



Notice of meeting of

Education Scrutiny Committee

To: Councillors Hall (Chair), Bartlett, Bradley,
Livesley (Vice-Chair), Jones, Kind and D'Agorne

Co-opted Statutory Members:

Mr John Bailey (Parent Governor Representative),
Mr Andy Lawton (Parent Governor Representative),
Dr David Sellick (Church of England Representative) and
Miss C Duffy (Catholic Representative)

Date: Wednesday, 19 July 2006

Time: 5.00 pm

Venue: Guildhall, York

AGENDA

1. **Declarations of Interest** (Pages 1 - 2)

At this point Members are asked to declare any personal or prejudicial interests they may have in the business on this agenda. A list of general personal interests previously declared are attached.

2. **Minutes** (Pages 3 - 6)

To approve and sign the minutes of the last meeting of the Committee held on 20 June 2006.

3. **Public Participation**

At this point in the meeting members of the public who have registered their wish to speak regarding an item on the agenda or an issue within the Panel's remit can do so. Anyone who wishes to register or requires further information is requested to contact the Democracy Officer on the

contact details listed at the foot of this agenda. The deadline for registering is Tuesday 18 July at 10.00am.

4. Draft Final Report on the Extended Schools Service in York
(Pages 7 - 80)

This report asks Members to consider the draft final report of the scrutiny review into the extended schools service in York.

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For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

EDUCATION SCRUTINY COMMITTEE

Agenda item I: Declarations of interest.

Please state any amendments you have to your declarations of interest. :

Councillor Bradley – Governor of Poppleton Ousebank School

Councillor Kind – Governor of Burnholme Community College; Haxby Road
Primary School

Councillor Livesley – Governor of Bishopthorpe Infant School.

Co-opted statutory members

Dr D Sellick – Governor of Derwent Junior School

Mr A Lawton – Governor of Canon Lee School

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City of York Council

Minutes

MEETING	EDUCATION SCRUTINY COMMITTEE
DATE	20 JUNE 2006
PRESENT	COUNCILLORS HALL (CHAIR), BARTLETT, BRADLEY AND SCOTT MR A LAWTON (PARENT REPRESENTATIVE) AN DR D SELICK (CHURCH OF ENGLAND REPRESENTATIVE)
IN ATTENDANCE	MR J BAILEY (NOMINATED PARENT REP)
APOLOGIES	COUNCILLORS JONES, KIND AND D'AGORNE

1. **Declarations of Interest**

The following Members and Co-optees declared a general personal interest in the items on the agenda:

Councillor Bradley – Governor of Poppleton Ousebank School
 Councillor Scott – Governor Clifton Green Primary School
 Mr A Lawton – Governor of Canon Lee School
 Mr D Sellick – Governor of Derwent Junior School

2. **Minutes**

RESOLVED: That the minutes of the meeting held on 14 February 2006 be approved and signed by the Chair as a correct record.

3. **Public Participation**

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

4. **Draft Final Report on the Extended Schools Service in York**

Consideration was given to the draft final report of the scrutiny review into the extended schools service in York.

Members were reminded that this topic had been registered in 2005 with the aim of investigating how City of York Council was bringing together partners to plan services across the city, how budgets were being dealt with and how schools were thinking about delivering services together to ensure that everyone in York received the best possible benefits.

For background information and for new Members it was explained that an extended school was one that provided a range of services and activities

often beyond the school day to help meet the needs of its pupils, their families and the wider community.

Members were informed that the delay in bringing this report forward resulted from the change in bodies to consider the proposals. Officers confirmed that, following consultation with the Head of Early Years and Extended Schools and other Officers, the report contained very draft recommendations. It was hoped to incorporate any additional recommendations from today's meeting in the final version for presentation to the Committee at their July meeting, prior to consideration by the Scrutiny Management Committee and the Executive.

Members and Officers made the following comments during formulation of the recommendations

- The Inclusion of the Chairman's Forward.
- Results of Extended Schools Audit (to be completed by end of June) to be used to compare and contrast.
- Do schools need assistance from the LEA in the provision of additional services?
- Need to understand what communities require for their schools and assistance required by the LEA in moving towards the delivery of these services.
- Concern that schools that aspires to Community Partnership Models 3 and 4 would benefit from the support of a business manager and or advice from the LEA.
- With falling rolls there was more flexibility with accommodation for further provision of additional services.
- Increased need for schools to cluster together e.g. a secondary and two primary schools to form partnerships to share facilities.
- Examination needed to be made of the complex issues relating to the use of school premises and the advice hirers were receiving in relation to charging.
- Need to consider only covering costs (heating, lighting, maintenance, cleaning) when charging for hire of school premises.
- Built in review in report required to view schools progress.

Officers confirmed that a complete list of the recommendations would be compiled to email round to Members before the next meeting.

RESOLVED: i) That the following recommendations be included in the draft final report on the Extended Schools Service in York for consideration by the Committee at their next meeting:

1. The Council is asked to support the stretch target of every school in York to be working as an Extended School by September 2006 working to at least Model 2 requirements (the Training and Development Agency feel that this can be achieved and are supporting training courses for every school, governor and other sector staff).

2. The Council to take up the opportunity of bidding to be a Pathfinder authority developing 15 hours free education places around care and play.
 3. The Council is asked to continue to support the shared foundation partnerships and the restructured Early Years and Extended Schools service in ensuring that every school in York meets the target of being an extended school (to Model 3 requirements) by 2010. This may involve allowing schools to operate a flexible lettings policy for accommodating community activities.
 4. The Council to support the bid to be a Pathfinder Authority in order to improve parenting support in schools to meet Model 3.
 5. The Extended Schools provision to be revisited by Scrutiny in March 2008 to reach the 2010 target.
 6. Schools and partnerships to base and develop their services on a locally based audit of needs.
 7. The Local Education Authority through the Children's Information Service to assist schools in creating local community profiles of needs.
 8. The Council to support the development of the clustering of schools to share and develop services and business support.
- ii) That Annex 3 to the report "Building on the Shared Foundation Community Partnership Model to Create Extended Schools and Integrated Children's Centres in the City of York" be rewritten to take account the Extended Schools core offer of May 2006.
- iii) That, if available, the Extended Schools Audit be included as an additional Annex to the report.

REASON: To facilitate completion of the former Education Scrutiny Board's outstanding work.

COUNCILLOR HALL
Scrutiny Committee Chair

The meeting started at 5.00 pm and finished at 6.25 pm.

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Education Scrutiny Committee**19 July 2006****Report of the Head of Civic, Democratic and Legal Services****Final Report on the Extended Schools Service in York****Summary**

1. This report is to ask members to consider the final report of the scrutiny review into the extended schools service in York.

Background

2. In April 2005 Cllr Keith Aspden registered Scrutiny Topic no 117 with the aim of investigating how the Council is bringing together partners to plan services across the city , how budgets are being dealt with and how schools are delivering services in order to ensure that everyone receives the best possible benefits.
3. It was decided that the scope of this review would be:
 - a. concentrated on provision in primary schools.
 - b. a range of schools of different sizes and with differing needs would be visited and considered
 - c. members would concentrate on the different types of provision which will meet the varying needs of schools in York.
4. Members made visits to schools in two stages. During the first stage they concentrated on how far there was extended school services integrated into the school with shared partnership provision. The schools selected were already considered to have made considerable achievements with their extended provision. The second stage of visits included schools of varying sizes who were at different points in the process of setting up extended provision.

Options

5. Members should consider the final report (see Annex A) which details the evidence they have gathered and the recommendations they might wish to put to the Executive.

Analysis

6. If these recommendations are accepted by the Executive they will enhance the already well-developed community provision in York schools.

Corporate Priorities

7. Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city.

Implications

8. Known implications of the recommendations of the final report of the Education Scrutiny Committee on Extended Schools Provision in York are detailed at Annex 10 of the report

Risk Management

9. In compliance with the Councils risk management strategy. There are no risks associated with the recommendations of this report.

Recommendations

10. Members are asked to approve the final report of the Education Scrutiny Committee.

Reason

In order to make recommendations to the Executive about extended schools provision in York.

Contact details:

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Chief Officer Responsible for the report:

Suzan Hemingway
Head of Civic, Democratic and Legal Services

Report Approved

Date 10-07-06

Specialist Implications Officer(s) *List information for all*

Implication ie Financial

Name

Title

Tel No.

Implication ie Legal

Name

Title

Tel No.

Wards Affected:

All

For further information please contact the author of the report

Annexes

Annex A –Final Report of the Education Scrutiny Committee

Background Papers

Extended Schools – Providing Opportunities and Services for All. Department for Education and Skills 2002. Available to download from www.teachernet.gov.uk

Planning and Funding for Extended School – a Guide for Local Authorities and their Partner Organisations. Department for Education and Skills 2006. Available to download from www.teachernet.gov.uk

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Extended Schools Service in York

Final Report of Education Scrutiny Committee

June 2006

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Chairman's Foreword

The need for extended schools in York is growing and I am pleased to be able to submit this report that confirms that the city is performing well in this vital area.

This report has been prepared after many months of work by the scrutiny board and officers. There has been a wide range of evidence gathered including visits to a great many of our primary schools. I would like to thank all those who have contributed to the report including Members, Officers and the people we met with in the schools we visited.

I recognise not only the excellent progress and hard work of all those involved in our extended schools but also the potential for further improvements in the near future. I and the board fully support the LEA's plans to achieve the situation where every school in York will be an extended school.

Cllr Glen Bradley
Chair of Education Scrutiny Board until May 2006

Glossary of Terms used in this report

DfES – Department for Education and Skills. The government department which was established to create opportunities, release potential and achieve excellence for all.

NRT – National Remodelling Team – A non-departmental public body of the DfEs. As part of their remit they are to ensure the delivery of the Extended Schools initiative. Now known as Training and Development Agency – Development they provide support and advice on developing extended services.

QTS – Qualified Teacher Status A qualification which is awarded to people who have successfully completed a course of initial teacher training at an accredited institution in England or Wales. This is a requirement for anybody who teaches in a maintained school.

SENCO – special Educational Needs Coordinator. The person in a school who has special responsibility for co-ordinating help for children with special educational needs.

Shared Community Partnership - Shared Community Partnership were developed in 2001 around infant and primary schools across the city linking childcare providers in the independent, private and voluntary sectors. These now encompass partners from health, social services, libraries and other support services. These Partnerships are supported city wide through a team of development workers and the Project Manager (Shared Community Partnerships). The Partnerships are widening even further and it is emerging that Secondary Schools would be advantaged to link to the Partnerships and understand childcare in their locality.

Each of the Shared Community Partnerships are autonomous and therefore respond to local needs and have a diverse range of partners which directly reflect the geographical locations. For example, in some areas it may be useful to have Sure Start Local Support workers and others it may be the Brownie leader.

There is a qualified teacher (QTS) and also a Special Educational Needs Coordinator (SENCO) on each of the Shared Community Partnerships and this person is given a small annual payment to ensure information on best practice and any new initiatives is cascaded through the partnerships. This arrangement exceeds the DfES requirement of a SENCO on a ratio of 1:20 settings and QTSs on a ratio of 1:10.

Each Partnership is required to produce an annual action plan which shows progress towards Extended Schools.

TDA – Training and Development Agency for Schools. Formerly known as the Teacher Training Agency their broad role is to ensure that schools have suitably trained staff for the different functions they need to carry out.

Pathfinder Bid - Local Authorities are often invited by government to bid for additional funding to allow them to explore new ways of working in particular fields. These pilot projects are known as Pathfinders – because they lead the way.

Clustering – Schools and other providers who work together to share resources in a local area.

Summary of Recommendations

Recommendation 1

The Director of Children's Services will review the model of extended schools provision to align with and reflect the core offer of May 2006. This should be completed by September 2006

Recommendation 2

The Director of Children's Services will support schools by creating profiles of local community need. This will assist in the development of services for the community. This should be completed by September 2007

Recommendation 3

The Government's intention is that every school in the country should be working as an extended school by 2010. Council will support this ambitious target by providing appropriate training and support for school staff and governors.

Recommendation 4

The Council will support the shared foundation partnerships by encouraging the operation of a flexible lettings policy for accommodating extended school and community activities.

Recommendation 5

The Council supports the clustering of schools in order to develop services and business support which extended provision.

Recommendation 6

The Council will take up the opportunity to bid to be a Pathfinder authority in order to improve parenting support

Recommendation 7

The Council will take up the invitation to bid to be a Pathfinder authority in order to look at developing longer free sessions for 3 and 4 year olds in education, care and play.

