

**REPORT FOR: Policy and Performance
Sub Committee**

Date of Meeting: 25th March 2010

Subject: **INFORMATION REPORT –
Extended Schools Review – Six
Month Update**

Responsible Officer: Heather Clements – Director of Schools
and Children’s Development

Exempt: No

Enclosures: Appendix 1 - Overview and Scrutiny
Review Report – Extended Schools as
Community Resources

Appendix 2 – Cabinet Report 17
September 2009.

Appendix 3 – Moving towards
outstanding extended Services

Appendix 4 – Community and
Environment report for Grants Advisory
Panel 19 November 2009

Section 1 – Summary

This report sets out an update on the progress against the nine
recommendations from the Overview and Scrutiny Committee Report titled
Review of Extended Schools As Community Resources

FOR INFORMATION

Section 2 – Report

Background

The Extended Schools Review was carried out as part of the Overview and Scrutiny 2008/09 work programme to assess progress and identify gaps in the current level of extended services. The review also considered how successful schools were in providing access to the core offer of services and the objective for them to be a key community resource. Their long term sustainability was another area the review group considered as part of the review. The review was carried out between September 2008 and March 2009 and the full report is attached at Appendix 1.

The final report detailed the main recommendations arising from the review and the first report responded to those recommendations. This report is an update on the work-taking place against the recommendations.

Current situation

Harrow is regarded as high performing, by the Training and Development Agency, the Government's monitoring body for extended schools.

Consistently, the target for the number of extended schools meeting the full core offer has been exceeded and, as of February 2010, 98% of schools (64) are meeting the core offer which is ahead of the national average of 94% and Harrow is on target to achieve the September 2010 trajectory of 65 schools (100%) meeting the core offer. This significant achievement places Harrow as one of the top ten London authorities.

Children's Services welcomed the Overview and Scrutiny review of extended schools and the recommendations set out in the final report. Work has taken place to reflect on and implement the recommendations.

Set out below is the recommendation from Overview and Scrutiny, the initial response to that recommendation from Children's Services and then, in italics an update report on further progress or activity.

Recommendations and Response

1. Officers ensure that robust systems of support, advice and challenge are in place for all clusters to help develop the knowledge and expertise of each cluster co-ordinator and their lead head teacher.

Response

A robust support, advice and challenge programme is in place for all clusters which includes:

- 1:1 meeting with cluster co-ordinator as and when needed
- A termly meeting between the lead head teacher and the linked advisor to the cluster
- A termly meeting with the cluster co-ordinators
- Shared annual performance monitoring of the cluster co-ordinator

- A termly meeting with the lead head teachers, linked advisors and senior officers from Children's Services
- The production of an annual cluster profile for all clusters to support the development of the annual cluster action plan.

Arrangements are in place with all clusters to agree further specific advice and support which ensures targets are met, action plans are developed and monitoring and evaluation support is provided.

Continyou, an external training provider for extended schools, have provided focussed training support for all cluster co-ordinators each half term for two terms. Marketing and promotional training has also been provided for all cluster co-ordinators.

Update

All of the activity set out in the original response is still in place. In the February 2010 report the TDA commended the "effective structures and mechanisms in place for developing strategy"

All clusters were issued with updated cluster profiles in February 2010. These have been used to support cluster action planning for 2010/11.

The Lead Headteacher meetings continue to take place on a termly basis. The Spring Term 2010 meeting focused on partnership working with Health in particular meeting the health needs of children and young people and their families who are newly arrived in the country or who have particular needs.

2. Clusters co-ordinators and head teachers to be 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.

Response

It is acknowledged that the work of the parent ambassadors has been particularly successful in the Canons Cluster and the impact of their work on outcomes for children and their families is increasingly evident as set out in the Overview and Scrutiny Report.

All clusters have in place staff and strategies to provide targeted support to parents. The linked advisors, through their meetings with the cluster co-ordinators and the lead head teachers continue to explore the effectiveness and sustainability of the strategies they have in place and to support, where possible an increase in the number of parent ambassadors.

The parenting co-ordinator is working across the children's centre and extended schools agenda to strategically co-ordinate and develop parenting provision across the borough. All cluster co-ordinators are engaged with the work of the parenting co-ordinator.

Update

There are now approximately 20 Parent Ambassadors working in 6 clusters. All clusters have staff employed in a role similar to that of a Parent Ambassador. A course for those working as Parent Ambassadors will be

commencing in April with 6 of the 7 clusters nominating staff and others to take part and work towards a level 2 qualification.

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.

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.

Response

It has been agreed that for the 2010/2011 plans all activity will be communicated across all clusters in a consistent way ensuring that every child in every clusters receives information about the activities they and their parents can access.

The Marketing and Information Professional within Integrated Early Years and Community Services will continue to work with the clusters to ensure information is of the highest quality and maximum use is being made of all media to publicise cluster activities whilst ensuring value for money.

