <p>In carrying out this review, the Review Group will also need to consider its own practices and how it can facilitate all relevant stakeholders in the borough to have their voices heard.</p>
15	ASSUMPTIONS/ CONSTRAINTS	<p>The review will require a long-term commitment from members and officers.</p> <p>Success will depend upon the ability and willingness of officers, partners and stakeholders (as relevant) to participate and contribute fully in this review.</p>

16	SECTION 17 IMPLICATIONS	The review will have regard to the possible community safety implications of any recommended changes to policy/practice.
17	TIMESCALE	<p>A light-touch review to be carried out over Autumn/ Winter 08/09 so as to allow enough time for the transfer of responsibility for extended schools services from the Community Learning Directorate to Children's Services to be embedded.</p> <p>The Review Group will ensure that it flags up any potential budgetary implications of its findings in a timely fashion. The final report of the review will be presented to Cabinet in Spring 2009 so as to allow recommendations to be implemented in time for the 2009/2010 academic year (September 2009).</p>
18	RESOURCE COMMITMENTS	To be met from the existing scrutiny budget. No significant additional expenditure is anticipated.
19	REPORT AUTHOR	Fola Beckley as advised by the review group
20	SCRUTINY PRINCIPLES	A feasibility study was undertaken and presented to the Overview and Scrutiny Committee in November 2007, assuring compliance with the scrutiny principles.
21	REPORTING ARRANGEMENTS	<p>Outline of formal reporting process:</p> <p>To Service Director <input checked="" type="checkbox"/> throughout the course of the review and when developing recommendations</p> <p>To Portfolio Holder <input checked="" type="checkbox"/> as a witness in the review and when developing recommendations</p> <p>To Corporate Strategic Board <input checked="" type="checkbox"/> To be confirmed</p> <p>To Cabinet <input checked="" type="checkbox"/> Spring 2009</p>
22	FOLLOW UP ARRANGEMENTS (proposals)	Initial monitoring by Overview and Scrutiny Committee (after 6 months) then monitoring by the Performance and Finance Scrutiny Sub-Committee on a 'by-exception' basis.

APPENDIX B

NOTES OF CLUSTER GROUP VISITS

Cannons Cluster Group Head Teachers meeting - Wednesday 4 February 2009

Attendees: Cllr Margaret Davine, Jackie Vaz – Canons Cluster Co-ordinator, Fola Beckley – Scrutiny Officer

Canons Cluster Head Teachers. Aylward First and Middle School – Moira Arnold Canons High School – Lynn Rowlands, Glebe (full service extended) First and Middle School – Donna Barrett, Krishna - Avanti Primary School – Naina Parma, Little Stanmore First and Middle School – Suzanne Kushner, Stag Lane First School – Nina Will, Stag Lane Middle School – Elena Evans, St. Bernadette's Catholic Primary School – David O'Farrell, Woodlands School – John Feltham.

1. Welcome & Introduction

Councillor Davine opened the meeting and set out the scope for the Extended Schools Review, explaining that the emphasis was to explore the various elements of cluster working, value for money and sustainability. The review group also wanted to explore whether the core offer is being met across the borough, how the funding is being spent and allocated and the general progress of extended schools to date.

2. Discussion and Questions

The Canons Cluster Group

The Cluster Co-ordinator explained that the Canons extended schools cluster is well established and the schools have been working collaboratively prior to the formal establishment of extended schools. The Canons Cluster Co-ordinator is also fortunate to have knowledge and experience with adult education and has also worked as a head teacher and so this knowledge supports the work of co-ordinating extended schools. The Canons cluster makes an effort to never lose sight of the focus to improve the life chances of children.

The Canons Cluster approach to working

The cluster group management team comprises of 3 head teachers who meet regularly. The cluster development plan is very detailed and consultation is carried out to develop the implementation action plan.

The Canons cluster group takes a strategic approach to managing the Extended Schools Programme, starting from the needs in the cluster (in this instance there is a high level of deprivation). Consultation with children, families and the community is then carried out. The common themes and issues are then addressed across the cluster (e.g. IT for low income families), a development plan is produced and then activities and action for specific schools are decided on.

Schools complete bidding pro-formas providing information on how the funding will be spent, what the expected outcome of the activities may be, monitoring etc. With regards to the

monitoring of activities, these are collected by schools at the end of the municipal year in terms of outcomes relating to school work, attitude, improved IT skills etc.

Working with the wider community

The work the cluster is carrying out in respect of community cohesion was also discussed and there is a Community Connect event that the cluster is getting involved in on 16 May.

Canons cluster works closely with other partners and providers and play a distinctive preventative role by avoiding referral through their support of the most vulnerable and/ or deprived children via the Extended Schools programme.

Parent Ambassador

Each school has a Parent Ambassador. All the Parent Ambassadors are able to speak one of the common languages of pupils in the schools of which English is not their first language. For example, St Bernadette's has an appointed Romanian, Polish and English Parent Ambassador.

Parent Ambassadors have not been prescribed to Extended Schools; however they have proven to be very beneficial to the Extended School Programme in Canons.

Woodlands have a slightly different approach in terms of the Parent Ambassador and work closely with Mencap and the Parent Voice Forum in Harrow. An example of a programme currently in place is a Psychologist working on sibling development. An example of the positive effects of the Parent Ambassador scheme is at Stag Lane School where the Parent Ambassador has assisted in developing the relationship with children who were previously not doing well at school who have now improved their performance.

It was stressed that training is key to the success of Parent Ambassadors. The accredited Parent Ambassadors Course involves some of what it's taught in the Support Workers in schools course.

Sustainability

Q: What is the cluster group doing with regards to sustainability in view of the fact that the funding for Extended Schools will run out by 2010.

The cluster group has been successful in terms of accessing funding from other sources for example £1 million was accessed that was put into Kenton Learning Centre through staff at Glebe School and Stanmore College.

Children's Centres

The Chair of the review group mentioned that she has concerns with the level of activity at Chandos Children's Centre and that thought needs to be put into how to make best use of ESOL classes. In response it was explained that part of the problem is that parents prefer to stay locally in their own community rather than travelling out.

