



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

Date: Tuesday, 20 June 2006

Time: 5.00 pm

Venue: Guildhall

AGENDA

1. Declarations of Interest

At this point Members are asked to declare any personal or prejudicial interests they may have in the business on this agenda.

2. Minutes

(Pages 1 - 2)

To approve and sign the minutes of the Education Scrutiny Board meeting held on 14 February 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 Monday 19 June 2006 at 10.00am.

4. Draft Final Report on the Extended Schools Service in York (Pages 3 - 32)

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

5. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972

Democracy Officer:

Name: Jill Pickering

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- E-mail – jill.pickering@york.gov.uk

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.

City of York Council

Minutes

MEETING	EDUCATION SCRUTINY BOARD
DATE	14 FEBRUARY 2006
PRESENT	COUNCILLORS BRADLEY (Chair), ASPDEN, CUTHBERTSON, KIND, LIVESLEY and SCOTT Statutory co-optees: DR G M CLAYTON (Parent representative) MR A LAWTON (Parent Representative)
APOLOGIES	COUNCILLOR HOPTON MISS C DUFFY (Catholic representative) DR D SELICK (Church of England representative)

21. DECLARATIONS OF INTEREST

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

Councillor Aspden – Governor of Knavesmire Primary School. Member of the National Union of Teachers (NUT). Teacher at Norton College, Malton, North Yorkshire.

Councillor Bradley – Governor of Poppleton Ousebank School

Councillor Cuthbertson – Governor of Headlands Primary School

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

Councillor Livesley – Governor of Bishopthorpe Infant School.

Dr GM Clayton – Governor of Applefields School

Mr A Lawton – Governor of Canon Lee School

22. MINUTES

RESOLVED: That the minutes of the meeting held on 13 December 2005 be approved and signed by the Chair as a correct record.

23. PUBLIC PARTICIPATION

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

24. PROGRESS OF SCRUTINY REVIEW OF EXTENDED SCHOOLS PROVISION

This report asked Members to consider their programme of visits to local primary schools and also to consider the amended scope of this Scrutiny review. The scope was discussed at an informal meeting and it was suggested that:

- The review concentrate on provision in primary schools.
- A range of schools of different sizes and with differing needs should be visited and considered.
- Members should focus on the different types of provision which would meet the varying needs of schools in York.

A list of visits to Primary Schools, to discuss extended school provision with the school, was circulated at the meeting. The following was discussed:

- Members discussed that a recommendation of the scrutiny might be to carry out a review of extended schools provision for secondary schools.
- The range of evidence for this scrutiny should be broadened to included rural schools.
- It was queried how schools visited without much space were able to develop their extended schools provision. It was reported that Osbaldwick and Wheldrake were to undergo a building programme. Schools were expected to share space and use facilities off the premises, such as local libraries and church halls.
- Members discussed questions they would ask schools during their visits. There had been standard questions asked during the first wave of visits. Officers reported that they would put forward suggested questions that Members may want to ask at the next set of visits. For background and context on extended schools provision, a leaflet was available.

RESOLVED: That:

- (i) The report and comments be noted.
- (ii) Members contact the Scrutiny Officer with their availability to attend the schools visits circulated during the meeting.
- (iii) The amendments to the scope of the Scrutiny review be agreed.
- (iv) The scope include the results of the audit.

COUNCILLOR BRADLEY
CHAIR

The meeting began at 7.55pm and ended at 8.10pm.



Education Scrutiny Committee**20 June 2006****Report of the Head of Civic, Democratic and Legal Services****Draft Final Report on the Extended Schools Service in York****Summary**

1. This report is to ask members to consider the draft 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 draft report (see Annex A) which details the evidence they have gathered and consider the recommendations they would wish to put to the Executive.

Analysis

6. Members may consider that the work that has been carried out so far on Extended Schools services in York is already meeting the necessary targets. They could recommend that the council continues in its support for the development of the service.

Implications

7. There are no known Financial, HR, Equalities, Legal, Crime and Disorder, IT or other implications at this stage.

Risk Management

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

Recommendations

9. Members are asked to consider the draft final report of the Education Scrutiny committee
10. Members are asked to consider the recommendations that they wish to submit to the Executive.

Contact details:

Author:

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Scrutiny Officer
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barbara.boyce@york.gov.uk

Chief Officer Responsible for the report:

Suzan Hemingway
Head of Civic, Democratic and Legal Services

Report Approved

Date 08-06-06

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

Implication ie Financial

Implication ie Legal

Name

Name

Title

Title

Tel No.

Tel No.

Wards Affected:

All

For further information please contact the author of the report

Annexes

Annex A – Draft Final Report of the Education Scrutiny Committee

Background Papers

None

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ANNEX A

Extended Schools Service in York

**Draft Final Report of Education
Scrutiny Committee**

June 2006

Glossary of Terms used in this report

DfES – Department for Education and Skills

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.

QTS – Qualified Teacher Status

SENCO – special Educational Needs Coordinator

Shared Community Partnership - Shared Community 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 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 QTS's 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

Chairman's Foreword

Draft Summary of Recommendations

1 Members are asked to support the stretch target of every school in York working as Extended Schools by September 2006. The TDA feel this can be achieved and are supporting training courses for every school, governor and other sector staff. City of York has also been invited to bid to be a Pathfinder authority developing 15 hours free education places around care and play.