Recommendation 8

The extended schools provision will be reviewed by Scrutiny in March 2008

Background

An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. The services provided by extended schools can be very important to the wider community. They can provide a range of positive outcomes, for children, for families and the local community itself. It has been suggested that these include improved attainment, attendance and behaviour, increased parental involvement and where different sectors of the community can engage with each other.

In April 2005 a Scrutiny Topic was registered by Cllr Keith Aspden (see Annex 1) with the aim of investigating how City of York Council is bringing together partners to plan services across the city, how budgets are being dealt with and how schools are thinking about delivering services together. The idea was to try and ensure that children and families in York receive the best possible benefits. The remit and scope for the review was drawn up (see Annex 2) – this focussed on primary schools as it was considered that they were offering the most vital service in terms of childcare and was most applicable to local communities. The scope was later amended to include schools of varying sizes and needs which would have requirements for different sorts of provision.

Extended Schools Core Offer

On 17 May 2006 Education Minister Beverley Hughes approved the 'core offer' of activities and support which the government expects all schools to deliver by 2010 as Extended Schools. The core offer explains the standards which are required for a school to be classed as an extended school (see Annex 3). These include:

- Study support including school sport
- Childcare and activities for young people to do
- Parenting Support
- Swift and easy referral
- Community Access

These extended services will be available to all children and families and may be delivered by partnerships of schools and other institutions according to a model of levels of provision (see Annex 4). This 4-stage model has proved very effective over recent years, however with the arrival of the new core offer it now may be the time for it to be reviewed to reflect and align with the offer.

Recommendation 1

The Director of Children's Services will review the model of extended schools provision to align with and reflect the core offer of May 2006. This should be completed by September 2006

Monitoring

As part of the monitoring for the Extended Schools initiative the questionnaires devised by the National Remodelling Team are being completed by York schools with the support of the Early Years and Extended Schools Service. The data collected from this audit will be submitted to central government to feed in to the national data being collected from all local authorities. However, in York the Children's Information service have created their own database to complement the NRT questionnaire, which will be used to create profiles of all primary, junior, secondary, and special schools in the city to highlight areas for further development, and, most importantly, to give evidence for good practice. The Early Years and extended Schools Service have talked through the questionnaire with head teachers, or members of senior management, at each school, and have anecdotal evidence of case studies that could be shared as possible ways forward for schools where practice is less robust. Each school will receive a copy of their profile against the national core offer and a copy of how the other schools across the city are progressing.

Details of the results of the audit can be seen at Annex 5, a summary of the findings at Annex 6 and information sent to the DfES at Annex 7

Recommendation 2

The Director of Children's Services will support schools by creating profiles of local community need. This will assist in the development of services for the community. This should be completed by September 2007

Recommendation 3

The Government's intention is that every school in the country should be working as an extended school by 2010. Council will support this ambitious target by providing appropriate training and support for school staff and governors.

Consultation and Information Gathering

Members of the Scrutiny Committee made the following visits in order to gather information about provision in York and other areas.

18 October 2005	Heather Marsland made presentation to Board Members on extended schools provision in York and the results of a recent extended schools audit.
9 November	Extended Schools Conference at York Racecourse
15 November	Visit to Hob Moor School
21 November	Visit to Parklands Primary School, Leeds.

22 November	Formal Scrutiny meeting - update from Exec Member and Murray Rose on Progress of Post-16 Inclusion recommendations 5 pm
24 November	Visit to Westfield School to see extended schools provision
8 December	Visit to Clifton Green Primary School
13 December	Formal Scrutiny meeting in which visits made were reviewed
4 January 2006	Informal meeting of Scrutiny Board in which members received copies of nationally agreed indicators for extended schools provision which will form part of an audit of all primary schools which will be carried out before April 2006.
14 February	Formal Scrutiny meeting in which scope of review was amended to include additional visits to schools of varying sizes and needs.
8 March	Visit to St Aelred's School
13 March	Visit to Wheldrake School
21 March	Visit to Osbaldwick School

Initial Visits to Schools

On the initial visits to schools members wanted to find out how far extended schools provision is fully integrated, not just co-located on the school's premises, but sharing information, resources and funding etc. They were concerned that services for children, parents and the wider community were flexible and based on consultation with potential users. Another area of interest was whether any new services were planned which would extend beyond the usual school day. The schools selected for visits already had or were near to achieving extensive provision.

Hob Moor School

Hob Moor Primary is an amalgamated infant and junior school. It takes part in combined work with the neighbouring Hob Moor Oaks School, a special school with a unit for autistic children. At the time of visiting there was a partnership of six organisations, and a new partnership board was being formed to develop arrangements for governance

SureStart have been in the school since 2002, they use rooms in the school building that have been freed up because of falling rolls. They have small group events for parents taking place every day, including Saturday mornings. They have offices, a family room for activities, a drop-in centre, playroom and crèche. Sessions are also arranged for very young children before they start school.

After school and breakfast clubs are well established – breakfasts have been provided since 1999.

The nursery takes children up to the age of eight; children from Hob Moor Oaks also attend. There are big issues about funding of the nursery as many children have subsidised places, parents often do not pay fees and there are no grants or national funding available.

Sharing of information between partners can be a problem of confidentiality between health, social services and education. There are also difficulties with compatibility of partners' information systems.

There are also issues of shared employment by staff such as caretakers and teaching assistants who work across all the provision and will require parity of pay and conditions

Parklands Children's Centre, Leeds

This is one of three children's centres in the vicinity, so attendees tend to be from very nearby. There are two separate nurseries; for 18 months to 3 years (up to 20) and for 3 to 5 year olds (up to 50). They share a site with a primary school but members were of the opinion that provision could be more highly integrated between the two.

All children in the nursery have a key worker who is their named person that parents can contact. Parents' groups for topics such as counselling, benefits advice and anger management take place in close proximity to the children's activities so parents get to know each other and the staff. Facilitators work with parents in groups and pick up on conversations that might indicate a need such as domestic violence.

There was the opinion that there could be greater integration with the neighbouring primary school, there has been very little cross over of staff. Relationships between staff of different organisations was the initial challenge, and sharing information between partners can be problematic.

Westfield Primary School

Westfield has been a fully integrated extended school for four years. The community provision was developed after consultation with parents and the local population.

They have a wide array of facilities with wrap around care for children age 0 – 11, including breakfasts and school holidays. Adult and family learning is available on the premises as well as rooms for community activities. Outreach workers are based in the school and home support, behaviour support and respite for carers can all be accessed.

Staff put the success of the school down to a clear vision on the part of the head teacher. The school has a business manager who co-ordinates the

partners, leaving the head and the teaching team to concentrate on the children.

There could be more key workers based in the school such as nurses, health visitors and educational psychologists. Members asked why this is not a SureStart school, and if the extended provision had led to improved results in the primary school.

Clifton Green Primary School

This school has still to move to full extended school provision as they have had to prioritise raising academic standards in the past. They have always had after school clubs for sports and hobbies, but these have been run voluntarily by teachers and teaching assistants and finish at 4:15 pm.

They hope to be able to offer childcare which would enable more parents to go to work. They already have a breakfast club with about 20 regular attendees. During these sessions Year 6 pupils help the younger ones with their reading, a move which has improved the standards of both groups

They plan to appoint an extended school manager to co-ordinate the new facilities. They hope to have activities available after the school clubs finish at 4:15 pm. These will be followed by a snack at 5:15 then a “chill-out” time up to 6:30 home time for 7 – 11 year olds. 5 – 6 year olds will go to the neighbourhood nursery after school. During the day courses for parents will be offered such as help with literacy and numeracy and also home child support.

The next phase is expected to open up school on Saturdays and school holidays and also provide community activities. Later they would like to work with ICC and offer evening events.

They already work with Canon Lee School on transition activities for year 6 leavers – a project which the student takes with them into secondary school.

Further visits to schools

The second set of visits was designed with specific queries regarding individual schools. They were at different stages in the process of setting up extended school services and of varying sizes.

St Aelred’s Roman Catholic Primary School

The catchment area for this school is St Aelred’s Parish which spreads well outside the locality. 85% of pupils are Catholics, with some other Christians and some Asians. 66% are from the neighbouring Tang Hall area.

They already have after school clubs such as sports, art, choir, but all are finished by 4:30 p.m. They hope soon to have an “early bird” club for pupils to attend before school starts, perhaps staffed by a teaching assistant. For out-

of-school care children go to Hempland Kids' Club at Burnholme Youth Club which is open till about 6 p.m.

They have an Early Years Partnership "Angels" with Derwent Infants, Burnholme Day Nursery, the University Campus Nursery and Stockton Lane Playgroup. There are also some regular childminders. The SENCO is shared with the whole partnership.

Pre-school days help new starters become familiar with school. The school is aware if anybody with special needs is due to join.

There is an active PTA which raises funds and organises social activities. They have organised parenting courses, but have difficulty in reaching the parents who would benefit the most. They would like to offer ICT for parents, but do not have good facilities at present.

Local residents groups meet at the school. The hall is also used by Brownies and Cubs on occasions as well as being regularly used by a drama group. Other events are held and advertised in the parish newsletter. Neighbours are kept informed of any potential disruption.

They have about £3.5k for extended schools provision this year. They hope to get the Early Bird club started in September 06 – this will offer facilities from 8 a.m. Parents will be canvassed for interest during the summer. Falling roles means there will be a room available for this. They would like to offer summer holiday activities if facilities were available.

Wheldrake Church of England Primary School

Seven or eight partners are involved including an independent nursery, play group, after school club, Youth Club. A childminder catering for about six children is in close contact (also a parent of a pupil); the Library extension is aimed to be for adult use as well. The Village Hall is next door to the school and very well used.

There is a growing population in the village resulting in a rising school roll. It could be considered to be isolated; buses into York are every two hours. Secondary school pupils mainly go to Fulford School. The school also serves children in a neighbouring village that is out of York's boundary. The church is in a group of five parishes. Adult Education is available in neighbouring Elvington. A few out-of-village children attend play groups in Wheldrake. Lack of transport restricts "After School" staffing provision. Parents greatly value the village ethos which means that the current provision for children is by people well known in the village, thus ensuring a measure of continuity of contact for the younger children.

Regular meetings between partners are held, co-ordinated by the head teacher. There are ideas for additional provision, but there is always the issue of lack of resources to enable them to be put into practice. There is also the issue of shared staff such as caretakers and cleaners and there has

been discussion about the need for a business manager of all the services on the site. If health visitors were based in school premises there is a feeling that this would facilitate informal sharing.

The current smooth working appears to be reliant on the good will of specific people rather than clearly defined systems. Expansion would require more formality and organisation, especially for recruiting and replacing (succession planning). School holiday provision does not currently seem to be much needed; (the child minder is less busy in holidays) few of the parents in Wheldrake are eligible for child care support. With regard to increased provision it would have to be "good" quality to attract clients and the current providers would be anxious about the sustainability of any additional provision.

Osbalwick Primary School

The school works with several private and voluntary partners. Each is represented at half-termly meetings; the focus is on bringing practitioners together to co-ordinate good practice. This is chaired by the Chair of Osbalwick Governors. (The Play Group has its own management committee and is thriving). Steps to Quality provide some funds; the York Child Club puts in money to enable the children to run a tuck shop. There is a lot of local good will; the school is willing to put in effort on the principle of "enlightened self-interest" as the school is advertised in this way. The Head and the Chair of Governors are anxious to ensure that the 'minor' and voluntary partners are not overawed by high-powered, experienced teachers.

The School's Infant co-ordinator visits local nurseries. There is an after school club from 3.15 to 6.00 (average attendance 16), the church runs a "Kids Club" and a holiday club. They are planning a breakfast club at which they could offer hot meals.

Osbalwick is an expanding village but right on the "catchment" boundary with the Derwent Schools. Free School meals are now down to 2.6% because mothers are returning to work; nobody is likely to want 8 to 6 cover but this range would attract customers at either end of the school day. 68% pupils arrive at school by car. A new school building is imminent, but then there will be a parking issue.

Sometimes it is difficult for parents to see the division between School Day and National Curriculum and the pre and post school day provisions with regard to quality and responsibility. Both the Head and Chair of Governors felt there was a lot of good will, some high expectations but plenty of confusion about roles, rights and responsibilities. A clear and sound business plan would be needed.

