



**Notice of meeting of  
Education Scrutiny Committee**

**To:** Councillors Aspden (Chair), Brooks (Vice-Chair), Hyman, Morley, Merrett, Blanchard and Funnell

Co-opted Statutory Members:

Dr David Sellick (Church of England Representative),  
Mrs Leeanne Branton (Parent Governor Representative)  
and Mr Bill Schofield (Parent Governor Representative)

**Date:** Tuesday, 9 September 2008

**Time:** 5.00 pm

**Venue:** The Guildhall, York

**A G E N D A**

**1. Declarations of Interest (Pages 3 - 4)**

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 5 - 8)**

To approve and sign the minutes of the last meeting of the Committee held on 30 July 2008.

### **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 Committee'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 8 September 2008** at 5:00pm.

### **4. Update on Implementation of Recommendations of Previous Scrutiny Reviews** (Pages 9 - 12)

This report provides Members with an update on the implementation of recommendations made as a result of a scrutiny review of 'Extended Schools', completed in September 2006.

### **5. Feasibility Report on the Delivery of the Extended School Agenda** (Pages 13 - 44)

This feasibility report presents information on the Extended Schools Agenda and asks Members to consider whether they wish to carry out a scrutiny review of this topic looking specifically at Quality and Take-up of Provision, and Community Use.

### **6. Feasibility Report of 14-19 Diplomas** (Pages 45 - 64)

This feasibility report presents information on 14–19 Diplomas and asks Members to consider whether they wish to carry out a scrutiny review of this topic.

### **7. Education Scrutiny Committee Work Plan 2008-2009 and Extract from the Executive Forward Plan of Items for the Children and Young People's Services EMAP** (Pages 65 - 76)

To consider and agree the updated work plan for the work of the Education Scrutiny Committee and to receive an extract from the Executive Forward Plan of items for the Executive Member for Children and Young People's Services and Advisory Panel.

## 8. Urgent Business

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

### Democracy Officers:

Name: Catherine Clarke and Louise Cook (job share)

Contact Details:

- Telephone – (01904) 552030
- E-mail – [catherine.clarke@york.gov.uk](mailto:catherine.clarke@york.gov.uk) and [louise.cook@york.gov.uk](mailto:louise.cook@york.gov.uk)

(If contacting us by e-mail, please send to both Democracy Officers named above)

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.

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If you would, you will need to:

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All the reports which Members will be considering are available for viewing online on the Council's website. Alternatively, copies of individual reports or the full agenda are available from Democratic Services. Contact the Democracy Officer whose name and contact details are given on the agenda for the meeting. **Please note a small charge may be made for full copies of the agenda requested to cover administration costs.**

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If you have any further access requirements such as parking close-by or a sign language interpreter then please let us know. Contact the Democracy Officer whose name and contact details are given on the order of business for the meeting.

Every effort will also be made to make information available in another language, either by providing translated information or an interpreter providing sufficient advance notice is given. Telephone York (01904) 551550 for this service.

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### **Holding the Executive to Account**

The majority of councillors are not appointed to the Executive (38 out of 47). Any 3 non-Executive councillors can 'call-in' an item of business from a published Executive (or Executive Member Advisory Panel (EMAP)) agenda. The Executive will still discuss the 'called in' business on the published date and will set out its views for consideration by a specially convened Scrutiny Management Committee (SMC). That SMC meeting will then make its recommendations to the next scheduled Executive meeting in the following week, where a final decision on the 'called-in' business will be made.

### **Scrutiny Committees**

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

### **Who Gets Agenda and Reports for our Meetings?**

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- Public libraries get copies of **all** public agenda/reports.