It was suggested that a way forward would be to look at what is being done at present at the centre and link it with the existing objective's in the cluster group. It was expressed that what is

required is someone with overall direction to support the children's centres. Further thought needs to be given as to how communities can be made aware that the children's centre is there.

Further Action: It was suggested that Jackie should take forward the concerns with Wendy Beeton and look at how things could possibly be improved.

The Head teachers suggested that further strategic thinking around Children's Centres needs to take place and suggested an outreach scheme to support preventative programmes could be useful along with preventative work with Drs and health centres.

Q: The Chair of the review group enquired over how other residents get involved in the activities delivered through extended schools.

A: It was explained that activities tend to get full from parents and children and young people that attend the individual schools first as there is a great deal of demand for services and therefore making it less likely for services to be offered up to the wider community. It was also highlighted that there is wider community involvement at Kenton Learning Centre. The Head of Glebe School explained that they produce a regular community newsletter and they have internal and external notice boards.

Further Action: It was decided that a further meeting will be organised with the Cluster Co-ordinator to look at the evidence file, strategy and further information relation to the Canons cluster.

Cannons High School Visit - Tuesday 10 February 2009

Attendees: Cllr Margaret Davine, Jackie Vaz – Canons Cluster Co-ordinator, Lynn Rowland, Head Teacher of Canons High, Barbara Beckley – Learning Assistant, Grazyna Krason - Parent Ambassador, Fola Beckley – Scrutiny Officer

1. Welcome & Introduction

Jackie Vaz opened the meeting and explained that Community Cohesion is at the heart of the Extended Schools programme. She explained that each school in the cluster is addressing a different aspect of cultural heritage. At Glebe School they are running a programme called 'Who do we think we are?' addressing cultural heritage and background. At Canons High a number of young people are producing a film as part of this programme.

2. Canons High Students - Cultural Heritage Programme

Student A – Was inspired by the success of Italian Vogue featuring mainly BME models and was inspired by the success of Barak Obama's presidential election. The Student explained that she would also be touching on the issue of using larger sized models in the fashion industry. As part of her work Student A will be holding interview's with a number of people including models and other people in the industry. The project and film is aimed at challenging stereotypes.

Student B – Choose to address the issue of fostering. The student explained that she was inspired by a relative who is a foster carer and has embarked on her project by carrying out research on the different types of foster care. To support the work, the student is using a case study (a student who is foster child) and also attends the school. The case study addresses

where the student is coming from as an un-accompanied refugee child, their background and the foster family they are currently living with.

Q: How was the student identified to be used as a case study?

A: The student is currently also studying for their GCSE exams at Canons High and was identified at the time when both students were attending revision class. The student is on course to do well in his GCSE's and so is an example of a successful refugee foster child doing well.

Student C – Choose to address the issue of cultural heritage by looking at how different cultures contribute to various types of dancing. The film will explore how some people step out of their box and embrace different types of dancing. The study explores people that are not afraid of being individual. The student also explained that he formerly studied dance but stopped due to the fact that it was not culturally acceptable.

The film project will explore how dance breaks down barriers. The student aims for the film to show different ethnicities in the history of dance, exploring how dance has moved on and merged from culture to culture.

Q: The lead member commented that the work being carried out is very positive and enquired how the films were being produced?

A: The students explained that the films are being produced formally through the development of storyboards; scripts etc and they have received sufficient training on how to use the cameras and produce films.

Follow Up: The lead member of the review group expressed that she was interested in viewing the results of films currently in development.

3. Discussion with Barbara Beckley, Learning Assistant and Grazyna Krason, Parent Ambassador

A discussion took place with the Learning Assistant Barbara Beckley and a Parent Ambassador, Grazyna Krason

The Cluster Co-coordinator explained that the role of Parent Ambassadors is to provide the extra link between schools, parents and communities. Grazyna explained how she came to be a Parent Ambassador through a friend who had a son attending Canons High that was aware of the post being advertised. Grazyna was keen to help Polish communities and felt that the role would also be challenging. It was heard that the rest of the Canons Cluster also has access to Grazyna.

Grazyna gave the example of a student who spoke very little English, was very shy and also had special educational needs, struggling with social skills that she was able to help. As the Parent Ambassador, Grazyna was able to initially analyse the student and managed to find out that he was also weak in communicating in his mother tongue. From this a formal meeting took place between the mother of the student and herself. It was found that the student actually attended a special educational needs school in Poland, prior to arrival in the UK. From this Greysha then started working with the family and did so for a year, the student is now beginning to settle.

Grazyna explained that many students often just require translation services as support for their work and she is currently working with around 8 students with English language skills at varying levels. Some of the students will also be taking an additional GCSE in Polish. There is also a Polish school held on Saturday's where small group work sessions take place to support students.

Grazyna expressed that sometimes the difficulties with pupils assimilating at schools was simply down to differences in what is acceptable/ unacceptable, for example in Poland it is perfectly fine to take children out of schools at anytime of the year for holiday's where as in the UK this is not acceptable apart from during official school holidays.

The Cluster co-coordinator expressed that the funding of Parent Ambassadors is a real challenge as they are valuable resources but there are concerns with sustainability.

Q: The lead member enquired about the training for the position of Parent Ambassador?

A: It was explained by the Cluster Co-coordinator that the training for the position almost equates to an NVQ

Q: Does the Parent Ambassador work a set number of hours or is it flexible role?

A: The Parent Ambassador works 4 days a week

Q: How do parents get in contact with the Parent Ambassador?

A: The Parent Ambassador is approached via the schools

Q: Was the position advertised formally?

A: Barbara Beckley explained that the Cluster Co-coordinator gave advice as to how the position can be advertised; a basic Job description was produced and consulted on by members of the community. The position was then advertised in local papers, school newsletters and also through word of mouth.

Q: Who goes on the training course, is it apparent for people thinking of becoming Parent Ambassadors?

A: It was explained that the training would not generally be apparent to people thinking of becoming a Parent Ambassador.

The Head Teacher also expressed that she is currently looking into how she can support other communities.

Activities to support the wider community

It was explained the benefits of the Parent Ambassador scheme has gone wider than Harrow. The Personal Community Development Learning Group (PCDL) is working on developing learning activities for the wider community

It was explained that the Parents into Employment PIE programme supports beginners of ESOL class. The Language Café at Glebe is also available for those that have moved on from the ESOL classes.

