

Appendix C – Moving Towards Outstanding Extended Services

Element 1 Culture and Ethos		
To what extent has the school developed a positive culture and ethos which is based on the extended services agenda and with children's needs at its' heart?		
Satisfactory	Evidence	Actions
•		
Good	Evidence	Actions
<ul style="list-style-type: none"> • Lead persons use multi-professional contributions to develop the extended services • The extended services ethos of the school is an integral part of the induction process for all staff 		
Outstanding	Evidence	Actions
The school is now:- <ul style="list-style-type: none"> • Placing equal value on the extended school services and how it contributes to higher attainment through a multi-disciplinary approach. 		

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Element 2 Governance		
To what extent are there clear and appropriate arrangements for the governance of extended services?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • The school has plans for an extended services committee to be established. • Extended services activity and development is a standing item on all Governing Body agendas. • The Governing Body terms of reference includes extended services in its vision statement • There is an awareness of the need for Governor training on the extended schools agenda to support strategic decision making. • Governors have been given written information to inform them about the extended school agenda. 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • The Governing Body regularly hears reports about the progress of extended services. • The Extended Services Committee is representative of diverse multi-agency involvement. • The Extended Services Committee reviews its Terms of Reference annually to reflect extended services developments and progress. • Governors attend training which supports their knowledge of the extended services agenda. 		

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Element 2 Governance		
To what extent are there clear and appropriate arrangements for the governance of extended services?		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> • Supporting other members of the Governing Body visit extended school activities in order to accurately gauge its impact and report back to the Extended Services Committee • Ensuring governors access 1 day updating/up-skilling activity per year on extended services. • Ensuring the Extended Services Committee and whole Governing Body is actively involved in action planning, decision making and evaluating extended services. 		

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Element 3 Roles and Responsibilities		
To what extent are the roles and responsibilities for those managing and leading extended school activities clearly defined and understood?		
Satisfactory	Evidence	Actions
<p>Systems and routines are being developed which cover as appropriate:</p> <ul style="list-style-type: none"> • Staff deployment <ul style="list-style-type: none"> ◦ Specific roles ◦ Responsibility and accountability ◦ Delegations ◦ Access 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • Systems and routines are in place to cover as appropriate: <ul style="list-style-type: none"> ◦ Staff deployment ◦ Specific roles ◦ Responsibility and accountability ◦ Delegations • 		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> • Using embedded, established, agreed guidance, protocols and policies to manage; <ul style="list-style-type: none"> ◦ Staff deployment ◦ Specific roles ◦ Responsibility and accountability ◦ Delegations 		

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Element 4 Financial resource and accountability		
To what extent are systems and processes in place to ensure financial probity and effective use of resources, allocated for extended services?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • The lead person has an understanding that to secure funding from the cluster a project plan must be in place • The lead person understands the need to monitor the funding and to report back to the cluster on its use. • Allocated funding is used fully with no over or under spend • The school keeps funding for extended services in line with the requirements of • The school has in place transparent criteria for allocating subsidised or free places to support access to extended services. 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • The funding is linked to the achievement and sustainability of the core offer. • Lead person has some processes in place to ensure that the extended services have access to appropriate resources. • The lead person uses relevant data to project plan for future provision and request funding. • Some funding is devolved to appropriate staff within delegated limits to support specific roles and responsibilities. • The lead person has knowledge of local partners, their services and what they cost. • Ensuring clarity and understanding is in place to know what services are offered free of charge and what needs funding. 		

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Element 4 Financial resource and accountability		
To what extent are systems and processes in place to ensure financial probity and effective use of resources, allocated for extended services?		
Outstanding	Evidence	Actions
<p>The school is now:-</p> <ul style="list-style-type: none"> • Ensuring efficient and effective management of finance, linked with data attracts additional internal and external funding services. • Ensuring skilled and experienced personnel are delivering embedded services through local agreements and Service Level Agreements that are sustainable. Ensuring strong partnerships ensure the ongoing and sustainable provision of extended services. • Regularly reviewing equality of access to subsidised or free places in an open and transparent way. • Ensuring processes are in place to ensure that all extended services can run efficiently and effectively through complete resource management. 		