Findings

Local Authorities have a role to play in supporting extended schools. City of York's policy is to build on the work of the Shared Foundation Partnerships (see Annexe 4). Shared Foundation Partnerships were developed in 2001 around infant and primary schools across the city linking childcare providers in the independent, private and voluntary sectors. These now encompass partners from health, social services, libraries and other support services.

These Partnerships are supported city wide through a team of development workers and the Project Manager (Shared Community Partnerships). The Partnerships are widening even further and it is emerging that secondary schools would be at an advantage to link to the Partnerships and understand childcare in their locality. Each of the Shared Foundation Partnerships are autonomous and therefore respond to local needs and have a diverse range of partners which directly reflect the geographical locations. For example, in some areas it may be useful to have Sure Start Local Support workers whilst for others it may be the Brownie leader. There is a qualified teacher (QTS) and also a Special Educational Needs Co-ordinator (SENCO) on each of the Shared Foundation Partnerships and this person is given a small annual payment to ensure information on best practice and any new initiatives is cascaded through the partnerships.

School premises are used to provide activities delivered by other members of the partnerships. In some instances it has been found that the lettings policy for the school premises has made them prohibitively expensive for community activities.

Evidence from smaller and more rural communities suggests that some schools may need to join together in a local cluster to provide services and achieve extended schools status.

Recommendation 4

The Council will support the shared foundation partnerships by encouraging the operation a flexible lettings policy for accommodating extended school and community activities.

Recommendation 5

The Council supports the clustering of schools in order to develop services and business support

This arrangement exceeds the DfES requirement of a SENCO on a ratio of 1:20 settings and QTS on a ratio of 1:10. Each Partnership is required to produce an annual action plan, which shows progress towards Extended Schools. The TDA (Training & Development Agency) has gained the contract from the DfES to ensure the delivery of the extended Services initiative. This contract was previously held by the National Remodelling Team). As part of the TDA's support to local authorities, officers from within local authorities have accessed an intensive four-day training programme. The head of the Early Years and Extended Schools Service in York is trained as an Extended Schools Advisor who will lead training and development for all schools and

their partners. She will be supported in delivering a programme to all schools in York and their partners by Extended Schools Consultants who attended training with her.

The training for schools is a one-day event to explore possible issues and barriers to Extended Services and how to overcome them. The TDA have given York extensive support and a TDA consultant will help to deliver the training to school headteachers, governors and Shared Foundation Partnership Members. There is national funding to support this initiative, which in York has been devolved to the Partnerships. In November 2005 all schools received an Information guide and DVD on Extended Schools which was launched at a conference at York Racecourse.

Of the five core offers the ones which prove most difficult to achieve focus around partnership working with agencies who do not have the capacity. The Council's new structuring of the Learning, Culture and Children's Service will help this and the council is also applying for a Children's Services Pathfinder bid under the government's Respect agenda in order to support parenting across the city and a Pathfinder bid to enable parents to access 15 hours free education around play and care for 3 – 4 year olds (see Annexes 8 and 9).

The Education Scrutiny Committee meeting of 20 June 2006 suggested that progress should be reviewed again in March 2008

Recommendation 6

The Council will take up the opportunity to bid to be a Pathfinder authority in order to improve parenting support.

Recommendation 7

The Council will take up the invitation to bid to be a Pathfinder authority in order to look at developing longer free sessions for 3 and 4 year olds in education, care and play.

Recommendation 8

The extended schools provision will be revisited by Scrutiny in March 2008

Participants in Scrutiny Review of Extended Schools Provision

Members of the Board

Cllr Glen Bradley (Chair until May 2006)
 Cllr Charles Hall (Member and Chair from May 2006)
 Cllr Keith Aspden (until May 2006)
 Cllr Martin Bartlett (from May 2006)
 Cllr Ian Cuthbertson
 Cllr Janet Hopton (until May 2006)
 Cllr Alan Jones (from May 2006)
 Cllr Viv Kind
 Cllr David Livesley
 Cllr David Scott (until May 2006)

Co-opted Members

Graham Clayton
 David Sellick
 Andrew Lawton

CYC Officers and Members

Patrick Scott	Director of Children's Services
Heather Marsland	Head of Early Years and Extended Schools
Rosemary Flanagan	Acting Deputy Head of Early Years and Extended Schools
Ann Spetch	Manager of Quality Care and Education, Early Years
Barbara Mands	Acting Deputy Head of Service, Early Years and Childcare
Karl Jarvis	Head of Hob Moor School
Mark Barnett	Head of Westfield School
Mrs S Audsley	Head of Clifton Green School
David Houghton	Head of St Aelred's School
Helen Rodbourn	Head of Wheldrake School
Mrs L Barringer	Head of Osbaldwick School
Barbara Boyce	Scrutiny Services

Members of other organisations

Kay Kendall	Manager, Parklands Children's Centre
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SCRUTINY TOPIC REGISTRATION FORM

Dear Reader

Scrutiny Members examine the decisions, policies and performance of the Council and make recommendations where they feel things could be improved for the citizens of York.

This non-Executive Member cross-party role was created by the Local Government Act 2000 which is all about modernising local government and creating better ways for citizens to be more involved in local decision making.

The scrutiny boards will consider possible suggestions about issues to look at from anyone, so long as these are not specific issues of an individual nature which should be taken up with a local Councillor or addressed through the Corporate Complaints system.

Scrutiny at York has already investigated things as diverse as the response to the 2000 'Floods', provision for 'Young People in York', 'Rail Side Safety' and 'Street Cleaning'.

If you have a suggestion for something the scrutiny boards might consider, then please fill in this registration form and return it to us, either by post or by e-mail.

Madeleine Kirk

Cllr Madeleine Kirk
Chair, Scrutiny Management Committee

SCRUTINY TOPIC REGISTRATION FORM

SUGGESTED TITLE OF TOPIC
Extended Schools: The Way Forward in York

ABOUT YOU Please fill in as many of the details as you are able to.

Title (delete as applicable):

Other please state Councillor

First Name: Keith

Surname: Aspden

Address:
 99 Beckfield Lane
 York
 YO26 5PW

Daytime Phone: 07815 186 046

Evening Phone: 01904 781 948

Email: cllr.kaspden@york.gov.uk

Are You (delete as applicable)

- **A Resident of York**
- **A Visitor**
- **A City of York Councillor**
- **A City of York Council Employee**
- **A Representative of a Voluntary Organisation or Charitable Trust**
 (if YES please tell us the organisations title and your relationship to the organisation below)
- **Other** (please comment)

YES

NO

YES

NO

NO

ABOUT YOUR PROPOSED TOPIC

Please write your responses to as many of the questions below as you are able to.

WHY DO YOU THINK THIS TOPIC IS IMPORTANT?

An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. Many schools in York are already providing some extended services including study support, sports and ICT facilities.

The Department for Education and Skills puts forward that extended schools are one of the most likely bases for the delivery of services within local Every Child Matters, and therefore schools and their partners in York need to build on existing provision and consider what additional provision may be needed.

DO YOU KNOW IF THIS TOPIC IS IMPORTANT TO OTHER PEOPLE? IF SO, WHO AND WHY?

The issue of extended schools is very important to the wider community. Extended schools can provide a range of positive outcomes, including for children, for families and the local community itself. It has been suggested that these include improved attainment, attendance and behaviour, increased parental involvement and where different sectors of the community can engage with each other.

WHAT DO YOU THINK SCRUTINY OF THIS TOPIC MIGHT CHANGE, DO OR ACHIEVE?

As part of the Ten Year Childcare Strategy, by 2010 all primary schools will be providing breakfast and after-school clubs in some form, and by 2010 all secondary schools will be part of a network providing after school sports, arts and holiday activities.

Local Authorities (and Children's Trusts) have a role to play in supporting extended schools – we need to see how City of York Council is bringing together partners to plan services across the city, how budgets are being dealt with and how schools are thinking about delivering services together, to ensure that everyone in York receives the possible benefits.

DO YOU HAVE IDEAS ABOUT THE APPROACH SCRUTINY MEMBERS MIGHT TAKE TO YOUR SUGGESTED TOPIC?

Firstly, a briefing from education officers about the situation with extended schools so far in York. Then a mixture of research, discussion and site visits – especially investigating what York's schools are doing already, and how the Local Authority can help. A workshop between all interested parties to brainstorm the way forward may help.

WOULD YOU BE HAPPY TO TALK TO SCRUTINY MEMBERS ABOUT YOUR PROPOSED TOPIC AT FORMAL MEETINGS?

Member of Scrutiny Board.

PLEASE ENCLOSE ANY SUPPORTING DOCUMENTS OR OTHER INFORMATION YOU FEEL MIGHT BE USEFUL BACKGROUND TO THE SUBMISSION OF THIS TOPIC FOR CONSIDERATION.

Please find attached DfES booklet, "Extended Schools: Providing Opportunities and Services for all"

OUR COMMITMENT TO YOU

Thank you for proposing a new scrutiny topic. As Members of the Scrutiny Management Committee and Scrutiny Boards we promise the following things;

- To advise you of any meetings where a decision will be taken as to whether to progress your topic and invite you to attend
- If Members would like you to speak in support of your topic at such meetings you will be notified and supported through the process by a Scrutiny Officer
- If you do not wish to speak you do not have to; your choice will not influence fair consideration of your topic.

Please return this form to the address below or send it by email. If you want any more information about Scrutiny or submitting a new topic for consideration then please contact the Scrutiny Team.

By Writing to:

The Scrutiny Services Team
C/o The Guildhall
York
YO1 9QN

Or Email: Scrutiny.services@york.gov.uk

Or Phone: 01904 552038

For Scrutiny Administration Only

Topic Identity Number

117

Date Received

Monday, 04 April 2005

SC1- date sent

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Extended schools (topic no. 117)**Remit****Objectives**

- To establish if school in York are providing extended services beyond the school day.
- To consider if this provision is meeting the needs of pupils, parents and the wider community
- To investigate example of good practice from within this Authority and beyond
- To make recommendations as to how the Council can work with partners across the City and how schools can work together so that children and communities can receive the best possible service

Scope

1. To carry out investigations into extended schools provision in local primary schools
2. To compare practices in other local authorities.
3. To listen to experts from partner organisations.
4. To identify principles against which any community activities in schools can be based
5. To identify possible improvements to provision in York.

Officer and partner involvement

Colleagues for Children's Services, Early Years.

Staff from York primary schools and partners from SureStart etc

Timescale

.

October 2005 – Input from Children's Services

November-December – visits to schools in York and beyond and attendance at City of York conference on Extended Schools

January 2006 – draw up scope of review

Constraints

Changes to the Constitution are expected to be approved by Council by April 2006

Budget requirement

Members are asked to consider any budget requirement the board may have for this topic.

Extended Schools Core Offer

Childcare

High-quality childcare benefits children, parents and carers and communities. It enriches children's life experience, it helps parents balance their work and family lives, and it can help raise standards in schools.

The government's 10-year strategy for childcare, *Choice for parents, the best start for children*, sets out a key role for schools in ensuring children experience high-quality childcare. By giving parents more flexibility in their working hours and choice of work, wraparound childcare also has the potential to lift families out of poverty.

The provision of childcare complements family life by offering parents and children a service that they can trust. However it will be for parents to decide whether they take up the provision, based on the particular circumstances of their family. Both the childcare and parenting support elements of the core extended services have the potential to significantly enhance family life by offering support in areas that often cause anxiety.

The extended school core offer ensures that:

- three- and four-year-old children will receive 15 hours (increased from the current 12.5 hours) of free integrated early learning and care for 38 weeks of the year
- by 2010, parents of primary-age children will have access to affordable childcare from 8am to 6pm all year round. This will be available in at least half of all primary schools by 2008, and
- by 2010, secondary schools will be open from 8am to 6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities. At least one third of secondary schools should be making this offer available by 2008.

Many schools are well placed to provide high-quality childcare as they offer expertise and a safe environment for children. They also have the confidence of parents.

In some schools limited space may be an issue. Often, the best solution will be for these schools to make the best use of their existing facilities outside of school hours.

Not all activities need to take place on the school site. It will often make sense to find additional capacity through working collaboratively with neighbouring schools and/or other local providers. Local authorities, for example, should seek to maintain and/or increase the supply of childminders in their areas. This may include incentives for prospective childminders as well as additional support for existing childminders. Schools will need to work with their local authority business support officer on the planning of such provision.

The design and content of childcare will vary in detail from school to school. It may be organised and delivered directly by school staff, or through school clusters and/or via third parties.