**EDUCATION SCRUTINY COMMITTEE****Agenda item I: Declarations of interest.**

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

Councillor Aspden	Governor of the Danesgate Centre Member of the National Union of Teachers Employee of North Yorkshire County Council
Councillor Brooks	Member of the Association of Teachers and Lecturers Employee of City College, Manchester
Councillor Merrett	Governor of St Paul's Primary School Committee member and Treasurer of the York Chinese Cultural Association Parent of a child who attends St Paul's Primary School
Councillor Blanchard	Chair of the York Board of Young Enterprise
Councillor Hyman	Governor of Huntington Primary School
Councillor Funnell	Governor of Burnholme Community College

Co-opted statutory members

Dr D Sellick	Governor of Derwent Infant and Junior School.
Mr B Schofield	Governor of Knavesmire Primary School and a parent of children who attend Kavesmire Primary School and Millthorpe School

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City of York Council

Committee Minutes

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MEETING	EDUCATION SCRUTINY COMMITTEE
DATE	30 JULY 2008
PRESENT	COUNCILLORS ASPDEN (CHAIR), BROOKS (VICE-CHAIR), BOWGETT (AS SUBSTITUTE FOR BLANCHARD), FUNNELL AND MORLEY, DR D SELICK (CO-OPTED STATUTORY MEMBER) AND MR W SCHOFIELD (CO-OPTED STATUTORY MEMBER)
APOLOGIES	COUNCILLORS BLANCHARD, HYMAN AND MERRETT, AND MRS L BRANTON

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**15. DECLARATIONS OF INTEREST**

Members were invited to declare at this point in the meeting any personal or prejudicial interests they might have in the business on the agenda, in addition to the list of general personal interests circulated with the agenda.

Councillor Funnell declared a personal interest in the business generally, as a governor of Burnholme Community College.

Councillor Bowgett declared a personal interest in the business generally, as a governor of St Paul's Nursery and a parent of children at St Paul's Primary School and Millthorpe School.

Mr Bill Schofield declared a personal interest in the business generally, as a governor at Knavesmire Primary School and a parent of children at Knavesmire Primary School and Millthorpe School.

**16. MINUTES**

RESOLVED: That the minutes of the last meeting of the Committee held on 17 June 2008 be approved as a correct record and signed by the Chair.

**17. PUBLIC PARTICIPATION**

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

**18. UPDATE ON RECOMMENDATIONS RISING FROM A PREVIOUS SCRUTINY REVIEW OF THE YOUNG PEOPLES SERVICE**

Members received a report which provided an update on the implementation status of the recommendations arising from a previously

completed scrutiny review of the 'Provision of Facilities for Young People in the City'.

A verbal update was provided regarding the implementation of recommendations 16 b) and c). Recommendation 16 b) had not been implemented as the costs of extending the YoZone card to all young people aged 11-19 could not be met from the existing budget. In relation to recommendation 16 c), it was advised that a review of home to school transport would be reported to the Executive Member and Advisory Panel (EMAP) in autumn 2008. However Members clarified that this recommendation related to transport to the city centre and youth facilities for young people living in rural areas, rather than home to school transport.

The Assistant Director (Partnerships & Early Intervention) agreed to circulate the attachments referred to in Annex A to the Committee in due course and also to provide the full wording of the update relating to recommendation 12 c), which was not included owing to a document formatting error.

Members were particularly keen to see recommendation 4 a) implemented, so that processes could be put in place to ensure they had the opportunity to attend school lessons on a regular basis. With regards to recommendation 4 d), they requested one further review by the Committee to focus on increasing the participation of children from deprived backgrounds. In relation to recommendations 3 a) and b), a further review was suggested to look at the extent to which young people's views were taken into account outside of the Learning, Culture & Children's Services (LCCS) Directorate.

With regards to recommendation 6, it was requested that a policy should be drawn up for the provision of young people's services in new developments and Members suggested that this should be submitted as a possible future scrutiny topic.

The Assistant Director (Partnerships & Early Intervention) agreed to bring recommendation 18 to the attention of the Children & Young People's Champion and the Young People's Working Group, and Members suggested that the Champion and Working Group Chair should be invited to attend when the Committee next reviewed the outstanding recommendations.

- RESOLVED:
- (i) That recommendations 3 a), 3 b), 4 a), 4 c), 4 d), 6, 15, 16 b), 16 c) and 18 be brought back for further review in March 2009;<sup>1</sup>
  - (ii) That the remaining recommendations be signed off.