Q: How does the Community Language café work?

A: The language café is run with the help of volunteers.

Q: What work is done with voluntary organisations?

A: The cluster group works with HASVO and PIE. The Cluster Co-ordinator is currently looking at how to work with volunteers and how to train them

The lead member expressed that she is very concerned with what is happening with adult education. The Cluster Co-coordinator agreed and expressed that children's centers are the ideal place for adult education as the venue includes a crèche for families.

The Cluster Co-coordinator explained the approach to cluster working in Canons which involves her setting out the basic aims and objectives for the cluster group and then schools provide information on what they can deliver in respect of the targets. The Cluster Co-coordinator tries to ensure that the activities link in and fit with objectives of 'narrowing the gap'. Canons Cluster Development Plan, new action plan coming out for next year along with a Strategy for Adult Learning.

The Lead member of the review expressed that the Parent Ambassador scheme makes a real difference and every effort should be made to preserve them.

Information request: The job description for the Parent Ambassador was requested.

CH Unite Cluster Visit - Thursday 12 February 2009

Attendees: Cllr Margaret Davine, Hashmita Gami – CH Unite Cluster Co-ordinator, Joy Lawrence, Head Teacher - Elmgrove School, Fola Beckley – Scrutiny Officer

The CH Unite approach to cluster working

The Head Teacher explained about the healthy eating programme which involves working with the most vulnerable children and the activity is held twice a week for 5 weeks. The programme is funded through the 'Let's get cooking and Extended Schools Grant'.

The Cluster Coordinator explained that the approach to extended schools in the cluster is to have money set aside to carry out individual school projects. Funding has been used to employ 5 Education Link workers. Two of the link workers have been trained to deliver parent nurturing groups and delivery will start in March 2009. The cluster groups funding has essentially been used to support other people to acquire other resources to get various programmes up and running.

The issue of how activities are decided on was discussed and the Cluster Co-coordinator explained that activities were decided on by carrying out a trial for an activity/ service for a limited period and then measuring the amount of interest generated. If the interest is high and

feedback is positive then the programme is continued it was found that. consultation did not capture the voice of those hard to reach and most vulnerable.

Q: The chair of the review enquired over whether parents get involved in the healthy schools programme.

A: The Cluster Co-coordinator explained that during the summer term, there is more involvement from parents. The head teacher went on further to explain that the 'stay and play' programme is aimed at supporting parents as well.

Parent Ambassadors

Elmgrove Middle School has used its school based project grant to fund a Parent Ambassador who works one day a week. The budget allocated to the Parent Ambassador is £43k. The Parent Ambassador supports Somali and Arabic speaking children and families was initially a teaching assistant. The position is a 15 hour a week role and is currently a temporary position, due to become permanent in September 2009.

Q: What did the recruitment process for the Parent Ambassador involve?

A: It was explained that the individual hired received training prior to taking up the post and was already working with Somali children.

Q: It was enquired over how Elmgrove Middle School links with the rest of the community and in particular the hard-to-reach communities?

A: The hard-to-reach communities in the school are the Afghan, Somali, Polish and Chechnyan. Usually the link with the community is carried out in the playground, Library etc. There are 34 different languages spoken in Elmgrove Middle School. The Parent Ambassador also works with other schools and learning assistants.

Q: Do you plan to employ anymore Parent Ambassadors?

A: They would like more Parent Ambassadors, resource permitting. CH Unite is hoping to put forward a cross-cluster bid with HOPE (Harrow Offering Parents Encouragement) to enable this initiative to be offered to other schools.

Q: How will the Parent Ambassador be sustained post 2010 when the funding will run out?

A: The Head Teacher expressed that a lot of funding will also be reduced because year 7's pupils will be lost with the re-organisation of schools in the borough.

The Cluster Co-ordinator explained the parent StayNPlays which is currently run across 3 schools, 5 times a weeks. StayNPlay sessions reach parents in a non-threatening and informal manner.

The aim of the project is:

- To bridge the gap between school and home with positive, independent, non judgemental link workers

- To fulfil the Extended Schools Agenda by leading Positive Parenting groups through the StayNPlays
- To be able to sign post families onto the relevant services/agencies/activities ie. Children's Centres, Harrow colleges, Holiday schemes etc
- To enhance and build on relationships between parents/carers and schools.
- To empower the parents/carers to share ideas in positive parenting the Stay N Plays

The link workers have supported parents on more intensive issues such as helping a family with gambling problems.

Q: How many ESOL courses are available?

A: 3 courses run with around 17 people from across the cluster schools on each course that is actually meant for 12 people, with a waiting list of approximately 35 parents. All the ESOL classes are held at Whitefriars Children's Centre and Whitefriars First and Middle School in partnership with the children's centre and the EMAS team.

The cluster co-coordinator was approached by the Somali Support School to provide ESOL classes, ICT classes and sewing classes. These services were provided by tapping into the Learning and Skills Council funding.

Monitoring

Q: What is the monitoring system that in place to assess the cluster activities provided?

A: The cluster coordinator explained that children and young people were given the opportunity to present their views on a graffiti wall. Older children are given evaluation forms to fill in. Tutors are also given evaluation forms to fill in. Link workers also write up case studies, look at registers and write up evaluation reports at the end of each term. Qualitative data and information is also compiled by the cluster co-coordinator which can be very helpful especially when bidding for funding.

Harrow High school data system is able to track children with link workers attached to them to see how they are progressing.

Working with the wider community

The Cluster Coordinator explained that in terms of the wider community accessing their services, most services are taken up by students and parents and occasionally other relatives. High schools and higher education organisations tend to hire out their premises more to the wider community.

Sustainability

Q: Have you ever considered charging for services?

A: It was explained that when a charging policy was introduced, the number of people accessing activities dropped significantly though the charges were reasonable.

The lead member expressed that most of the activities were particularly aimed at low income families, charging for services may add to alienate those in the greatest need of the services. The cluster co-coordinator explained that she would be looking at alternative sources of funding.

ACTION: The lead member requested that information on the charges should be supplied

Future work of the Cluster group

Q: The lead member enquired over what the future plans for the cluster group were?