There are several models of delivery schools and providers can adopt:

- direct delivery – schools as direct deliverers of childcare, making all arrangements themselves, employing staff and charging for the provision or co-locating with children's centres to ensure high-quality provision for early children and/or wraparound care for primary children
- delivering with third parties – schools working with third-party provider/s from the private or voluntary sectors, including childminder networks, and
- working in clusters with other schools – schools sharing resources, such as a childcare manager, to develop the service and/or to rotate responsibility for childcare over holiday periods.

The *Children's workforce strategy* will support the provision of childcare in schools. Its strategic aims include: recruiting, developing and retaining more skilled people, strengthening inter- and multi-agency working and workforce remodelling, and promoting stronger leadership, management and supervision.

In providing extended days it is important to ensure that children have time to rest, play and have healthy snacks. It is also essential to realise young people will only attend activities they find attractive. Schools will need to involve young people in developing their offer. Local authorities have an important role linking strategic planning for services to asset management on buildings and premises.

Programme of activities

By 2010, in addition to the childcare offer, all children will be able to access a varied programme of activities beyond the school day.

These activities will either be delivered directly by individual schools and/or through schools working collaboratively with neighbour schools and other relevant agencies and organisations. Schools should tailor their menu of activities to meet the needs and demands of their pupils and local communities.

While the precise menu of activities offered will vary from school to school, it may include activities such as:

- homework clubs and study support
- music tuition
- dance and drama, arts and crafts
- special interest clubs such as chess and first aid courses
- visits to museums and galleries
- learning a foreign language
- catch-up and booster opportunities
- volunteering and business and enterprise activities, and
- sport – at least two hours a week beyond the school day for those who want it

Young people (and this may apply to parents too) will only attend activities they value and want, so this is an excellent opportunity to provide activities relevant to pupils' interests, in ways that engage them. This will also have a positive impact on the mainstream curriculum and help improve motivation, behaviour and levels of achievement.

Many primary, secondary and special schools already provide a varied programme of activities for pupils to develop their skills and explore wider interests beyond their school day. The activities provided by schools as part of their extended offer to pupils will be an important part of the local offer to young people.

Some activities will be delivered solely by schools, others by schools in partnership with the community, the youth service and other children's services. Some activities may be delivered solely by voluntary or private organisations.

However they are delivered, the range of activities on offer should be developed in consultation with young people and parents and should be accessible and inclusive.

Young people and parents will be expected to pay for some activities. Not all young people will wish to attend activities delivered in school but, by working in partnership, schools can signpost them to other providers in the community.

Among many benefits, these activities will enable children to have fun and develop wider interests and new skills, socialise in a safe environment and, in many cases, develop a more positive attitude towards their school and learning. They can also play an important part in helping children live healthier lives and in reducing obesity through providing cookery classes or sports.

Parenting support

Parents are the major influence on their children's lives and their prime educators. Good parenting in the home makes an enormous difference to the outcomes of children's learning.

Research carried out by Professor Charles Desforges confirms that parents are the biggest single influence on their children's lives and the vital importance of good parenting.

Other research studies have found schools that work well with parents have improved levels of achievement, more positive pupil attitudes, improved behaviour and increased parental participation.

Many parents report there are times in their lives when they would benefit from more information, advice and support. The extended schools agenda builds on existing provision to ensure that all schools deliver parenting support. This may include:

- information sessions for all parents at key transition points in their children's lives, particularly starting school, and moving from primary to secondary school
- parenting groups and programmes

- family learning sessions to allow children to learn with their parents
- specialised support for parents who might need it, for example, parents whose children have problems with attendance or behaviour at school, and
- information on the advice and support available to parents – through national helplines and websites, and the local family support service

Schools will want to develop links with local children's services, particularly social services, health and voluntary and community sector providers, securing input from specialist staff who are skilled in facilitating parenting groups and supporting individual parents. It will be crucial to ensure that services are attractive and useful to all parents, including parents from minority ethnic groups and single parents.

Extended schools serve as a hub of services for parents. Over time they are expected to broaden the range of services they make available to parents through, for example, offering services to provide respite care for parents of children with special needs and/or counselling services for parents having relationship difficulties.

Setting up an effective range of extended services that make a difference to parental participation and raise children and young people's achievement and wellbeing, requires in-depth consultation with parents and carers, pupils and the wider community on the services they need and want.

Schools will want to adopt a whole-school approach to improving their links with parents. Trained and skilled support staff or teaching assistants can often be the most appropriate and prime link to families.

Schools that work well with parents can expect significant, lasting benefits, including:

- greater parental involvement in children's learning
- providing better help to staff and parents to address children's wider needs
- reduced health inequality through greater take-up of school-based health and social care services such as smoking cessation club and midwifery services
- improved levels of achievement
- more positive pupil attitudes and behaviour
- increased parental participation in, and support for, the life and work of the school
- greater willingness for parents and school to share information and tackle misunderstandings and problems at an early stage

Where children's centres are co-located alongside schools, there are even greater opportunities to expand the range of services on offer through healthcare and social services.

Swift and easy referral

There is a range of specialist health and social care support services that children and young people (and adults) need to access at different times in their lives to support both their general wellbeing and their ability to learn.

Children's centres and many schools, particularly special schools, have long experience of working closely in partnership with these organisations and have great expertise in swift and easy referral of pupils in need.

The next few years will see an extensive reconfiguration of support services, to offer earlier, more coherent support which meets the needs of children and families in convenient locations and in a more streamlined way. It is an effective way of addressing the wide range of interrelating factors that contribute to poor outcomes for children and young people.

All schools, with the support of local authorities, will facilitate the swift and easy referral of relevant pupils to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services.

Schools, support services and agencies will work together to ensure the needs of all children, young people and their parents or carers, are fully met. Staff in different agencies will work together and share information to promote child safety and well-being. Sharing information with children, young people and their families, so that processes and issues are understood and clear, is important, as is understanding issues and legislation relating to confidentiality of information. Some support services will be situated and delivered on school sites. Offering provision on site or through local partnerships, children's centres and local authority or community sites, improves access to services and creates a more streamlined and supportive referral system for those who need it.

This is vital in working towards the holistic support of the child. The school site is often the key point for services to intervene to support children and young people. School is the one continuous and secure element in many children's lives.

Among its many benefits, swift and easy referral to support services:

- enhances support for vulnerable children and those most at risk
- provides better help to staff and parents to address children's wider needs
- eradicates the possibility of problems getting worse due to delay
- encourages and enables improved communication between agencies, and
- provides additional opportunities for staff in schools. For example, childcare and support staff may be interested in additional work in some of the services.

Presently in its consultation stage, the children's workforce strategy plans to rework and develop a world-class workforce that is competent and confident to make a difference to the lives of those they support.

This workforce will operate across agencies and strengthen inter-agency and multi-disciplinary working and workforce remodelling, and promote stronger leadership, management and supervision.

The common assessment framework will support the drive towards multi-agency working by embedding a shared process of assessing children when they are not progressing as they should and acting on the result. Ofsted will inspect the impact of this on pupils' well-being and learning. Along with the lead professional role, common assessment supports the duty of relevant partners and agencies to make arrangements to safeguard and promote the welfare of children. The detail of how it is operated locally is something that will need to be agreed between the local agencies concerned.

Community access

All schools have many facilities that could, and often already do, benefit their local communities.

These facilities include sport halls and fields, ICT, playgrounds, classrooms, libraries, assembly and dining halls and numerous other physical facilities and educational resources.

The extended schools agenda builds on the existing provision to ensure that schools open their facilities to their local communities. This can be during school hours and/or before and after the school day and at weekends and holidays.

Not only does greater access to school facilities benefit local communities, it also benefits schools themselves, not least by helping make them even more the 'hub' of community life.

The benefits of greater community access to school facilities include:

- maximising the use of facilities
- improved income from facilities
- improved parent and community familiarity with, and involvement in, schools
- improved sense of community
- improved adult learning opportunities
- greater involvement of community/groups on the school site, and
- dual use of facilities, pupils working with their parents/families

Schools can extend adult learning opportunities by providing, for example, literacy and numeracy support as well as other activities to engage adults in learning such as languages, arts and crafts and other activities or qualifications.

Schools can also help adults, as well as children, develop skills that match the local skills gap and industrial and/or business changes in the area.

A number of schools are already a base for social care and/or health services in their communities. It is anticipated that many more schools will develop this role.

BUILDING ON YORK'S SHARED FOUNDATION PARTNERSHIP POLICY TO MEET THE EXTENDED SERVICES THROUGH SCHOOLS AND INTEGRATED CHILDREN'S CENTRES AGENDA

STAGE 1

Activities may include:

- Every primary school forms a Shared Foundation Community Partnership with the PVI sector
- Early Years and Extended Schools Service allocates a development worker to the partnership to support settings and schools to deliver co-ordinated quality care, play and education.
- Partnership meets termly, audit local need and work together to meet it.
- Sharing of knowledge, resources, skills.
- Action plans submitted to LA.
- Funding devolved
- Partnerships name area SENCO and QTS who attend LA training and receive additional payment.



YOU HAVE BEGUN THE JOURNEY AND MEET DFES FOUNDATION CURRICULUM GUIDANCE

STAGE 2

Activities may include:

- As in stage 1

Additionally may provide:

- Breakfast clubs
- Out of School clubs
- Holiday play schemes
- Art activities
- Drama
- Sport
- Environmental activities
- Library access
- Invites to other agencies to attend meetings or provide services



YOU ARE WORKING AS AN EXTENDED SCHOOL AND MEET THE DFES DEFINITION

STAGE 3

Activities may include:

- As in stages 1 + 2

Additionally may provide activities alone or in conjunction with other schools, settings and agencies to provide the core offer:

- Access to childcare 8am to 6pm, 48 weeks per year.
- Swift and easy referral (staff from health, social services, housing etc are partners).
- Community can use facilities eg IT suites / swimming pools / school halls etc.
- Varied menu of activities eg sport, art etc.
- Parenting support eg Family Learning courses etc.



YOU ARE WORKING AS A FULLY EXTENDED SCHOOL AND MEET THE DFES CORE OFFER

STAGE 4

Activities may include:

- As in stages 1, 2 + 3

Additionally may provide:

- On site and outreach activities.
- 8 – 6 daily provision for 52 weeks of the year.
- Services for wider community including health, social services, housing.
- Fully inclusive and specialist multi-agency provision.
- Employment and training advice and opportunities.
- Family centre provision.
- Client-led services eg Sure Start, Big Wide Talk.



YOU ARE WORKING AS AN INTEGRATED CHILDREN'S CENTRE AND MEET THE DFES GUIDELINES

EXTENDED SCHOOLS CLUSTER REPORT (ESCR)										Annex 5				
LOCAL AUTHORITY: York														
Report coverage All schools														
Report date 27/06/2006														
Data is sorted in alphabetical order by cluster, then by school														
WHAT DO THE COLOURS MEAN?														
A yellow school is one with no delivery date, or a delivery date greater than September 2006 entered, but where the school is already delivering the Full Core Offer														
A red school is one that is targeted to deliver by September 2006, but has had no information entered against it in the ESP system for any element of the core offer														
Amber shows a September 2006 target date for delivery of the full core offer														
Green shows delivery of a particular element - 'Sustainable' or 'Full access' for Childcare, and 'Sustainable' or 'Full' for all other elements														
Blue shows that a school is delivering the full core offer														
HOW TO USE THIS REPORT														
Please note that the Extended Schools Cluster Report is for information only and any updates need to be made on the ESP system itself.														
The report can be used in many ways, but here are some of the most common ones:														
1) IDENTIFYING GAPS IN CLUSTER PROVISION														
If you have 8 schools in a cluster, and 5 of them are 'Sustainable' or 'Full access' for Childcare, whilst 3 of them are providing no access, you can quickly see where these gaps are occurring, allowing you to focus your efforts on these schools.														
2) IDENTIFYING SIGNPOSTING OPPORTUNITIES														
Continuing the example above, if 5 schools within a cluster are already offering Childcare, you may be able to set the other 3 to 'Full Access', as they can signpost to this existing provision														
3) CORRECTING ANOMALIES BETWEEN TARGET DATE AND DELIVERY														
If a school is already delivering the Full Core Offer, but has no target date set, the school name will appear in yellow - these schools should have their delivery date corrected														
4) IDENTIFYING FURTHER CLUSTERING OPPORTUNITIES														
In many cases, not all schools within a Local Authority are clustered - this report will help you to see which ones are not clustered, and possibly based on existing provision, assign them to one														
5) IDENTIFYING PRIORITY AREAS FOR DATA COLLECTION BASED ON LAST UPDATED DATE														
Each school has a 'Last Updated' field against it - if there is no date in here, or if the school has not been updated for some time, effort should be focussed on updating these schools														
Cluster Name	School	Number of pu	Phase	Last updated	Date for com	Progress in E	Location of Cl	Full core offer	Childcare	Varied menu	Parenting sup	Swift and Eas	Community us	Full core offer
Acomb Partne	Acomb Prima	261	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Some	NO
Acomb Partne	English Marty	212	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Some term, s	Full	Some	Full	Some	NO
Allied Choices	Saint Lawren	250	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full term	Full	Full	Full	Full	NO
Badger Hill/H	Badger Hill Pr	167	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	None	NO
Badger Hill/H	Lord Deramor	207	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Some	Full	Some	NO
Bishopthorpe	Archbishop of	176	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Some	Full	Full	NO
Bishopthorpe	Bishopthorpe	145	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO
Carr Consorti	Carr Infant Sc	220	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES
Carr Consorti	Carr Junior Sc	223	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES
Carr Consorti	Poppleton Ro	363	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	30/09/2006	Full access	Full	Full	Full	Some	NO
Clifton and B	Burton Green	252	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full term	Full	Full	Full	Full	NO
Clifton and B	Clifton Green	339	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES
Clifton Partne	Clifton with R	302	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Some	Some	NO