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Element 5 Staff performance and development		
How effectively is the delivery of extended services activity managed and developed?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • Staff are made aware of the extended services agenda and the activity in and through the school. • The lead person has an ability to identify the strengths of individuals to maximise their potential to contribute to the extended services agenda. • Lead person understand individual's roles and responsibilities and actively encourage other staff to do the same. • The lead person is aware of how their own and staff efforts contribute to the success of extended services. • Recognition that those contributing to extended services provision may need the support of agreed processes for line management. • Lead person has full awareness of their cluster and cluster co-ordinator and is actively engaged with their work. • There is an awareness that performance appraisal meetings need to consider whether it is appropriate to include targets that link or include extended services provision. • There is an understanding that some complexity may exist around line management and C.P.D. arrangements 		

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Element 5 Staff performance and development		
How effectively is the delivery of extended services activity managed and developed?		
Good	Evidence	Actions
<ul style="list-style-type: none"> • There is a staff hand book for all staff involved from the school to support their understanding of the extended services agenda and roles and responsibilities of school staff and others. • The school offers opportunities for networking with the purpose of increasing knowledge of partners roles remits and responsibilities to support sign posting and referrals. • Processes are being considered and put in place to support staff members working under the direction of someone other than their line manager. • Appraisal targets include extended services work. • Processes are being developed to ensure management and C.P.D. needs are identified and being addressed. 		

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Element 5 Staff performance and development		
How effectively is the delivery of extended services activity managed and developed?		
Outstanding	Evidence	Actions
<p>The school is now</p> <ul style="list-style-type: none"> • Ensuring staff have an enhanced understanding of extended services which leads to effective sign posting for both young people and parents/carers. • Ensuring staff can clearly define and articulate their specific role within extended services and how it relates to the roles of co workers and outcomes for children. • Through planned networking recognising the potential of partners in increasing attainment levels and achieving targets in the S.I.P. • Ensuring senior leadership and staff teams awareness supports the content of S.E.F and S.I.P. and leads to positive outcomes in Ofsted inspections. • Recognising the Cluster Co-ordinator as a key person to contribute to the success of the school achieving the core offer and beyond. • Ensuring examples of good practice appear within the S.E.F. demonstrating links to other initiatives. • Ensuring line managers are responsive and accessible to staff through an agreed protocol to support the development of cohesive working relationships. • Ensuring extended services work is accounted for within CPD. 		

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Element 6 Voice of Children and Young People		
To what extent does the voice of the child/young person inform and lead the work of the extended services?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • Children and young people are recognised as knowing what they need and they can give their views in a variety of ways. • Cluster plans are influenced by the school council's knowledge of needs which they give through a range of communications. • Staff are aware of Harrow's Participation Strategy which recognises the voice of the child/young person. 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • Children and young people are acknowledged and respected as equal partners in the decision making process to develop quality extended services. • The school council representatives are supported to explore differentiated techniques, which allow the inclusion of all children and young people in contributing to extended services decision making. • Staff are supported and facilitated to listen and hear the children and young peoples voice through agreed processes. • Key staff have been trained and connect with the participation team to accurately interpret and understand the children and young peoples voice. 		

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Element 6 Voice of Children and Young People		
To what extent does the voice of the child/young person inform and lead the work of the extended services?		
Outstanding	Evidence	Actions
<p>The school is now:-</p> <ul style="list-style-type: none"> • Ensuring the school council is influential in the decision making and planning of services. • Ensuring all children and young people are actively involved in shaping the services provided through extended services. • Ensuring staff are listening to and hearing children and offering them feedback in all aspects of planning and delivery of accessible services. • Regularly updating their knowledge and skills to support ongoing understanding of the participation. 		