A: The Cluster Co-ordinator explained that some of the link workers will be focused on the transition work involved with children going directly into high schools. The link workers will be working with pupils who may find moving to high schools challenging and will be taking them to schools before their arrival at high school for visits in July to encourage open discussions about their fears. This is aimed at making the transition less daunting. The link workers will be carrying this out for Hatch End, Harrow High and Park High.

There will also be a film making workshop that will be held over the summer term for children who may find the transition difficult. To create sustainability the cluster group has grown their own skills by training two link workers in delivering an evidence based family link Parenting Nurturing programme. The programme has been scheduled for delivery in March 09 it provides simple, effective tools to help parents understand and manage their child's feelings and behaviour and encourage parents and carers to enjoy bringing up children and to get the best out of family life..

The Cluster Coordinator explained that evidence has shown that the ESOL and numerical classes have assisted parents to gain better understanding and in turn parents then take more of an interest in their children's work.

Narrowing the GAP which relates to raising pupil achievement in terms of Math's and English has been a focus but the cluster head teacher representative felt that the work being done in schools should go beyond the actual school for example in terms of the lack of reading material in some homes, support should also be provided here. Some work should be done to support parent and children in terms of encouraging the balance between nurture, education and the empowerment of parents as well.

ESOL Meeting

The chairman of the review group and Scrutiny Officer had the opportunity to attend a beginners ESOL class involving Somali and Afghanistan women. Whilst the women are taught their children are in the children's centre crèche.

The students showed a keen interest in what they were taught, encouraged one another and worked hard to understand and develop their skills. The students requested homework and explained that the classes also assisted them in understanding the homework and lessons their children were being taught.

HA2 Cando Cluster Visit - Friday 13 February 2009

Attendees: Councillor Margaret Davine, Councillor Yogesh Teli, Julie Browne – Kids Can Achieve, Maggie Coates – Cluster Co-coordinator, Sue Carlton – Head teacher at Grange First, Fola Beckley, Scrutiny Officer

1. Welcome & Introduction

The review group members were met by the Cluster Co-ordinator and the Head teacher of Grange First. The review group members then moved on to view the Homework club. Members were briefed that parents are also able to attend the homework clubs to develop a better understanding of what the needs of their children are. The club is overseen by a teaching assistant who works with the pupils who are of varying ages. A register is taken and the class goes on till 4.15. The club is free and funded through the cluster group. Homework is always set on Friday so it can be done at the club; the class is always full with 25 - 30 children attending. There is also a homework club held on Thursdays.

It was explained that there is quite a number of Somali children that attend the homework club as the environment is sometimes more conducive than their home environment for homework, they are able to settle and work better. A particular example of a child that had problems at home was able to do their homework in the homework club and in turn the learning assistant then passed the homework on directly to their teacher.

The after school club

Q: It was enquired over what encourages the children to come?

A: The children like to get their homework done and it is convenient for parents.

Q: Are parents pushing for the service?

A: Yes, great deal of demand

Value for money of cluster groups

Q: How do schools access the funding for their various activities in the cluster group?

A: There is a bidding process, schools map out the activity and programmes they can run along with the intended outcomes

Q: How are the benefits of each service analysed?

A: The Cluster Co-ordinator analyses at information with regards to attendance, general views on the services provided and case studies

Activities to support the wider community

Q: Are there any programmes geared towards parents?

A: More focussed on how parents can support children, there are parent groups but they tend to change a lot

Q: What services are provided for the wider community?

A: Large number of ESOL classes held during the day and evening and these are always full. Some parents also use IT. All schools within the cluster have an ESOL class except for Alexandra School.

Q: Is there evidence that the ESOL classes have a good effect on children?

A: Unable to say as it is a long term issue that can be easily quantified

The cluster

Q: How are issues addressed across the entire cluster?

A: They hold regular meetings with cluster heads

Q: Are the clubs and activities in the cluster targeted?

A: Some clubs are particularly targeted for more vulnerable, low income families

Q; How is good practice spread across the cluster groups?

A: They meet and share good practice and develop services across the cluster by schools bidding for funding to provide particular services.

Issues for the cluster

Q: Are there any key issues for this particular cluster?

A: There is a changing population with greater demand on the service as well as support required for a number of Somali and Tamil children who are under-achieving

Q: What is the cluster group doing to address these key issues?

A: Working and getting down to an individual level with children through personal encouragement and support. The cluster has acquired extra support from EMAS. After school clubs help to get pupils achievement up not just in terms academics all the time but also well being

Q: Are there any particular issues in subject terms?

A: Often math's but a lot of the time it is behaviour problems

Q: Do all schools in the cluster have after school clubs?

A: yes, in terms of breakfast clubs, if these are held at a school that a child doesn't attend they are dropped off at their school afterwards

Sustainability and charging

Q: In view of funding running out by 2010, what are your plans for the future?

A: They will be accessing New Opportunities funding, breakfast club is currently financed via the schools budget. Some after school clubs charge though they have yet to have had any services that were initially free that they have now had to start charging for. There is a reasonable charge for some activities/ services. There is a rolling programme of activities per term.

Q: How has the increase in prices affected low income families?

A: Sometimes there is individual support available for families with particular difficulties.

Q: How do you find out, assess what services to provide?

A: Consultations are carried out with schools, through parents evening and newsletters that go out to all parents

Q: How are the services provided publicised?

A: Through notice boards, newsletters, parents evenings

Q: What are the general costs of some of the activities provided?

A: Breakfast club £1 for drop in, after school club £6.00/ £6.50 per day

Q: What is the provision during holiday period?

A: Half term holiday club there isn't good take up, probably due to the inconvenient timings as the club runs from 9am – 4pm and making the club affordable is also an issue

CONSULTATION WITH CLUSTER GROUPS NOT VISITED

West Cluster Consultation

March 2009

Written submission from Evania Inward, Cluster Co-ordinator

What activities do you provide within your cluster?