Clifton Partne Lakeside Pri	378	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Some	Full	None	NO				
Clifton Partne Rawcliffe Inf	280	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full term, som	Full	Some	Some	Some	NO				
Copmanthorpe Copmanthorpe	336	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
Dringhouses I Dringhouses I	344	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Some	NO				
Dunnington P Dunnington C	229	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
Elvington Par Elvington Chu	136	Primary	1 days ago	01/09/2006	Alternative ap	-	31/12/2006	Full access	Full	Some	Full	Full	NO				
Fishergate Pa Fishergate Pr	219	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Some	Full	NO				
Fulford St Oswald's C	273	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Full	Full	Full	YES				
Haxby Road F Haxby Road F	277	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
Hempland Pa Hempland Pri	361	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Some	NO				
Heworth Part Heworth Chu	130	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
Hob Moor Pa Hob Moor Co	310	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
Holgate Partn St Paul's Chu	166	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Some	Full	Full	NO				
Holgate Partn St Paul's Nur	105	Nursery	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Some	Full	Full	NO				
Hollys Partne Huntington Pr	382	Primary	1 days ago	01/09/2006	Alternative ap	-	31/12/2006	Not known	Full	Not known	Not known	Not known	NO				
Hollys Partne Yearsley Grov	436	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full term	Full	Full	Full	Full	NO				
Knavesmire Knavesmire F	221	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	None	NO				
Naburn Naburn Churc	77	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Some term	Full	Some	Full	Full	NO				
New Earswick New Earswick	253	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
Osbalwick Osbalwick P	171	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
Our Lady's Pa Our Lady's R	190	Primary	1 days ago	01/09/2006	Alternative ap	-	31/12/2006	Not known	Full	Some	Some	Not known	NO				
Poppleton Pa Poppleton Ou	437	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Some	NO				
Rufforth Part Rufforth Prim	55	Primary	1 days ago	01/09/2006	Alternative ap	-	31/12/2006	Full term	Full	Some	Full	Full	NO				
Scarcroft Part Scarcroft Prin	303	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Some	Full	Some	NO				
Skelton Partn Skelton Prima	120	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
SOFEY Partn Stockton-on-tl	88	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Some	NO				
St Aelred's Derwent Infar	133	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Full	Full	None	NO				
St Aelred's Derwent Junio	104	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Full	Full	Some	NO				
St Aelred's St Aelred's R	280	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
St Barnabas Saint Barnab	90	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
St Georges St George's F	200	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Full	Some	Full	NO				
St Wilfrids St Wilfrid's, Y	252	Primary	1 days ago	01/09/2006	Alternative ap	Mixed	31/12/2006	Full access	Full	Full	Full	Full	YES				
Strensall Part Robert Wilkin	551	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Some	Some	NO				
Tang Hall Par Tang Hall Pri	230	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
The Askham St Mary's Chu	106	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	None	Full	Full	NO				
The Groves P Park Grove P	226	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
The Haxby Pa Headlands Pr	238	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Some	NO				
The Haxby Pa Ralph Butterfi	289	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Some	NO				
Westfield Par Westfield Prin	687	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
Wheldrake Pa Wheldrake w	202	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
Wigginton P Wigginton Pri	273	Primary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
Woodthorpe Woodthorpe F	476	Primary	1 days ago	01/09/2006	Alternative ap	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES				
- All Saints RC	1158	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
- Applefields St	129	Special	1 days ago	01/09/2006	Alternative ap	Not on school	31/12/2006	Full access	Full	Some	Full	Full	NO				
- Archbishop H	797	Secondary	1 days ago	-	-	-	-	-	Full	-	-	-	NO				
- Burnholme C	491	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
- Canon Lee St	904	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				

-	Fulford Schoc 1296	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
-	Hob Moor Oa 76	Special	1 days ago	01/09/2006	Alternative ap	-	31/12/2006	Full access	Full	Full	Full	Some	NO				
-	Huntington Sc 1492	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
-	Joseph Rown 1286	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
-	Lowfield Schc 457	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
-	Manor Church 631	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
-	Millthorpe Sch 1027	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Some	Full	Full	NO				
-	Oaklands Sch 789	Secondary	1 days ago	01/09/2006	Alternative ap	On school site	31/12/2006	Full access	Full	Full	Full	Full	YES				
-	Pupil Support 149	Pupil Referral	1 days ago	-	-	-	-	-	Full	-	-	-	NO				
-	The Bridge Ct 0	Pupil Referral	1 days ago	-	-	-	-	-	Full	-	-	-	NO				

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Extended Schools and Integrated Children's Centre Board – 26 June 2006

Extended Services through schools – building on the findings of the Audit 06

Summary

This report sets out the findings of an Extended Services Audit carried out with all primary, secondary and special schools in York over the last three months and makes suggestions on the way forward for developing services.

Background

City of York carried out an audit in 2005 which showed that Shared Foundation Partnerships were expanding to include other key partners, for example those from health, children's services, secondary and special schools, in delivering extended services.

This work put City of York in a favourable position for delivering the Extended Schools Agenda. The DFES definition of an extended school being one that "offered activities outside the normal school day" was one that all schools were meeting and evidenced by the action plans which each Shared Foundation Partnership submitted to the Early Years and Extended Schools Service on an annual basis.

In 2006 the DfES commissioned the TDA (Training and Development Agency) to find out the extent of engagement of schools nationally in relation to delivering the core offer for Extended Services. This was to be done through an audit questionnaire with findings fed into a national database.

The audit questionnaire in York was completed during individual visits with all Heads and/or senior management and the spontaneous anecdotal remarks made by them have been included within York's own analysis. The Head of Extended Services, TDA has congratulated York on carrying out individual visits to all schools as part of the auditing process. On May 17th 2006 the Rt. Hon. Beverley Hughes signed off the new DFES definition of an extended school, which contains 5 core offers which schools must deliver themselves or in partnership with others or signpost parents and families to. Annexe One shows the TDA database findings.

What We are Hoping to Achieve

City of York is the only authority nationally that intends that every school achieves the full core offer before the governments deadline of 2010. City of York had agreed a target with TDA of 36 schools offering extended services by September 2006. We propose that this target can still be met. TDA training is being offered to every head and Shared Foundation Partnership to

support this outcome. There will be a further set of clustered Shared Foundation Partnership meetings in the Autumn to consolidate this work, include all schools and agencies and ensure that the action plans are co-ordinated locally.

Analysis of the Audit

There are five core offers which must be met for schools to achieve extended schools status. These are: 1) Childcare, 2) Varied Menu of Activities, 3) Parental Support, 4) Community Access, and 5) Swift and Easy Referral.

1) Childcare

In the majority of areas in the city needs are being met. However sustainability is an issue for breakfast clubs and out of school clubs. The costs of staffing, heating and lighting are difficult to meet when trying to keep provision affordable for all families. There is also an ongoing problem of attracting and retaining suitably qualified staff for the limited hours these schemes operate for. Shared Foundation Partnerships are being supported to combine their resources to offer more viable provision.

Another area that needs to be developed is childcare for 11-16 year olds. Parents' recognise the vulnerability of children aged 11-16 and are requesting some childcare for them. However, young people resent the term 'childcare' and often any concept of close supervision. Shared Foundation Partnerships are being signposted to Leisure and Youth Services for support and the strategy is being developed in partnership with others and with reference to the Youth Offer.

Accessibility for some children is also a problem. If children are on one school site for childcare there may be no transport to bus children into school. Or as is the case for many of the faith schools children can be travelling in from disparate outlying areas. Solutions include the use of childminders and "walking buses".

2) Varied Menu of Activities

Evidence from the audit shows a range of opportunities that include arts, sports, music, dance, drama and many other leisure activities in all schools.

Homework clubs and stretch activities are available in many schools especially the secondary sector, and in primary school areas where there are high expectations for academic achievement, or more deprived areas where there is a higher need for extra support.

In many schools the challenges of staffing, premises and financial constraints are being met, but are issues that were regularly highlighted as concerns both now and for the future, and that will need addressing to ensure sustainability.

Teacher involvement in providing activities is most successful where it is part of the ethos of the school, timetabled accordingly and where work/life balance is taken into account.

Many schools feel that the provision of a wide and varied range of extra curricular activities is an integral part of their schools ethos, and provides many children with challenges and experiences they would otherwise not be able to access. The benefit to pupils extends into their core school time and has been highlighted as having a positive effect on behaviour and attainment and the school benefit from curriculum enrichment and positive Ofsted feedback.

3) Parental Support

The range of parental support available varied widely, with a number of schools having this as a real part of their school ethos. Opportunities for parents to engage with schools range from initial transition events and information; to curriculum information, support and events; parenting classes, family learning, space to meet together as well as a genuine understanding that care and involvement of parents provides benefits for the children.

This focus on parenting support served to raise awareness for the future expectation that all schools will need a parenting champion and space for parents to meet informally with each other. This is being delivered well in some schools, others have already highlighted it as part of their school development plan and remaining schools are being encouraged to include it on their future planning.

There were also some other excellent examples of ways schools are trying different ways of engaging parents which will offer those schools who feel they have tried to engage parent with little success hope for the future. Where schools are not offering the full offer for parent support, there needs to be clear signposting for parents on where they can access these services. The Play Team and other LCC services continue to offer schools support. Consultation with families is at the heart of extended services through schools. Sure Start and other bodies have led the way in consultation and it is proposed that this work is used as a blue print for future work. Many schools have done their own audits but the intention is to signpost schools to consultations already done within the city and incorporate these as part of their future consultation methods. In addition it is proposed that the Identification of Needs Survey (Childcare Act, 2005) be used as a vehicle to identify parents' needs of extended schools in the 5 core offers. This will be managed by the CIS working in partnership with other agencies. This is a statutory obligation and is undertaken every 3 years.

4) Community Access

The vast majority of schools open their doors to the community beyond the hours of the core curriculum to ensure access is given to individuals to local groups. They have lettings and charging policies in place to ensure fair access. There were examples of schools timetabling community access in between school use during the day as well as out side core school hours.

This makes good use of local authority buildings and resources. However, the scope of use varied widely, dependant on the size and layout of the buildings, and the practicality of securing more vulnerable areas. In order to meet the requirements for access for Extended Services local areas need to be able to evidence that they have ascertained local need and they are meeting it. So for those areas not providing access where it is practical to do so, consultation needs to take place with the local community in order to prove there is no local demand for space.

In addition in some areas opening the building for evenings or holiday times has been challenging for example where caretakers have not been made available, or where there are adverse cost implications for heating and lighting and maintenance of the building.

5) Swift and easy referral

Where all relevant and appropriate services from local authority departments, health and voluntary agencies can work in partnership on school sites this provides a successful basis on which to structure Extended Services. Head teachers and the senior management teams talk positively about the good relationships they have with many of these services and particular staff. Nevertheless some have highlighted issues with capacity within particular services to respond a timely way. In particular where there are complex needs for some families' communication across the professional's remains inconsistent.

A number of schools drew attention to the fact they were unsure of how, on a practical level, they can share information, and have information shared with them in the best interest of the child, whilst respecting confidentiality. Many feel this is integral to their role in ensuring the child; which is in their care for the majority of the day has the appropriate access to service, support and pastoral care.