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Element 7 Planning		
How effectively is the School planning for it's own development within the extended services agenda?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • The school is aware of and has a copy of their clusters annual action plan • The lead person has contributed to the development of the cluster action plan and includes priorities for their school. • Data following needs analysis has informed the plans development. • The lead person understands the extended school agenda and the core offer 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • The school extended services project plans link to the cluster plan. • The Governing Body is discussing the plan and is increasing its knowledge of the relevance of the plan and it's implementation towards S.I.P and SEF. • The school project plans are informed by and link to the school improvement plan. • The school is connecting with processes that develop the cluster plan 		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> • Actively planning to ensure success in raising attainment through extended services activity. • Actively included in the cluster action plan which reflects the schools current S.I.P. and SEF and other key plans. • Distributing and communicating the plan to all partners and stakeholders and a system is being developed to ensure that feedback is welcomed, encouraged and received. 		

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Element 8 Monitoring service provision		
To what extent are there appropriate procedures in place for monitoring the quality and impact of the extended schools provision?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • The school has sought the support of the cluster to find out the views of all potential service users • extended services staff and linked partners recognise the need to monitor all service provision. • Prior to delivery of any service monitoring and evaluation arrangements are put in place • Consultation and evaluation data is used to inform future action planning and targeting of provision. • Creative consultation methods are used to monitor equality of access to provision. 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • The school has sought the support of the clusters to find out about access issues for those considered to be underachieving or most excluded. • Ethical, inclusive qualitative and quantitative feedback and evaluation mechanisms are becoming an integral part of extended services activity. • The school uses evidence from monitoring of extended services activity in the SEF, • Data is regularly collected and collated and the information used to inform planning and targeting specific needs and integrated into the School Improvement Plan. • A variety of creative consultation methods are used to monitor equality of access to services. 		

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Element 8 Monitoring service provision		
To what extent are there appropriate procedures in place for monitoring the quality and impact of the extended schools provision?		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> • Ensuring monitoring activity finds out about issues of diversity and equality with impact assessments used prior to, during and post any extended services provision. • Demonstrating robust processes for staff and partner involvement in monitoring extended services provision. • Demonstrating the impact of extended services in SEF's which leads to recognition in the Schools Ofsted inspection reports. • Practising well developed, ethical, inclusive qualitative and quantitative feedback and evaluation frameworks. 		

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Element 9 Partnerships with external stakeholders.		
To what extent has the school ensured that all stakeholders are empowered to contribute to the development and organisation of extended services?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> Stakeholders are included in decision making through active consultation and involvement. The lead person has an awareness of the contribution that different stakeholders can offer in all areas of the core offer 		
Good	Evidence	Actions
<ul style="list-style-type: none"> Children and parents/carers are supported in understanding the potential they have to influence the extended school services. The lead person uses stakeholder contributions to develop extended services. The 		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> Ensuring the Lead person actively encourages the resolution of cultural hurdles, therefore ensuring that children and young people, parents and carers remain at the centre of all aspects of extended services. Ensuring children, young people and other users' needs are put before professional status and traditional working practices. Embedding practice which supports all stakeholders to consistently contribute to achieve wanted and needed services. 		

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Element 10 Partnership with parents/carers and the local community		
To what extent are parents/carers and the local community recognised as partners in ensuring achievement and attainment are raised?		
Satisfactory	Evidence	Actions
<p>The lead person recognises:</p> <ul style="list-style-type: none"> • parent/carers as key partners. • Parental involvement as valuable and important in the school community. • Involving fathers and other positive role models in their children’s learning will raise attainment. • Community representatives particularly from under represented groups as key partners. 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • The diverse community are contributing as partners in the development and delivery of extended services. • Parents are influential educators and therefore their active involvement in planning and participating in extended services is essential. • The school has established ways of supporting ALL parents to contribute to the planning of and participating in extended services. • Fathers and other male role models are valued and ways are found to encourage them to become involved in their children’s learning and therefore attainment. 		
Outstanding	Evidence	Actions
<p>The School is now:</p> <ul style="list-style-type: none"> • Collecting views of parents/carers ensuring they are representative of the schools diverse community. • Implementing successful monitoring and evaluation processes to seek, hear and use the voice of the parent. • Actively involving fathers and male role models in their children’s learning and the development of services. • Demonstrating that the local community, particularly under represented groups, are key partners empowered to contribute to all developments and the organisation of services. 		