West Cluster provides a range of activities and projects for both children and families of the schools in all core offer areas. These include:

- Clubs and classes for children and young people to support enjoyment, new activities they haven't experienced before, study support for ICT, homework or other targeted areas of need, family learning opportunities
- Activities & opportunities for parents and carers to socialise and become more involved in school activities, especially where they may be isolated
- Direct access for children & young people to school counselling, play therapy, Educational Psychologist support and a range of other specialist services
- Community Education Projects – a small grant will be available again this year to empower and enable children, young people, families or local not-for-profit community groups to have a say about what they think they want and then lead on developing their own activities (with support)
- School staff, parents and local community members are being trained to run parenting groups (Family Links Nurture Program) and to become Learning Mentors to support children 1-2-1 and groups – both new roles in schools.

Please see the attached action plan 2009-10, a recent newsletter and the scrutiny evaluation report which gives a good idea of the range and scope of activities and whole school development.

How are the activities decided on?

a) The Community Development Leader (Cluster Co-ordinator) meets 1-2-1 with individual school Head Teachers, SENCOs and or extended serviced lead staff in individual schools to discuss:

- the current provision and evaluation of last years projects and activities in the school
- feedback and results of any surveys and consultations with children, young people, parents, carers and the wider community (undertaken over the previous year by the cluster and by individual schools)
- target groups, needs and gaps in provision (including children and young people who are 'at risk', vulnerable and disadvantaged, underachieving and hard-to reach families)
- the school's aims and objectives to develop their extended services provision in the following year
- Schools will also have a SIP and SEF that will inform planning

Head Teachers and the co-ordinator will keep up-to-date with local strategic priorities such as the Children and Young People's Plan and input relevant target groups and issues into the cluster to inform planning.

b) When all schools have had in depth meetings with the co-ordinator, the whole cluster heads steering group meets to decide on common strategic priorities and target groups across the cluster. All schools and Children's Centres in the cluster are encouraged to be active participants in this process. Generally participation from all schools in the cluster is excellent.

c) The co-ordinator, with support from the Management Team (consisting of 2 appointed head teacher representatives who line manage the co-ordinator, including the lead head who has overall financial accountability) will complete a West Cluster action plan based on the cluster's decisions & common needs.

d) The Co-ordinator meets regularly throughout the year with heads, senior management, staff, parents and other project leaders delivering extended services in all the schools, to enable and support implementation and evaluation of the plan where appropriate.

What is the cluster groups approach to working?

Cluster heads and senior school staff with lead responsibilities for Extended Schools meet every half term as a whole cluster steering group. This group works very well as an active and participatory partnership, making collective decisions and as a supportive learning forum where schools share good practice in a range of areas that they are developing and hear about topical issues and opportunities. We rotate whole cluster meetings around the different cluster schools with the hosting head teacher chairing the meeting. Depending on expertise, interest and facilities, different head teachers or lead staff will also take active lead roles in leading on new projects or to support the co-ordinator with particular project areas, recruitment, grant panel or hosting cluster events in their school on behalf of the cluster.

We also encourage and enable staff and parents across the different cluster schools to meet together at least once or twice per term for peer support and learning, especially where they have new and developing roles or deliver Extended Schools, for example:

- Nurture network for parent group leaders (33 trained so far) – twice termly meet up to enable training (e.g. talks from local professionals), peer support and clinical supervision with the school counsellor dealing with any issues arising from delivering parenting courses
- Cluster SENCos Forum – (newly forming) – aim to meet twice termly, supported by Educational Psychologists for sharing best practice, resources and specialist training
- Learning Mentors Link Up group – (newly forming) sharing ideas about how to implement the new role

Are the activities decided according to the needs of the cluster? individual schools?

Both, the process of strategic cluster prioritising and planning decision-making is described above in 2), but the schools may implement the cluster priorities through different activities and projects, different clubs or classes that will target the specific and localised needs of the children, families and communities that they serve.

Is a bidding process employed?

- The cluster fulfils local authority criteria in order to receive the overall cluster extended schools funding on an annual basis (action plan and related budget, evaluation reports, and recently we have agreed the detail of the cluster's Service Level Agreement with IYECS department)

- For individual cluster schools to procure a £2,500 clubs and classes allocation, they are required to complete a SMART action plan proforma that outlines how, what, when, where and expected outcome measures.
- Our Community Education Grant has a full tried and tested application process, for which applicants must provide full details of the projects aims, outcomes and a SMART action plan of how the activities will be delivered.
- All cluster/schools' spending works to the FIS Financial Regulations for schools. Ledger reports are regularly scrutinised by the management team and the cluster heads steering group that meet every half term.

Do you have any notable programmes/ elements of good practise?

The Community Education Project brought 27 new projects in the first 2 years of the cluster and is unique in the borough. It aims to celebrate and use individuals' strengths and skills, to empower and enable children, families and local people to lead on their own projects and find their own solutions to their needs. The grant has shown good value for money, and brought a range of new partners and better involved parents in the schools.

The West Cluster now has 33 trained staff, parents and more recently bi-lingual community members to deliver the Family Links Nurture Program for parents in-house across all the cluster/schools. We hope to bring this program to more non-English speaking families and are looking at teenager-appropriate activities for the High School.

What process/ procedures do you use to monitor the impact of the cluster activities?

- A range of quantitative and qualitative measures are employed that are appropriate and relevant to the project, activity in question
- The person leading the activity will be responsible for monitoring impact and outcomes, and the co-ordinator endeavours to collate all this from both the Head Teachers and the various lead persons (for example, parent group leaders, homework club leader, School Counsellor, Educational Psychologist, Play Therapist). Please see latest action plan for more details.
- For clubs and classes, individual schools are required to complete a proforma that shows the benefits and outcomes from the activities they ran with their allocation of £2,500 per school
- Project leaders running community education projects are required in their application to state how they will measure progress and success of their projects. This has shown to be an area of learning and need however as there is a lot of training and capacity building to be done to ensure people understand the reasoning and methods of measuring impact
- The co-ordinator maintains ongoing verbal and written consultation and feedback wherever possible. All meetings and key issues raised by children, parents or staff about any extended services activities will be recorded in an appropriate way to inform project evaluation and changes to future planning.

Do you have Parent Ambassadors?

Not currently but the West Cluster would like to employ Parent Ambassadors that have bi-lingual skills and knowledge/experience of the different ethnic, cultural and faith communities that we serve.

A couple of schools have or are interested in class parent link schemes, and the West Cluster this year has a new priority of finding new and creative ways of engaging and involving 'hard-to-reach' parents and carers.