Very practical examples include not knowing when: a family was about to be evicted from their council house, a parent was in court and likely to be sent to prison, that families were not attending their speech and language appointment etc.

Schools across the city will develop links with their local Children's Centre in order to signpost children and families on to further support services.

Cross Cutting Issues and Challenges

Emotional Well Being of All Children

Even in the most affluent areas there are families who are financially challenged living in accommodation which does not best meet the needs of families. In some cases children's needs are not recognised and there is more of an emphasis on targeted academic excellence, rather than the emotional well-being of all children as set out in Every Child Matters. Where families are unable to access services they become alienated and communities become exclusive, rather than inclusive.

If the local authority is to develop Extended Services even further then it must ensure that provision is accessible and affordable to all children. There are good examples across the city of inclusive services. Play, care and education must have equal weight in this agenda.

Leadership and Management

Leadership and management on school sites are key to the range and quality of services. Many of the schools support the principle that schools are not just about an educational curriculum offered between the hours of 9 am and 3pm. Governors need to be supportive of and engaged in this agenda. The burden of managing this additional access should not fall on headteachers alone, and the pooling of resources across clusters of schools to ensure effective business management will be the key to the future sustainability of such access.

Ethos

It is acknowledged that there are different issues affecting diocesan schools. For example their catchment areas may extend beyond local geographical areas and health and welfare information for pupils and young people requires delicate negotiation with parents. Individual schools have overcome many of these issues and are now moving forward with this agenda including making links with other local schools to deliver childcare and parenting education, whilst maintaining their individual ethos and with their children and families firmly at the centre of these plans.

Sustainability

The core offer must be sustainable in each of the five areas in the longer term and this has been raised as an issue at some schools both in the disadvantaged and advantaged areas.

Social justice

In 1999 the Prime Minister pledged to halve child poverty by 2010 and eradicate it by 2020. The most recent government statistics show that those targets are not currently being met. They did show however that since 1997

600,000 children have been lifted out of poverty, though the inequality gap between the richest and the poorest has not been made smaller.

The development of Extended Services will need to take account of this divide to ensure that the imbalance is being addressed.

Accessibility

Although many schools are committed to providing a wide range of extra curricular activities, and some see this as integral to the ethos of the school, there is an increasing use of voluntary and private provision for the delivery of extra curricular activities, as teaching staff become less able to commit to delivering this extra time for free after school due to issues around workforce reform, PPA time and the burden of existing meetings. For a few schools this means that in particular after school activities are often chargeable in order to cover costs. This affects the ability of all children to access these opportunities.

There is also a worry from a significant number of schools as to the quality and reliability of external providers and support and guidance in this area is being provided.

Way forward

1. The Shared Foundation Partnerships main focus should continue to be practitioners engaging with one another to ensure quality childcare, play and education from 0-19.
2. The Shared Foundation Partnerships will continue to audit local need and work with relevant agencies, for example health/social services to meet it.
3. Development work is required to forge links more fully between the secondary schools and their local Shared Foundation Partnerships and to encourage Shared Foundation Partnerships to cluster together to share resources.
4. All schools will receive a copy of the analysis to gauge some understanding of where their service sits against other schools in the city, they will be given individual information about their rating against the core offer and they will be able to use this information for their self evaluation form required by Ofsted. All schools have been made aware of why the audit information has been requested and how it will be used.
5. National TDA/DfES training is being provided for school heads, governors and Shared Foundation partners along with staff from other disciplines.

6. Every school should provide an action plan for Extended Services, which should also be a priority in their school Development Plan.
7. All schools need to be linked to one of the eight Children's' Centres and be fully aware of the services available there, in order to signpost parents onto these services.
8. The audit will be carried out on an annual basis as required by the DFES and to allow the local authority to give a steer on highlighted issues to ensure all statutory bodies and all departments are engaged at a strategic level.
9. We need to acknowledge children's rights to make their own relationships with children in their own locality. Work needs to be carried out in order to strategically plan Childcare for 11-14 year olds along the lines of a 'chill out zone' which is more acceptable to young people where there is less emphasis on formal activities but a space which is comfortable, warm, dry and where they can socialise. Or another possible solution in outlying areas or areas where parents use childminders is to link childminders to a 'light touch' scheme.
10. Need to explore with the PFI sites a practical way forward for using these fantastic spaces for the community at large, not just those groups that have an income large enough to pay market rates for renting space.

Barbara Mands/Rosemary Flanagan/Heather Marsland
20 June 2006

Annex One: TDA Traffic Lights

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Traffic Light	R/A/G	Comments
<p>Active Sponsorship and Leadership</p> <ul style="list-style-type: none"> • <u>Strategic Overview</u> – Children and Young persons plan in place which explicitly includes the ES agenda with a clear strategy to deliver this including funding – There is a sustainable strategic financial plan providing transparency of financial allocations against schools to deliver the core offer • <u>Cross Agenda Working</u> – There is collaboration between the various agencies to deliver the ES agenda – Collaboration between schools and other agencies and suppliers is being promoted and supported – There are clear requirements being agreed with other agencies which are translating into agreed levels of service • <u>Sponsorship</u> – DCS in place and, together with the leadership team, is actively supporting the agenda by <ul style="list-style-type: none"> • Providing public and private support for the agenda and the people working within it • Helping to resolve issues and unblock barriers to progress • Identifying and facilitating the release of resources • Taking accountability for delivering the targets – Clear communication plans for the agenda for all stakeholders which is explicit about the elements of the core offer 	<p>G</p>	<p>Strategic overview</p> <ul style="list-style-type: none"> • C&YP plan in place – including Extended Schools. • Strategic financial plan with majority of monies devolved to Shared Foundation Partnerships around schools. • Formula agreed by Schools Forum and Joint Consultative Group. • Shared Foundation Partnerships built around every school and meet termly. They have representation from PVI sector , other sectors and from parents. • Each school / Shared Foundation Partnership has a development worker from the LA. <p>Cross Agenda working</p> <ul style="list-style-type: none"> • Every school in the city is part of a Shared Foundation Partnership made up of multi-agencies, LA staff, PVI sector and parents, who audit local need and work together to address it. • Consultation on locality planning to support multi-agency working at a local level. • Some local sponsorship exists at school level and authority wide sponsorship is being sought

		<p>from Kellogg's.</p> <p>Sponsorship</p> <ul style="list-style-type: none"> • Communication provided through routine channels, LEA agenda item for governing bodies, regular conferences and services. • DCS appointed. • Project board established (Vision Group) to set strategic direction for CCs and ES's and to monitor implementation. Chaired by DCS and attended by representatives from all sectors. • Multi-agency training delivered by LA (8 trained ESRCs from different services) and TDA representative to all head teachers, governors, departments and partners. • Section 106 agreement on EYES provision in place. • A conference was held for all sectors to launch the Extended Schools guidance and DVD.
Traffic Light	R/A/G	Comments
<p>Operational Plan</p> <p>There is a clear and resourced operational plan which will deliver the extended schools which includes:-</p> <ul style="list-style-type: none"> – Clear milestones and activities with owners and dates – Key targets and delivery dates – Structured plan of engagement which aligns with the TDA Development guiding principles – Financial and other resource plans – Risk and issue management processes including escalation 	G	<ul style="list-style-type: none"> • Strategy for ES well established. • Audit completed in 2005 and updated in 2006 by individual interviews with Head teachers. • Targets set for all schools. • Working closely with TDA to set clear milestones / targets and collect data which monitors work. • Action Plans from all schools. • TDA training for all schools and partners.

<ul style="list-style-type: none"> procedures – Methodologies including how LA will engage schools, community and partners in the agenda 		<ul style="list-style-type: none"> • Restructure of Early Years and Childcare Service into Early Years and Extended Schools Service. • Clear identification of delegated powers to approve use of schools (2002 Education Act) • Audit of progress reported in service plan and in APA.
<p>Performance Management</p> <ul style="list-style-type: none"> • There is good performance management in place to deliver the ES agenda including:- <ul style="list-style-type: none"> – Assuring the quality and effectiveness of engagement with the schools and community – Assuring the quality and effectiveness of support for schools – Performance Management system including robust systems for collecting and using information on:- <ul style="list-style-type: none"> • Progress against milestones • Current state and progress for individual schools against each element of the core offer identifying issues and resolving these • Risk and issue management 	G	<ul style="list-style-type: none"> • Service has its own quality assurance standard and scheme – Steps to Quality. • Customised training, developed and delivered in partnership with TDA. • Training guide and DVD. • EYESP – consultative body used to involve the whole city. • Standing agenda item on YorOK board / Vision Group / EYESP / JCG and other strategic boards to ensure robust monitoring, evaluation and planning. • ES subject to Scrutiny Board. • Appointment of Early Years Adviser to address quality issues in Early Years and Extended Schools across all sectors.
Traffic Light	R/A/G	Comments
<p>Resources</p> <ul style="list-style-type: none"> • Team Effectiveness <ul style="list-style-type: none"> – Plan is adequately resourced in terms of people and money – The team is clear about what is expected of them – The team is able to engage others to help where 	G	<ul style="list-style-type: none"> • Early Years and Extended Schools Service new structure now in place. • Team inducted. • Support for schools / other settings in place and developed with other services, including School

<p>needed (e.g. those in other areas in the LA, other agencies, suppliers, schools etc)</p> <ul style="list-style-type: none"> • Facilities <ul style="list-style-type: none"> – Planning for facilities and resources explicitly includes extended services in and around schools. 		<p>Improvement Service, Children’s Social Care, Lifelong Learning and Culture, Sure Start.</p> <ul style="list-style-type: none"> • Pooled funding with ICC’s and other initiatives. • Links with other authorities to share ideas and initiatives. • Encouraging SF Partnerships to cluster in order to share limited resources. • Locality planning around 8 ICCs will aid this.
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Early Intervention Local Authority Pathfinders – Respect Action Plan

It is well documented that parents have a significant effect on their children's wellbeing and thus outcomes. Positive parenting plays a key role in children's educational and emotional wellbeing and is key to their attainment. All parents need support with their parenting role at some point during their children's lives. This support should be readily accessible, relevant and effective and involve a holistic whole family approach.

The Department for Education and Skills' Families Unit wishes to fund a series of pathfinders that will explore:

- How best to provide support to parents of children aged 8 – 13 years of age at risk of negative outcomes.
- Developing effective practice on parenting that can be applied nationally.

The aim of the pathfinders is to work with selected local authorities over a two year period (2006-2008). The pathfinders will focus supporting the local authority to develop a multi-agency parenting support 'team' which will work to deliver one of three selected parenting programmes to the total at risk population.

Local authorities will be asked to work with us, supported by DfES funding, for a finite group of things that will facilitate the development of infrastructure to enable integrated delivery of one of the selected programmes. These may include initial needs assessment of local authority, provision of organisational and practitioner training support for programme delivery, employment for a senior lead officer and a project manager.

In the first instance authorities are asked to complete the attached Expression of Interest Form in no more than 350 words in total. Please return to Fiona Nzegwu no later than 5pm on 23/6/06 at fiona.nzegwu@dfes.gsi.gov.uk. Any questions to Fiona Nzegwu on 020 7273 4867 or Sarah Amer 020 7273 5507.

Background

Several key government policy statements, including *Every Child Matters*, recognise the need to provide more effective assistance to parents of children at risk of negative outcomes. Most recently, the Respect Action Plan focuses attention on the need to provide targeted assistance to the parents of children involved in anti-social and overtly criminal activities and crime. We believe there is a gap in provision for 8 – 13 year olds at risk of drifting into antisocial behaviour. It is our intention that these pathfinders will provide more information on how best to intervene early, working with parents before their children become known to the criminal justice system.

Timetable for Procurement Process	
Deadline for EOIs	23/06/2006
Sifting of EOIs	w/c 26/06/2006
Detailed specification sent out to successful LAs	30/06/2006
Deadline for return of full proposals	28/7/2006
Sifting of fps	w/c 31/07/2006
Successful Authorities Informed	w/c 7/08/2006

Respect: Local Authority Early Intervention Pathfinders**City of York**

Briefly describe your geographic and population coverage including levels of anti social behaviour.

Unitary authority covering city and rural population

Total population 0-19 year olds 41,715

Rate of youth offending 10-17 year olds 05/06 = 70/10,000

Local residents, police and Council Members are concerned about extent of public order offences – often associated with drinking. An effective partnership approach to anti-social behaviour is in place.