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.

Response

Ofsted have issued a new evaluation schedule for schools which was effective from September 2009. The new schedule places on schools and their Governing Body the responsibility to evidence how extended services are contributing to outcomes for children and young people.

Update

Since September 2009 7 schools have been inspected and 4 have been graded as outstanding. This significant achievement demonstrates that schools are showing through their Ofsted Self Evaluation Form the positive impact that Extended School activity is having on outcomes for Children. This work has been supported by the "Moving to Outstanding" document written for Harrow Schools by officers from Achievement and Inclusion and the Integrated Early Years and Community Services – A copy enclosed as Appendix 3

The Training and Development Agency have developed a toolkit for governors on extended schools. Training on the use and implementation of this toolkit is provided annually. General information and further support for governors is available through the Governors newsletter, which is published termly.

6. Steps should be taken to ensure that strategic working was 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.

Response

The support, advice and challenge programme for cluster lead head teachers and the cluster co-ordinators has continued ensuring that expertise is maximised.

The children's centres and extended school clusters are now aligned which ensures the potential for planning and working together to improve outcomes for children, young people, their families and the local community.

Strategic partnership working between the clusters and the children's centres is a sustainability strand which is becoming increasingly embedded which is supporting staff to be shared across both initiatives.

The TDA again, regard the structures and processes in place as high quality supporting effective alignment and joint working. (TDA note of visit February 2010)

Update

11 Children's Centres are now designated and operational. There are some excellent examples of joint working which have improved outcomes for children and families these include

A partnership between Canons Cluster and Chandos Children's Centre which funds and supports a Traveller sewing group.

Joint funded holiday activity for children and young people at Cedars Children's Centre who attend the schools in the Children First Cluster.

Partnership working between 6 clusters, the Ethnic Minority Achievement Service and the Children's Centres to provide for English for Speakers of Other Languages (ESOL) , particularly mothers with very young babies.

7. All agencies involved in extended schools needed 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.

Response

Providing Extended School services is the responsibility of individual schools. The cluster approach ensures that schools can:

- prioritise services that are shown as needed by their pupils, their families and the local community
- provide effective signposting to services provided by other schools in the cluster
- can provide services such as holiday childcare on a cluster wide basis

Increasingly the funding for Extended School services rest with schools and the Extended School Clusters. All indications are that the funding for these services will be targeted directly at schools and not at or through local authorities.

Children's Services and in particular Integrated Early Years and Community Services have lead responsibility for supporting schools and partner agencies and sustainability as a key theme is now part of the cluster action planning process with the 2009/10 cluster action plans requiring all clusters to set out the activities they would be looking to sustain and the actions they would be putting in place to achieve sustainability.

The Head of Integrated Early Years and Community Services meets regularly with key officers from partner agencies to discuss service planning beyond 2011. This work is supported by the strategic work of the Children and Young People's Strategic Partnership.

Update

Some significant meetings have taken place this term (Spring 2010) to further discussions about partnership working beyond 2011. It is anticipated that this work will continue and become increasingly embedded in the work of the Harrow Children's Trust.

8. A challenge panel/ further review should be held in six months time to address the progress of the recommendations that had been put forward from the review group and to also explore the community lettings and community resources element of extended schools.

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.

Update

The Community and Environment Directorate are leading on the community lettings and community resources element of extended schools. A report and action plan was presented to Overview and Scrutiny on 12 October 2009 and agreed by the Grant Advisory Panel on 19 November 2009.

Work to progress this further is now on hold until after the elections.

Section 3 – Further Information

It is not anticipated that any further update reports will be submitted.

Section 4 – Financial Implications

In 2010/11 funding of £1,525,976 is available for the extended schools programme. The majority of the funding, £1,246,265, is allocated through ring fenced Standards Fund grant which has to be passported to schools. The remaining funding of £279,711 is allocated through Area Based Grant

Funding for 2011/12 has not been confirmed but as stated in the report all indications are that the funding for extended schools services going forward will be targeted directly at schools and not at the Local Authority.

Section 5 – Corporate Priorities

This update report further endorses the Children's Services response to the recommendations from the Overview and Scrutiny final report and acknowledges the work of extended schools in supporting the Council's following corporate priorities:

- Improving support for vulnerable people
- Building stronger communities.

Name: Emma Stabler.	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 15 th March 2010		

Section 6 - Contact Details and Background Papers

Contact: Wendy Beeton, Head of Integrated Early Years and Community Services.
Telephone: 020 8416 8830

Background Papers:

Overview & Scrutiny Committee Review of Extended Schools as Community Resources April 2009
Report on Scrutiny Review – Extended Schools as Community Resources to Cabinet 17 September 2009
Report on Community Lettings Action Plan to Grants Advisory Panel 19 November 2009