Funding such roles is the main barrier – we are looking at £5k p.a. to sustain one part-time Parent Ambassador. We are working with other clusters to explore funding and partnership opportunities with the voluntary sector.

If you do have Parent Ambassadors, how did you get about employing them? what are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?

Currently exploring all these issues - would be grateful for any advice on this.

Do you work with the other cluster co-ordinators in the borough?

- Cluster Co-ordinators try to meet half termly depending on time, to learn from each other, attend training or events, share good practice and solve challenges together.
- We have recently been assessing where are our common target communities, common areas of concern in delivering extended services across the Harrow clusters, and where can we link up to provide strategic or cross-cluster support.
- We meet regularly (at least termly) with the local authority team manager for strategic input and learn about the latest initiatives and opportunities.

How do you work with the Head teachers in your cluster?

Please see 2) above.

The co-ordinator works as much as possible in partnership with all head teachers to inform the strategic cluster direction and to drive and support activities and projects to happen in an appropriate and effective way in the schools.

Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?

Many of the West Cluster's activities focus on developing staff skills and capacity, or affordable charging for some activities, and build in sustainability wherever possible.

However, we are aware that some extra activities & staff costs are dependant on the Extended Schools funding and therefore would be at risk with this loss of funding – for example the school counsellor.

We are also aware that some activities would not be accessed by some children or parents if there were a charge.

It is the West Cluster's intention to explore any possible ways to enable successful, long term project to become financially sustainable, whether through charging, fundraising or other creative partnership approaches.

What activities/ what works (if any) do you do that supports community engagement/ the wider community

- The Community Education Project invites local not-for-profit voluntary and community groups and supplementary schools to apply and lead activities in or with schools. E.g. Multi-cultural Heritage project, Tamil Saturday Supplementary school
- We have trained 4 bi-lingual community members to be Parent Group Leaders and hope to employ them to deliver mother-tongue parent groups for the Cluster schools
- We invite local community and faith representatives into schools – e.g. World Café event with parents and local community representatives, World in Our School Week, and TransAge places older people to works with a few schools in the Cluster
- We will be exploring opportunities for parents and children to meet people from different backgrounds and cultures to enable better cultural and religious awareness
- The Cluster Co-ordinator works where possible with groups and individuals in the wider community to work with schools to provide support to children and families, for example through providing activities, volunteering or using school facilities.

Are there any key issues for this particular cluster?

- The West Cluster has a very diverse community base with a range of needs and barriers to access, some of which are endemic and is rooted in long term experiences and cultural expectations/aspirations. We endeavour to 'chip away' in raising aspirations, encouraging, empowering and involving people from different backgrounds and situations, and providing positive, practical solutions where we can. However, a long term and sustained approach is necessary to support community development, community-based grass roots and voluntary sector work outside and beyond the reach (and remit) of schools.
- Schools' staffs are at capacity with undertaking new roles they are fulfilling in addition to their core work of teaching and learning, and we find that some can reach saturation point. Extra funding is often needed to provide cover or pay to deliver extended services beyond contracted hours. While many staff and parents volunteer their time and skills free, this is neither preferable nor sustainable in the long term.
- Strategic cross-borough staff support: clusters would like to work with Workforce Development to explore borough support for school staff and parents delivering extended schools activities. In particular, parent group leaders, learning mentors and school counselling/therapeutic staff, commonly working in many Harrow schools.

Swift & Easy Access can be easier said than done! Many public and voluntary sector services in health, social care and family outreach services have limited capacity, funding cuts and a range of competing different targets and agendas, and whilst we always work in a spirit of creative and positive partnership and look for opportunities and links, sometimes it is a challenge. Long term strategic and practical working to plan for cross-cluster, cross-borough work in schools for children 0-19 years is welcomed. CAF also not up and running in Harrow – schools have various questions and issues about this.

Stanmore Kenton Cluster Consultation

March 2009

Consultation with Susan Scott, Extended Cluster Co-ordinator for Stanmore Kenton

What activities do you provide within your cluster?

- Family Learning, ESOL, Numeracy and Literacy
- Improve your Maths
- Improve your English
- Family activities with children e.g. Forensic Science, Crafty Creations, Taste a different Sport, Design Technology
- Adventure Based Learning indoor and outdoor with HOAC Hillingdon Outdoor Activity Centre
- Parenting programme at each school
- Story reading in First Schools
- Study and revision support
- Counselling service in each school
- Breakfast Club at Bentley Wood
- ICT club for community at Bentley Wood
- Mental Health and well being project at 4 schools

How are the activities decided on?

Currently most of the programmes are historical. They have been very successfully run and evaluated well. Head teachers believe they are making a difference. Activities are designed to meet the core offer. A new approach to consultation with schools, children and families is commencing within the cluster. One programme is running as a grant was made available to commence a project on Mental Health and Well Being.

What is the cluster groups approach to working? Are the activities decided according to the needs of the cluster or individual schools?

Cluster Head Teachers meet 6 times per year to decide priorities and agree finance for projects. Decisions are based on identifying needs from each school. This can be by consultation or local Discussion with families by schools.

Is a bidding process employed?

Some projects employ an internal bidding process. The Cluster approach is to make funds available for projects e.g. counselling grant, community cohesion grant and ask schools to submit plans for how they will use the money and how they will evaluate success.

Do you have any notable programmes/ elements of good practice?

The HOAC indoor and outdoor adventure based learning is recognized as being a successful project. We are hoping that the Mental Health Project which is in partnership with other agencies will be recognized as an important piece of work when it reaches completion in the

summer

What process/ procedures do you use to monitor the impact of the cluster activities?

Benchmarking the standard or behaviour of children prior to the project and then measuring success in terms of raising achievement at project completion. Teaching staff are of paramount importance in providing this data. Some projects we collect formal written evaluation. Some projects have an intuitive success rating from the start i.e. Bentley Wood breakfast club. Teachers are reporting marked improvements in punctuality.

Do you have Parent Ambassadors?

Not currently but we are looking at ways of developing parenting skills from within our staff working at the cluster schools.

If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focused on assisting a particular community in the school? Do you have a job description for the role?