REASON: To raise awareness of those recommendations which still have to be implemented.

Action Required

1 - To review the outstanding recommendations.

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**19. SCHOOL GOVERNORS REVIEW**

Members received a report which presented the draft final report for the School Governors Review incorporating the changes requested at the last meeting. These were shown as tracked changes for ease of viewing.

- RESOLVED:
- (i) That the draft final report and recommendations be agreed, with the following revisions:<sup>1</sup>
    - a) To rephrase the second sentence of paragraph 5 of the report to read, “Members acknowledged that there was no issue around current clerking arrangements in extended schools and therefore agreed not to proceed with Part B of the review”;
    - b) To amend the end of recommendation b) at paragraph 8 of the report and recommendation iii) (a) at paragraph 28 of the report to read, “and monitor diversity”;
    - c) To add the word “and” before the wording, “it ran the risk of duplicating the existing profile”, at paragraph 17 of the report;
    - d) To amend the first sentence of paragraph 18 to refer to “local parish council’s and church newsletters”;
    - e) To adjust the paragraph numbering of the report.

REASON: To finalise the report and recommendations.

Action Required

1 - To submit the report to Scrutiny Management Committee GR for consideration.

**20. EDUCATION SCRUTINY COMMITTEE WORK PLAN 2008-09**

Members considered and agreed the updated workplan for the work of the Education Scrutiny Committee.

- RESOLVED:
- (i) That the workplan be agreed, with the addition of an informal meeting to be held on 13 August

at 5.30 pm to discuss and raise questions on the suggested topics on Extended Schools Provision (Community Use) and 14-19 Specialised Diplomas.

REASON: To progress the Committee's work.

K ASPDEN, Chair

[The meeting started at 6.00 pm and finished at 7.35 pm].



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## Education Scrutiny Committee

9 September 2008

Report of the Scrutiny Services Manager

### Update on Implementation of Recommendations of Previous Scrutiny Reviews

#### Summary

1. This report provides Members with an update on the implementation of recommendations made as a result of a scrutiny review of 'Extended Schools', completed in September 2006.

#### Background

2. At a meeting of Education Scrutiny Committee in May 2008, Members agreed not to carry out part B of the ongoing School Governors review but instead requested an update on the implementation of the approved recommendations arising from a previously completed scrutiny review of Extended Schools.

#### Consultation

3. The Head of Early Years & Extended Schools attended the following meeting of the Committee in June 2008 and gave a verbal update as to the progress made in implementing those recommendations. The information provided was recorded and attached to the minutes of the meeting – see Annex A.
4. Although Members discussed the information provided at the meeting, no decision was taken in regard to signing off any of recommendations.

#### Options

5. Having considered the information contained within this report and its annex, Members may choose to sign off those individual recommendations where implementation has been fully completed, and may:
  - a. request further updates to clarify any outstanding recommendations or;
  - b. agree to receive no further updates on this review

## Corporate Direction & Priorities

6. The process of ensuring the full implementation of the recommendations arising from the Extended Schools scrutiny review will be to contribute to improving the life chances of the most disadvantaged and disaffected children and young people and families in the city.

## Implications

7. There are no known Financial, Human Resources, Equalities, Legal, ITT or Other implications associated with the recommendation within this report.

## Risk Management

9. There are no known risks associated with the recommendation within this report.

## Recommendations

10. Members are asked to note the contents of this report and agree which of the recommendations can be written off as fully implemented.

Reason: To raise awareness of those recommendations which have still to be implemented.