Are you involved in any other DfES or OGD relevant pathfinders at present, if so, please list with dates of activity.

Targeted Youth Support (TYS) 2006

Connexions through Children's Trust arrangement 2005/06

Are your Children's Trust arrangements now in place? Please give brief details of where you are.

Yor OK – the children's trust in York was one of 35 children's trust pathfinders. Governance arrangements well established, first Children and Young People's Plan launched July 2005, Preventative Strategy (ISA) is well established – pilot of Yor Info (CAF) underway, agreed Involvement and Communication Strategy. In process of developing second Children and Young People's plan to align with LAA. Moving to locality model using extended schools and children's centres.

Briefly describe your existing and/or planned parenting provision including:-what (if any) parenting programmes you are currently using e.g. Webster-Stratton

We have a well established Parenting Education and Support Strategy encompassing open access to one day and longer events in schools at key transitions in their child's life, group work 'Family Foundations' (Webster Stratton) for parents of younger children and 'Stronger Families' (Escape and Parallel Lines) for parents of older children. Voluntary sector partners provide support for separated parents to address the more specific issues they face around parenting apart.

Parenting Packs encompassing the issues of parenting the full age range of children and young people and for parents of children with specific needs have been and are continuing to be developed and are available to a wide range of practitioners who have

an interest in Parenting Education – identifying useful resources and content.

Work with parents will be a key aspect of our Children’s centres – Three of the eight planned centres will bring together primary schools, nursery and childcare provision with children’s social care Family Centres . This will enable parenting support and assessment for under 11s to be more effectively coordinated.

A number of services provide specific support and structured interventions with parents for example the CAMHS Learning Disability Team and support to parents of hearing impaired children,

Our YISP undertakes intensive support to children aged 8-13 years who are at risk of offending. Working with the parents of these children simultaneously would strengthen this work. Our YOT is intensively involved in the parenting strategy and has recently employed a Parenting Coordinator to work specifically with parents of children already involved in the criminal justice system, to engage them in the first instance in voluntary attendance at the Stronger Families programme or to work on a one to one basis with the few who are in receipt of a parenting contract/order.

Do you have a lead on parenting within your authority, if so please briefly describe their remit and position

There is a Parenting Education and Support coordinator (part time) based in the children’s trust unit responsible for implementing the strategy (all this work is funded from a pooled budget from Sure Start, Children’s Fund, Connexions, Education, CAMHS and Safer York Partnership our CDRP)

Stronger Families Parenting coordinator in the YOS – co-ordinates [all aspects of the group work programme, which is open to referrals from any or all agencies where a parent is asking for help in parenting teenagers.](#)

Parenting Programme Worker based in YOS – provides a parenting service to families of young people who are under the supervision of the YOT i.e. young people on Court Orders. Work with them voluntarily or statutorily, referring them to the Stronger Families Programme when appropriate.

Family Foundation coordinator in Family Learning.

Some York schools have identified a Parenting Champion.

Any practitioner in any sector in York who has an interest in parenting is part of an email network. We also have open access Parenting Forums x2 per year to share best practice and learning.

Why do you think your authority would be suitable for this pathfinder?

We have an established Parenting Strategy with effective partnership groups with broad representation from Children’s Services, Health, Schools, Voluntary Sector, Police, YOS, Connexions, Sure Start, Children’s Fund that would effectively manage and implement this pathfinder.

York has an excellent track record of achieving results from pathfinder and other projects – ensuring that any learning is used to mainstream best practice.

Our preventative strategy enables us to identify vulnerable children and young people and do something about it – York is Beacon Council for Early Identification, Children at Risk.

York has a long history of building and sustaining high performing partnerships.

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New Free Entitlement for 3 and 4-Year Olds to Early Education and Care

Expression of Interest Proforma

Please submit this proforma by e-mail to jodie.semp@dfes.gsi.gov.uk no later than **12 June 2006** and earlier if possible.

LA Name

City of York Council

Contact Details

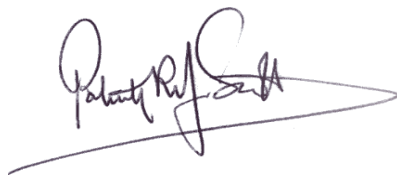
Name: Heather Marsland
Position: Head of Early Years & Extended Schools Service
Address: Learning, Culture and Children's Services
Mill House, North Street, York, YO1 6JD
Telephone: 01904 554371
Email: heather.marlsand@york.gov.uk

Statement of Consent

This expression of interest has the support of, and has been agreed with the CEO, DCL and Head of Early Years

Name: Patrick Scott,
Position: Director of Learning, Culture and Children's Services

Signature



Vision – What is the vision for delivery of provision for 3 and 4 year olds your local authority?

In York the delivery of 3 and 4 year old places has been developed by the use of a model called Shared Foundation Partnerships, whereby individual schools or clusters of schools work with their local Private Voluntary and Independent (PVI) sector providers to audit, analyse and provide early education, play and care places in their local communities. The Shared Foundation Partnership model was chosen by the DfES in 2001 as one of 5 pilot projects and since then has been successful in working to develop relationships between schools and the PVI sector in order to offer choice and diversity of provision across the city as a whole. This strategy has stood us in good stead for the development of Extended Schools (Annexe 1: 4 stage model from Shared Foundation Partnership to Integrated Children's Centre)

We propose to build on this strategy in order to deliver the extended offer, focusing particularly on 4 main outcomes:

- Quality of provision
- On school site provision, delivered in partnership
- Flexibility and sustainability of provision
- Additional resources to support "Hard to Reach" families (using new NEF entitlement)

Objectives – List the specific objectives for the Pathfinder, making clear which particular challenges you will face in delivering the extended free entitlement flexibly. For example, in addition to testing longer session length we want to look at the impact of a more flexible entitlement on non- working families.

We propose 4 objectives to support the extended free entitlement:

- to ensure that all 3 and 4 year olds receive quality education, play and care opportunities, regardless of special or additional needs, ethnicity or social backgrounds
- that all sectors are equally involved in the delivery of the extended offer
- that the needs of families, including non- working families, are met flexibly by all sectors
- that parents/ carers have a choice of settings provided by all sectors

We believe that the Shared Foundation Partnership model has achieved a great deal since its inception in 2001. The relationship between the maintained and PVI sector has been strengthened and Shared Foundation Partnerships now meet regularly to analyse need and submit joint action plans to the local authority. Development workers from the Early Years and Extended Schools Service have been assigned to support each partnership.

The challenge we now face is of strengthening further the relationship between the PVI and maintained sector.

In particular we need to:

- ensure that provision in all sectors is of high quality
- diversity of provision should not mean a diversity of quality. All settings will receive the level of support, resources and training that is needed to guarantee high standard across the city
- work to strengthen and further develop relationships between the PVI and maintained sector. In particular to ensure that all sectors view themselves as equal parts of the same team, rather than as separate entities working in partnership

Whilst the current relationships between schools and the PVI sector are positive, we anticipate that the enhanced free entitlement may put these relationships under some pressure. The Pathfinder will allow us directly to address the potential issues aiming for a much closer working relationship including the location of a significant number of the PVI sector providers onto school sites where relationships are strong enough and where all partners view this as an enhancement of provision.

The Pathfinder will help us to address some particular challenges. We propose:

- to continue to develop the formation of pre-school and Foundation Stage Departments, addressing the needs of children aged from 0 to the end of Key Stage 1, as piloted by several schools, working in partnership with the PVI sector within the city to address our particular challenges of recruiting staff and working in inappropriate or listed buildings.
- to work to agree clear protocols across partnerships to ensure that partners work together effectively
- to ensure that practitioners working in the Foundation Stage continue to have strong links with colleagues working in Key Stages 1 & 2
- to trial flexible staffing arrangements; including designing teachers' jobs so that they can be accomplished within 1265 hours of directed time.
- to encourage flexible ways of working for pre-school staff in sessional groups, particularly in rural areas
- administrative support to cope with more flexible demands and to keep workloads manageable
- ensure that more choices for parents and new places continue to be managed strategically across the city to enable sustainability and equality of access to provision in all areas of the city.

These challenges were identified through consultation with head-teachers and the PVI sector

Description of the local authority- size, level of deprivation etc

The population of City of York is approximately 181,100 (2001 census). Most socio-economic indicators suggest, that by comparison with the rest of the country, York is above average (219th out of 354 councils, with 1 being the most deprived.)

Despite this across the city there are significant concentrations of deprivation and deep pockets of deprivation in Westfield, Acomb, Guildhall, Clifton, Heworth, and Micklegate wards Westfield is clearly identified as the area of highest deprivation in the city; having 7 SOA in the top 30% as a whole.

Overall, York sits very close to the national averages with 14.7% of children under 16 classified as living in low income households (19.9% nationally) and a quarter of households (24.6%) where there is nobody with any educational qualifications of any kind (28.9% nationally).

City of York is one of the least generously funded local authorities in the country. The authority spends less on children's social care and centrally provided services than all but 7 other local authorities (04-08 figure). Notwithstanding this the city endeavours to provide equality of provision for all families, including those in rural areas.

City of York has 53 primary schools only 19 of which have education nurseries attached. The council have agreed a policy of providing the majority of places in partnership with the PVI sector through the mechanism of Shared Foundation Partnerships. The percentage of places in the maintained sector has been largely stable for the last 5 years at just over 30%. Further details of the PVI sector are provided on pages 7-9.

In 2004 the Early Years was inspected and graded 1. The Service has won awards from the DfES and Day Care Trust on 3 separate occasions.

To support this policy of progressing through the Shared Foundation Partnership model, the Early Years and Extended Schools Partnership (EYESP) consultative body (formerly the EYDCP) has ensured that the Chair of EYESP sits on all relevant council planning meetings. It has, in addition, retained and strengthened its Places Sub-group which now includes members of the Planning Department. This sub group now monitors and advises on existing and proposed new places in order to ensure a co-ordinated city-wide strategy. This strategy supports the Extended Schools Integrated Children's Centres and mainstreaming of local Sure Start programmes through its Vision Planning board, chaired by the Director of Learning, Culture and Children's Services Directorate. In addition we have a NEF multi-agency group which advises on education places.

Methodology – Set out how you intend to achieve the objectives.

Planning Phase – September 2006- April 2007

In order to achieve our 3 objectives we propose the following:

- Quality - we have already appointed an Early Years Advisor who is charged with working in partnership with existing Development Workers from the Early Years and Extended Schools service to support settings from all sectors. In addition we have re-organised the Directorate to ensure that the multi-agency training of all sectors and our quality assurance scheme "Steps to Quality" is led by the advisory service
- Involvement of all sectors - we propose an additional post to strengthen the

existing team within the Early Years and Extended Schools Service. This proposed post will seek to strengthen the work across the maintained and PVI sectors. The post will have the brief of supporting all schools to further develop partnership working and change existing practice to include working as one team with PVI sector colleagues (as is currently already being piloted in a few schools within the city). It is envisaged that this operational post holder will also project manage this pathfinder initiative.

- Needs of all families - we are proposing an additional post for the CIS. The post-holder will identify unmet need within the city, and ensure that monitoring of the proposal is undertaken. In addition this post-holder will ensure that publicity and marketing of the new entitlement is achieved by working with existing CIS personnel.

In addition, we propose that the remit, purpose and membership of the existing NEF multi-agency group be widened to become a Pathfinder Project Board. This board would fit into the existing reporting structure. Annexe 2 (Yor OK board chaired by Cllr Kind, EYESP chaired by Peggy Sleight, EYESP Places sub group chaired by multi-agency revolving chair, pathfinder project board chaired by Head of Early years and Extended Schools Service).

The new Pathfinder Project Board would facilitate and monitor the development of the extended entitlement project and would involve all key stakeholders.

Provision Phase- April 2007- March 2008

The addition of new posts and the formation of the new Pathfinder Project board would allow City of York to build on the work we have already done in formulating good relationships between the maintained and PVI sectors. We would be in a position to further support, facilitate and monitor the affects of the new longer entitlement. A guidance pack and Best Practice DVD have been produced. Both have aroused interest in other authorities who have expressed interest in the way we are developing Shared Foundation Partnership across the city and the Pathfinder status would enhance this roll out.

We will work with the Traveller Education Service to ensure that where there are traveller sites, parents feel comfortable in accessing early years education and care. Travellers are the largest ethnic minority group in the city. Inclusive practice also involves continually liaising with our Ethnic Minority Co-ordinator and our local Sure Start Programmes. In addition, we work in collaboration with the Early Years Maintained and Non-maintained SEN Support Service, in an aim to spread good practice.