N/A

Do you work with the other cluster co-coordinators in the borough?

Yes. I am currently planning a joint project with Canons Cluster aimed at including fathers. I am developing a project with West Cluster which will be working with School Nurses.

How do you work with the Head teachers in your cluster?

Through the regular 6 weekly meetings then by individual visit to schools. Many issues are brought up and dealt with electronically. I am aware that Head Teachers time is very precious.

Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?

- A clear charging policy
- Income from lettings
- Identifying sources of funding, government, charities, trusts
- Partnership working and exchanging resources

What activities/ what work (if any) do you do that supports community engagement/ the wider community

We have 3 supplementary schools running in the Cluster. Individual schools plan visits such as the Jewish Life exhibition. We have made £500 available to each school to use on a community cohesion project that meets their local needs.

Are there any key issues for this particular cluster?

Bentley Wood girls are drawn from across and outside the Borough so links with the local school and community are more difficult. We have very mixed school populations with a high level of deprivation in the Kenmore Park area and much lower levels in the Stanburn and Whitchurch catchments areas.

Pinner Cluster Consultation

March 2009

Consultation with Sukhi Cooper, Extended Schools Co-ordinator for the Pinner Cluster

What activities do you provide within your cluster?

Attached is the Scrutiny Report 07/08 which lists all activities that the Pinner Cluster has supported.

Attached is a list of activities for Jan 09/Feb 09.

How are the activities decided on?

Activities are decided through careful consultation with the schools, community, parents, children, young people and staff. This process is ongoing and built alongside parent consultation evenings in the schools throughout the year.

Consultations have also been held with specific community groups that have been identified as underachieving to determine how best the cluster can support them.

Profile data on the Pinner Cluster also provides vital information on the characteristics of the cluster community which may impact ES programmes.

What is the cluster groups approach to working?

The Extended Schools Coordinator for the Pinner Cluster meets the Pinner Cluster Executive Committee every half term to discuss and seek approval of all activities/projects in the Pinner Cluster. The Executive Committee is representative of all school phases in the cluster.

Extended Schools is an agenda item on the cluster head's meeting which is planned just after the executive meeting to inform schools of the progress of all ES activities.

The Extended Schools Coordinator is available to speak to governors to present successes and achievements in the cluster as well as supporting schools to deliver/extend the ES core offer.

The Cluster seeks to establish good partnerships and cohesive models with schools, parents, families, the local community, local agencies, the third sector and stakeholders to ensure that all ES activities are of a good quality and help improve the quality of C & YP lives in order to thrive and achieve.

**Are the activities decided according to the needs of the cluster?
individual schools?**

The ES Coordinator meets with the Head Teacher of each school in the Pinner Cluster twice a year to:

- conduct/update an audit of all activities in the Cluster in relation to the core offer is carried out once a year
- To discuss the SEF and areas that ES can support schools to raise pupil achievement and support Community Cohesion
- Any areas for development through ES support

Is a bidding process employed?

No bidding processes are adopted in this cluster. Projects/activities are designed around the needs as identified through consultation and meeting head teacher's. Schools will provide target groups in accordance to agreed base line criteria set with desirable outcomes.

Do you have any notable programmes/ elements of good practice?

The Pinner Cluster Youth Forum was set up in September 2008 with representation from most schools in the Cluster. The forum meets every month with an aim to encourage ideas from young people to be carried forward. The group has successfully secured funding for a number of bids to deliver projects in the cluster. Details are available on request.

StayNPlay sessions at Pinner Wood Children Centre where rated as Level 1. Parents with ESOL needs are targeted to learn how to use effective language through play. Crèche support is provided for younger children and older children attend a study support session which is delivered by teaching assistants from Pinner Wood. Wider Family Learning funding was secured for this model.

**What process/ procedures do you use to monitor the impact of the cluster?
activities?**

- A project plan is produced for all activities.
- A Health and Safety Policy booklet is sent to all facilitators.
- Baseline criteria are agreed with all partners with desirable outcomes.
- The Extended Schools Coordinator visits all programmes on a regular basis to monitor delivery and progress of programmes.
- Evaluation is built in during or at the end of programme for all participants and facilitators.
- Details of participants are kept on the Pinner Cluster database which can track participation on all ES programmes
- A termly report is produced which tracks all ES activities by school, adult/child ethnicity, gender which is shared with all schools.

Do you have Parent Ambassadors?

No

If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?
N/A

Do you work with the other cluster co-ordinators in the borough?

As Cluster Coordinators, we meet every term with the Extended Services Manager to discuss cross-clusters issues, training needs and any new advances in relation to ES.

Good practice models are shared between all clusters and if required clusters will work together.

How do you work with the Head teachers in your cluster?

As described above.

Sustainability - What are your plans for the future in view of the fact that funding for Extended Schools runs out in 2010?

The action plan for the Pinner Cluster 09/10 has addressed how they intend to sustain projects/activities.

- seeking funding to sustain projects
- creating, maintaining partnerships with other external/local agencies
- embedding sustainable models in schools
- Charging policies

What activities/ what work (if any) do you do that supports community engagement/ the wider community.

The Extended Schools Coordinator has completed a community engagement, extended services audit for all cluster schools - this is attached.

Are there any key issues for this particular cluster?

Sustainability once funding runs out in 2010.

Children First Cluster Consultation

March 2009

Written submission from Patsy Headlam, Cluster Co-ordinator

What activities do you provide within your cluster?

ESOL classes, Holiday Play schemes, breakfast and after school clubs, Learning Mentors, Counsellors, Art Therapists, various community learning activities, annual Community Performing Arts Day, Legal Advice Clinics, parenting classes, one off events ie. 'Help Your Child to Learn' evening.

How are the activities decided on?

Consultations are carried out with parents and children which help us to pinpoint what activities are needed. The cluster schools may also identify a need.

What is the cluster groups approach to working? Are the activities decided according to the needs of the cluster or individual schools?

Some activities are specific to the needs of a particular school i.e. ESOL classes and the work Harrow Mencap do in the clusters' special schools. But some activities are available to all cluster schools such as the Community Learning programmes, performing arts day and holiday play schemes.

Is a bidding process employed?

Yes – each cluster school was able to bid for up to £2k last year for extended schools related projects.