2 The Council is recommended 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 by 2010

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, to ensure that everyone in York receives the best possible benefits. The remit and scope for the review was drawn up (see Annex 2) and this 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 17th May 2006 Education Minister Beverley Hughes signed off the core offer which all schools will be expected to deliver by 2010 as Extended Schools. This makes a range of extended services available to all children and families and may be delivered by partnerships of schools and other services. (See Annexe 2).

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 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.

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. Parent's groups 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 often 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. There 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 of 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. 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. Church in 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.

Osboldwick 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 Mrs Jane Lewin who happens to be Chair of Osboldwick 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. But the Head (& Mrs Lewin) is anxious to ensure that the ‘minor’ & 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.

Osboldwick 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 likely to want 8 to 6 cover but this range would attract customers at either end. 68% pupils arrive at school by car. New school building immanent, but then there’ll be a parking issue.

Sometimes it is difficult for parents to see the division between School Day and National Curriculum and the pre & post school day provisions with regard to quality and responsibility. Both Mrs Lewin and Ms Lesley Barringer 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 3). 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.

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.

Draft Recommendations

1 Members are asked to support the stretch target of every school in York working as Extended Schools by September 2006. The TDA feel this can be achieved and are supporting training courses for every school, governor and other sector staff. City of York has also been invited to bid to be a Pathfinder authority developing 15 hours free education places around care and play.

2 The Council is recommended 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 by 2010

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



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

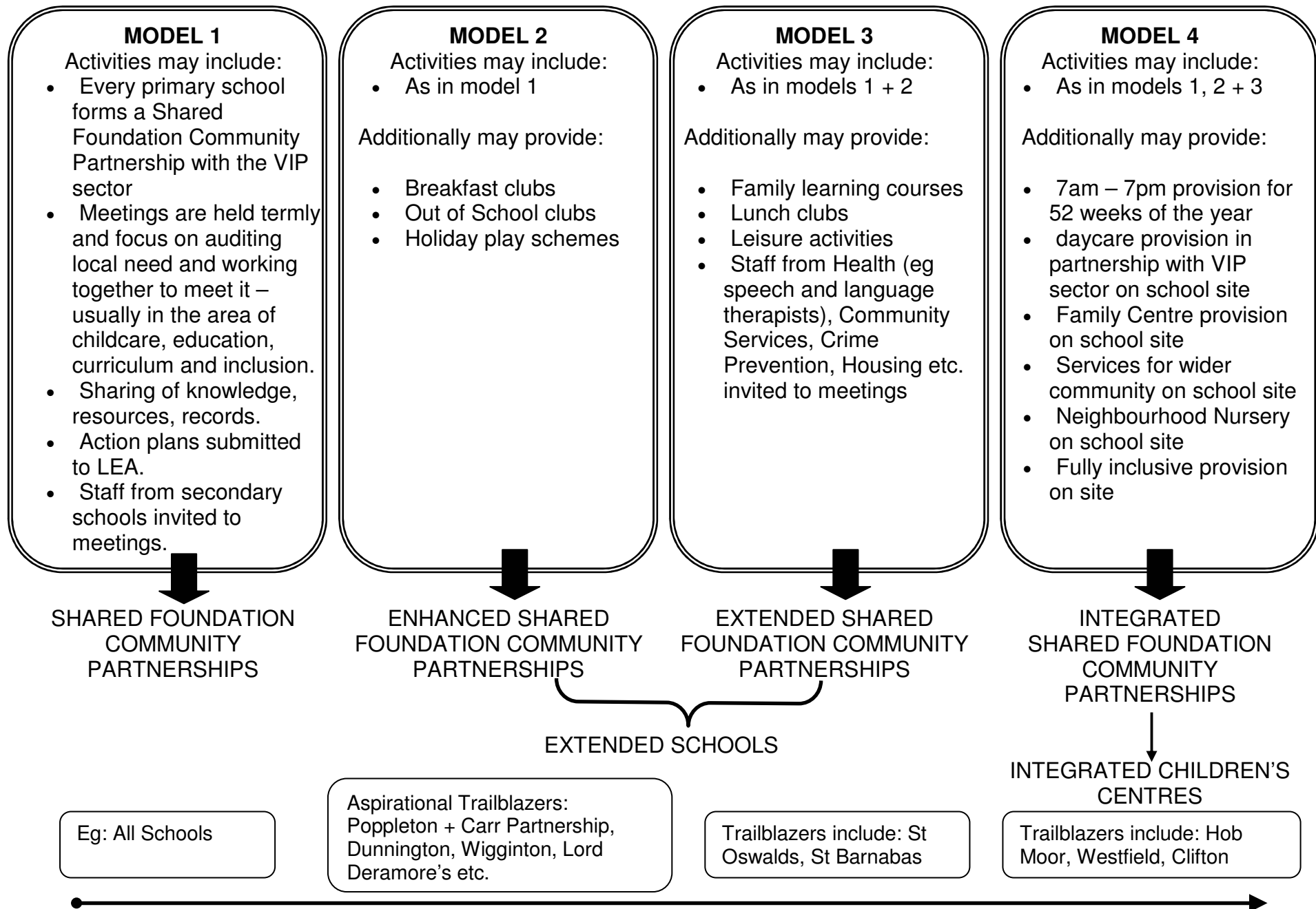
Constraints

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.

**BUILDING ON THE SHARED FOUNDATION COMMUNITY PARTNERSHIP MODEL TO CREATE
EXTENDED SCHOOLS AND INTEGRATED CHILDREN'S CENTRES IN THE CITY OF YORK**



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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.