Strategically, the Project Board will manage, facilitate and direct the affects of the new longer entitlement and operationally, our Development Worker team will work in conjunction with the Early Years Advisors and Policy & Planning team to ensure all providers are supported.

Regular reporting to executive members and key stakeholders will be done via the structure outlined in Annexe 2.

Partnership arrangements and participants – Who will be involved e.g. PVI providers, children’s centres, extended schools? How will collaborations be facilitated and supported. Please include details of how the Transformation Fund will be used to support collaboration and to what extent you expect take-up from sessional providers.

The Early Years and Extended Schools Service has a new structure which supports our proposed Pathfinder outcomes. In addition we have strong working relationships through Service Level Agreements with National Child Minding Association, Pre-school Learning Alliance, York Child Care and York Community Accountancy Scheme. The private day nurseries are a strong partner in delivering our places and are the mainstay of the NEF multi-agency group. Our EYESP has representation from all sectors and includes parents from Sure Start areas. In addition, our planned Children’s Centres will fully integrate care and education for all children following the development of The Early Years Foundation curriculum. Therefore, families who are thought to be unlikely to access early years education will be targeted and nurtured through these places.

The Transformation Fund (Recruitment Incentive and Quality Incentive) will help meet the additional costs of brokering partnerships and fostering collaboration between those settings who will be otherwise unable to provide the extended entitlement. It is proposed that we will be able to fund a lot of our smaller groups to help them flourish alongside their more sustainable counterparts (full day-care providers).

Parental Involvement – Please outline how the views of parents will be taken into account.

Parents will be a vital part of the planning process i.e.: questionnaires, audit and organised information evenings. Parental involvement will be built into each Shared Foundation Partnership action plans. Parents will also be invited to attend Local Partnership meetings held every two months during term-time.

The authority will use the support and expertise of Extended Schools Advisors and Consultants to support the management of change. School’s surveys will be used to assess the views of parents.

There will also be parental representation on the Project Board.

Links with other programmes– please provide details of how this proposal will link to and integrate with existing programmes/initiatives and planning within the area. Please explore the implications, impact, valued added and consequential economies of scale; and where appropriate, how it will enhance provision and aid regeneration e.g. in Neighbourhood Renewal and Coalfield areas.

Early education will be linked to Extended School services, Children’s Centres and Neighbourhood Nurseries. A steering group comprising Children’s Centre

Programme Manager, Early Years and Extended Schools Service, Education Planning, and Sure Start has agreed joint funding arrangements and joint practices to ensure best value on all sites that could deliver an extension of early years education.

The implications involved are a substantial change in working practice for many existing early years practitioners which will be supported by Early Years Development Workers and advisers. The value added would be the rise in children's attainment by close working arrangements.

The Transformation Fund will support settings to raise the qualification levels of practitioners. In York this will be accessible to both full day care providers and a proportion of pre-school settings which already offer over 5 hours care and education, 38 weeks a year. The fund will also take into consideration other service priority areas where settings are involved with 'hard to reach children', Children's Centres and Extended Services.

The Children's Workforce Reform is linked to the Transformation Fund in the City of York and a steering committee is considering how it will be rolled out across the city linking in with the Quality Assurance Scheme 'Steps to Quality' which is being accessed by both schools and the PVI sector.

In terms of quality, each of the Shared Foundation Partnerships elect their own qualified teacher status person (QTS) to deliver the support for early years education. There is the same process for the partnership SENCO's.

In short, for children and families to receive continuous and seamless early years education and care the authority promotes mature strategic planning to ensure that all programmes are managed in a co-ordinated and joined up manner.

Baseline Information

Percentage of 3 and 4 year-olds accessing the :	
Free entitlement	
1-2 sessions	4.18%
3-5 sessions	95.82%
5 sessions	82.71%
Flexible free entitlement	
Over 3 days	Data unavailable. Current collection of information declares the number of sessions and the spread of sessions (ie across different providers) not the days in which the entitlement is delivered.
Longer sessions (above 2.5 /3 hours)	None currently.

<p>If Data is available: Additional (chargeable) provision -- outside free entitlement.</p>	<p>The fundable rate set by the authority of £502.00 per term for a 38-week setting equates to £7.92 per session. Private nurseries tend to charge between £17.00 - £20.00 per morning/ afternoon sessions. Some playgroups do charge a small top-up fee.</p>
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Number of providers delivering the free entitlement – by type	
Independent - Childminders	8
Maintained – Nursery School	1
Maintained – Nursery Class	18
Maintained- Children’s centre	-
PVI- Children’s Centre	-
Maintained – Reception Class	52
Private Full Day care	38
Private Sessional	5
Voluntary Full Day care	4
Voluntary Sessional	38
Independent Full Day care	5
Independent Sessional	-

Percentage of providers (either working alone or in a collaboration) currently providing provision over 8-4 or 8-6 – by type		
	8-4	8-6
Maintained – Nursery School		
Maintained – Nursery Class		
Maintained- Children’s centre		
PVI- Children’s Centre		
Maintained – Reception Class		
Private- Sessional	3%	3%
Private - Full day care	23%	23%
Voluntary- Sessional	23%	
Voluntary - Full Day care	2%	
Independent - Sessional		

Please could you provide us with a picture of the Ofsted ratings across different types of settings	From last April 2005, the current cycle of new inspections (Education and Care) includes 9 ‘Good’ Nurseries, 3 ‘Satisfactory’ Nurseries. 3 ‘Good’ Playgroups, 3 ‘Satisfactory’ Playgroups, 1 ‘Inadequate’ playgroup. 3 ‘Good’ Childminders.
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Detail on current partnership/clustering arrangements, if any	<p>We have 36 Shared Foundation Partnerships across the City. Partners include childminders, playgroups, toddler groups, nurseries, preschools and schools.</p> <p>Each partnership has access to an appointed practitioner with Qualified Teacher Status and a Special Educational Needs Co-Ordinator. Both of them attend 2 training sessions per year. It is expected that they cascade the learnings to the partnerships. All partnerships develop their own action plans, which focus on the local market. In regard to early education they routinely discuss curriculum and moderation of children’s work in relation to the foundation stage at their regular meetings. In addition the authority has just consulted on proposals to introduce 3 area Locality Planning Boards, which will allow services to liaise and co-ordinate action, informed assessment to</p>
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	<p>be undertaken, information to be appropriately shared and city wide strategies to be better informed by the views of local stakeholders.</p>
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<p>Picture of Labour market patterns –e.g. percentage of population in part time employment if possible please provide specific details of parents of 3 and 4 year olds</p>	<p>The census suggests that the proportion of York’s workforce working part time is higher than both the regional and national levels. In York 13.9% of economically active people work part time in comparison to 12.9% regionally and 11.8% nationally. The percentage of economically inactive people giving their reason for not working as looking after home/family is 4.7%, compared to 6.4% regionally and 6.5% nationally.</p> <p>Additionally, across York our benefit claim rate is on aggregate 13.5% for unemployment benefit (includes sick disabled and lone parent) in our areas of deprivation.</p>
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Monitoring procedures – arrangements must be made for monitoring and evaluating the progress of the Pathfinder. We will require termly progress reports.

The authority has been fortunate to have developed considerable expertise in the area of monitoring and evaluation. Projects such as the DfES pilot on Wraparound Care (where we were also chosen to be involved in the local evaluation) and the Neighbourhood Nurseries Initiative have given us experience of working to a tight brief and reporting outcomes. We will also work with Early Years Advisors, Development Worker Team, Property Services (leases, transfer of control) and Planning (capital) to ensure information provided is accurate and up to date. The proposed new post in CIS will allow qualitative and quantitative data to be monitored.

Local authority governance arrangements – what will be the organisational and management arrangements and composition of any governance/ steering groups?

In addition to the creation of the Pathfinder Project Board, (Annexe 2) we will work with Extended Schools Advisors and Consultants to manage change effectively within the City. This includes encouraging schools and other settings to become more flexible with parents and partners. Development Workers will also support settings together with Early Years Advisors, Policy and Planning and the new proposed development and project management post. The Pathfinder Project Board will keep the EYESP, the Joint Consultative Group, and YorOK Board updated on a regular and frequent basis.

Costs - Please provide a breakdown of estimated costs, making clear what additional activities are being bought and what value is being added.

Please note – Financial costs will be profiled in more detail during the planning phase.

	Detail	GSSG 06/07 Planning Phase	DfES 07/08 Provision Phase	Amount needed from CSSG	Additional Funds Required
Costs for the time taken to share expertise between across settings, other authorities	Development worker team support, costs of visiting settings and supporting cross fertilisation	1,500	5,000		5,000
Staff training/Recruitment	Database training, advertising, interviewing	2,000	1,000		1,000
Publicity and communications materials	Posters, leaflets, using all available media platforms, organising information evenings	2,000	-		-
Outreach work with parents and carers	Organising information evenings, questionnaires, surveys	-	2,400		2,400
Costs of planning and co-ordination of the project and overseeing governance arrangements (including any additional staff that need to be employed centrally)	New post – SO1. Designated to project manage the pilot alongside Policy and Planning Manager. Also to work operationally with partnerships.		31,790		31,790
Costs of planning and co-ordination of the project and overseeing governance arrangements (including any additional staff that	New post – SC6 (Information Officer) designated to manage the information requirements for the initiative		28,559		28,559

	Detail	GSSG 06/07 Planning Phase	DfES 07/08 Provision Phase	Amount needed from CSSG	Additional Funds Required
need to be employed centrally)					
Other- Please expand this box and give detail as necessary.	National conference travel expenses/ miscellaneous travel	500	2,500		2,500
Funds needed for an additional 2.5 Hours	Projection based on 4,159 P/T equivalents for the full year – pro rata increase Reimbursement of extra half-hour costs for some settings (assuming 60% of NEF spent on staff costs)		428,377 52,000		428,377 52,000
TOTAL		6,000	551,626		551,626

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Summary of Implications of Recommendations for City of York Council – Extended School Service in York

Implications Recommendation 1 - Council Officers will check the model of extended provision to ensure that it meets the new core offer of May 2006	
Finance	This work is part of the development team's tasks which is within their budget of £206,210.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	
Implications Recommendation 2 - Schools and partnerships are asked to develop services according to a local audit of needs. The Local Authority will help schools create local community profiles of needs	
Finance	This work is part of the development team's tasks which is within their budget of £206,210.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	
Implications Recommendation 3 - The Governments intention is that every school in the country should be working as an extended school by 2010. The council is asked to support the ambitious target of 36 schools in York working as extended schools by September 2006. The Training and Development Agency feel that this can be achieved and are supporting training courses for every school, governor and other sector staff.	
Finance	The service expects to spend £1,000 per training course, for 40 delegates, for School Heads. It is planned to run 12 courses over the next year.
Human Resources	Potential recruitment and training implications which can be managed through existing procedures.
Equalities	
Legal	None that are known
Crime and Disorder	

Information Technology	
Property	
Other	
Implications Recommendation 4 The Council will continue to support the shared foundation partnerships and the restructured Early Years and Extended Schools service in ensuring that every school meets the Government target of being an extended school (to Model 3 requirements) by 2010. This may involve allowing schools to operate a flexible lettings policy for accommodating community activities..	
Finance	The schools are being encouraged to price community activity lettings at a reasonable rate, which recovers any additional costs incurred by the lettings.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	
Implications Recommendation 5 . The Council supports the clustering of schools in order to develop services and business support	
Finance	This work is part of the development team's tasks which is within their budget of £206,210.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	
Implications Recommendation 6 - The Council will take up the opportunity to bid to be a Pathfinder authority in order to improve parenting support.	
Finance	This bid is being led by the YorOK Board. There are no CYC budgets available to fund any additional activity so any improvements will need to be funded entirely from any external grant that is secured.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	

Property	
Other	
Implications Recommendation 7 The Council will take up the invitation to bid to be a Pathfinder authority in order to look at developing longer free sessions for 3 and 4 year olds in education, care and play.	
Finance	A bid has been made for a grant of £551,626 for 2007/2008. If successful there is expected to be £6,000 spent in 2006/07 in set up costs.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	
Implications Recommendation – 8 The extended schools provision will be revisited by Scrutiny in March 2008 .	
Finance	No financial implications currently being anticipated.
Human Resources	None that are known
Equalities	
Legal	None that are known
Crime and Disorder	
Information Technology	
Property	
Other	

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