Do you have any notable programmes/ elements of good practice?

In the past, we have secured £20,000 from the e-Learning Foundation to contribute to laptops for four schools. Kingsley High School is a school for children who have profound learning difficulties and as a result they were able to purchase inclusive technology to enable their pupils to use IT.

The cluster schools have signed up to a Minibus Sharing Protocol which enables minibuses to be shared across cluster schools. We also organise training for school staff so that they are able to drive the minibuses. This scheme has saved transport costs in some of our schools at no cost to develop.

This year we will be taking our annual Community Arts Day which involves 200 children from cluster schools, to Under One Sky as part of our outreach work. The cluster is happy to pioneer a range of activities and projects and then share them with other co-ordinators so that all Harrow families benefit.

What process/ procedures do you use to monitor the impact of the cluster activities?

Tutor and participant evaluation forms are completed after activities. The evaluations are shared with Heads at cluster meetings.

Do you have Parent Ambassadors?

No

If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?

N/A

Do you work with the other cluster co-ordinators in the borough?

Yes, we have regular meetings where we can share good practice and discuss issues

How do you work with the Head teachers in your cluster?

We have excellent relationships with the Head teachers and the whole cluster meet 6 times a year to discuss projects, issues and to plan activities. There is a lead Head teacher (Paul Williams, Shaftesbury) and a team of three other Head teachers who form a management team to steer the cluster and CPD.

Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?

New projects are planned with this in mind. For existing projects that are cluster funded, for example counselling provision, the Heads are already talking about the possibility of budgeting to pay for this out of school funds. For subsidised activities such as the holiday play scheme, I negotiated a reduced day rate with the provider which I was then subsidising even further. In order for the play scheme to be viable, I have planned incremental rises so that by March 2011 parents will be paying the full negotiated rate.

The Cluster Co-ordinators are working on a possible funding bid with HOPE and the Parenting Co-ordinator to develop the role of Parent Mentors in schools. We are exploring ways of working with the voluntary and community sector to capacity build them to develop services through schools. We are fortunate that as a result of the recent successful £4.2m lottery fund the new youth complex development will be located within the cluster, bringing a range of opportunities for partnership working when cluster funding runs out.

What activities/ what work (if any) do you do that supports community engagement/ the wider community

We have links with the Afghan Association who now hold a Saturday school at Hatch End High School and who in return for use of classrooms give the school a Pashto speaking TA for two days a week. A local firm of solicitors provide their services free of charge which enables us to run the Legal Advice Clinics. We work closely with TransAge, HOPE, HAVS and a range of organisations that provide support to parents and children in the cluster.

This year the cluster is involved in the development and management of the Youth Music Stage at Under One Sky. Cluster children will be performing two pieces and will run workshops for other parents and children on the day. As Hatch End High has Arts status, the cluster is able to access a range of quality art interventions that are provided as part of their outreach work.

Are there any key issues for this particular cluster?

The cluster is unique in many ways. It is one of the largest clusters in Harrow; it is spread over the widest geographic area, it is the only one to have five High Schools and it is the only one to have two special schools. Within the cluster we have one of the areas of highest deprivation (parts of Harrow Weald) and one of the areas of most economic advantage (Hatch End). All these factors mean that whilst some activities can be offered widely to all families, many of our programmes are bespoke for individual schools in order that they meet the needs of the school communities.

APPENDIX C - LIST OF REVIEW MEMBERS, PARTICIPANTS AND WITNESSES

Scrutiny Review of Extended Schools as Community Resources

	REVIEW GROUP MEETING	1 – Scoping	2 – Draft Project Plan/ Desktop Research	3 – Presentation from IEYCS Colleagues, including: <ul style="list-style-type: none"> ▪ Head of Serv-Early Yrs, ▪ Childcare, Parent ▪ Service Mngr - ▪ Childcare & Parenting ▪ Team Mngr-Integrated ▪ Early Years & ▪ Community Serv Q & A with IEYCS colleagues	4 – Meeting with Canons Cluster Head Teachers Group	5 – Visit to Canons Cluster at Canons High School	6 – Visit to CH Unite Cluster Elmgrove School	7 – Visit to HA2Cando Cluster at Grange First School	8 – FINAL REVIEW GROUP MEETING <ul style="list-style-type: none"> ▪ Evidence Review
<u>MEMBERS</u>									
Councillor Margaret Davine (Chairman)		✓	✓	✓	✓	✓	✓	✓	✓
Councillor Green			✓	✓					
Councillor Manji Kara									
Councillor Dinesh Solanki		✓	✓						
Councillor Yogesh Teli			✓				✓		✓
<u>CO-OPTEEES</u>									
Ramji Chauhan, Parent Governor		✓	✓	✓					✓

	REVIEW GROUP MEETING		1 – Scoping	2 – Draft Project Plan/ Desktop Research	3 – Presentation from IEYCS Colleagues, including:	4 – Meeting with Canons Cluster Head Teachers Group	5 – Visit to Canons Cluster at Canons High School	6 – Visit to CH Unite Cluster Elmgrove School	7 – Visit to HA2Cando Cluster at Grange First School	8 – FINAL REVIEW GROUP MEETING ▪ Evidence Review
Julie Browne, Kids Can Achieve			✓		✓				✓	
Despo Speel, Parent Governor			✓		✓					
<u>WITNESSES</u>										
Wendy Beeton, Head of Service-Early Years, Childcare and Parenting			✓	✓						✓
Jenna Matkovich, Team Manager - Integrated Early Years &				✓						
Hilary Obryn, Service Manager - Childcare & Parenting				✓						

APPENDIX D

BACKGROUND PAPERS AND FURTHER INFORMATION

Background Papers

Harrow Extended Services data overview, Training and Development Agency, October 2008

Extended Schools Survey of Schools, Pupils and Parents (A quantitative study of perceptions and usage of extended schools services in schools), December 2008

Extended Schools: Building on Experience, Department for Children, Schools and Families, June 2007

Making a Difference to Children, Families and the Community (Extended Schools and Cluster working in Harrow – the next three years), January 2008

Cluster group profiles and action plans from Harrow's 7 Extended Schools

Further Information

For more information on the work of this Scrutiny Review Group, please contact:

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