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Element 11 Commissioned Partners		
To what extent has the School developed sustainable extended services partnerships to meet the needs of the community they serve?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • Service Level Agreements or written Partnership Agreements are in place for activities delivered by all external providers. • School and cluster profiles and data are used to inform the use of commissioned partners to deliver agreed extended services. • Processes are in place to support positive working relations with all key partners who are supporting extended service provision 		
Good	Evidence	Actions
<ul style="list-style-type: none"> • Service Level Agreements or written Partnership Agreements are in place and agreed by the Extended Services Committee. • Community profiles and external data are used to inform planning of extended services to raise achievement and attainment. • Positive working relationships are evident through the delivery and evaluation of core offer services provided by key partners. 		

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Element 11 Commissioned Partners		
To what extent has the School developed sustainable extended services partnerships to meet the needs of the community they serve?		
Outstanding	Evidence	Actions
<p>The Extended Services Committee is now :-</p> <ul style="list-style-type: none"> • Ensuring robust Service Level Agreements or written Partnership Agreements are in place and agreed by governors via the Extended Services Committee • Ensuring school, community, and partner agency data and targets, are used to inform the planning of extended services. • Recognising and resolving inequality of relationships by inducting and involving partners equally within the school community. • Supporting co-delivery of services through positive partnership arrangements which meet the needs of the community. • Utilizing the joint use of partner and all school staff knowledge to support improvements and the quality of service provision. 		

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Element 12 Marketing and Communication		
How effectively does the School promote extended services within the wider community?		
Satisfactory	Evidence	Actions
<ul style="list-style-type: none"> • Protocols are being developed to ensure quality standards are in place for quality publicity including: <ul style="list-style-type: none"> ◦ Proof reading ◦ Use of images ◦ Wording ◦ Styles and fonts ◦ Plain English • An agreed style of publicity has been agreed which takes account of access issues. • Appropriate use is made of cluster promotional items to advertise extended services activity at the school. • The skills of staff and others working in extended school activity is used to target and support access to information 		

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Element 12 Promotion of the cluster and its services		
How effectively does the School promote extended services within the wider community?		
Good	Evidence	Actions
<ul style="list-style-type: none"> • Local opportunities are sought out and used to promote the extended services on offer. The schools Extended Services Committee is working towards sensitively and creatively promoting the publication of opportunities for children, parents and the wider diverse community. • Protocols are in place to ensure quality standards are recognised for: <ul style="list-style-type: none"> ◦ Proof reading ◦ Use of images ◦ Wording ◦ Styles and fonts ◦ Plain English • Promotional items are used appropriately which advertise the service provision and the cluster activities. 		
Outstanding	Evidence	Actions
<p>The school is now:</p> <ul style="list-style-type: none"> • Providing relevant and accessible information about services. • Competently linking into local opportunities and their potential to promote services. • Sensitively and creatively promoting the publication of opportunities for children, parents and the wider diverse community. 		

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Appendix 1	
<ul style="list-style-type: none"> • Integrated Early Years and Community Services • Job Centre Plus • Family Health Services • Health Visiting Services • Social Care • Families Information Services • Children’s Centres • Outreach Team • Child and Adult Mental Health Services • Speech and Language Therapy • Community groups and Organisations • Local Authority services 	<ul style="list-style-type: none"> • Community groups and Organisations • Local Authority services • Pre-schools • Private Sector • Out of School Childcare • Voluntary Sector Parenting Organisations • Citizens Advice Bureau • Further Education colleges • School nursing • Cluster Co-ordinators • Police