## Contact Details

**Author:**  
Melanie Carr  
Scrutiny Officer  
Scrutiny Services  
01904 552063

**Chief Officer Responsible for the report:**  
Dawn Steel  
Scrutiny Services Manager  
01904 551030

**Wards Affected:** **Report Approved**  **Date** 22 August 2008  
**All**

**For further information please contact the author of the report**

**Background Papers:** None

## Annexes

**Annex A** – Update on implementation of recommendation arising from previous review of Extended Schools

Board and Topic	Rec No.	Recommendations as approved by the Executive on 12 September 2006	Update on Implementation of Recommendations as at June 2008
<b>Education Scrutiny Committee: Extended Schools Service in York (Review completed in July 2006)</b>	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	The new core offer has been reviewed and implemented and schools have had 1:1 training from the Extended Schools and Remodelling Advisors (ESRA's) attached to the Early Years and Extended Schools Service
	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	The Family Information Service within Early Years and Extended Schools has undertaken an audit with parents across the city and provided this in written form. The ESRA's have worked with schools and their local Shared Community Partnerships in order to undertake additional consultation excersises with parents and the wider community in order to aid the planning of new Extended Services in schools.
	3	The Governments 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.	City of York has met and exceeded this ambitious target. Every school in York is now meeting the core offer. Training and support for school staff and governors has been provided by ESRA's who are attached to each school and Shared Community Partnership. Additional support has been provided by the Schools Business Support Service (within LCCS Finance) including a new part time post and another part time post is being filled by a headteacher of an Integrated Children's Centre. New guidance is on the website and a new forum, chaired by the AD will enhance quality
	4	The Council will support the shared foundation partnerships by encouraging the operation of a flexible and affordable lettings policy for accommodating extended school and community activities.	The new Extended Schools Business Support Coordinator Post, currently held by Paul Shepherd within the Schools Business Support Service, will now be in a position to advance this work.
	5	The Council supports the clustering of schools in order to develop services and business support which extends provision.	The Shared Community Partnerships are advancing this model and several are clustering sucessfully. The model will be further advanced at the new Extended Schools Steering group chaired by AD Paul Murphy

Board and Topic	Rec No.	Recommendations as approved by the Executive on 12 September 2006	Update on Implementation of Recommendations as at June 2008
<b>Education Scrutiny Committee: Extended Schools Service in York (Review completed in July 2006)</b>	6	The Council will take up the opportunity to bid to be a Pathfinder authority in order to improve parenting support	The city has been successful in becoming a Pathfinder for Parenting and Early Intervention. This brings 3 years funding (until 2011) of £100k per year. The Parenting Strategy is headed up by Linda Murphy.
	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.	Early Years and Extended Schools Service gained a Pathfinder for 3 and 4 year olds. This brings £1and a half million pounds each year until 2011 and then continuously as the pilot becomes national. The Early Years and Extended Schools Service was also successful in becoming a Pathfinder for 2 year olds £316,000 each year 2011.
	8	The extended schools provision will be reviewed by Scrutiny in March 2008	

**Comment from Education Scrutiny Committee as of 9 September 2008:**





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## Education Scrutiny Committee

9 September 2008

### Feasibility Report on the Delivery of the Extended School Agenda

#### Summary

1. This feasibility report presents information on the Extended Schools Agenda and asks Members to consider whether they wish to carry out a scrutiny review of this topic looking specifically at Quality and Take-up of Provision, and Community Use.

#### Background to the Review

2. In May 2008 the Education Scrutiny Committee received a scoping report for Part B of their ongoing review of School Governors. Part B was scheduled to investigate the role of Governors and current clerking arrangements in extended schools. At that time, Members recognised that there was no issue around those arrangements and therefore agreed not to proceed with Part B of the review. Instead they agreed that the broader issue of governance of extended school provision should be considered as a possible separate topic in the future. As a result, this topic was submitted by Cllr Merrett in August 2008 – see topic registration form at Annex A.

#### Criteria

3. In regard to the eligibility criteria, Cllr Merrett believes this topic relates to the eligibility criteria as follows:

**Public Interest** – there is a public perception of inequality in life chances because of background and differential service provision. There is also a perception that teenage kids are not properly provided for and that there is not enough affordable things for them to do

**Under Performance / Service Dissatisfaction** – whilst all York schools are nominally extended schools, there appears to be little evidence both locally and nationally of the comprehensiveness, quality, effectiveness or value for money in terms of what is being provided. It is also acknowledged that the 4<sup>th</sup> aspect of the core offer 'Community Use of Schools' is largely undeveloped (reference Head of Service comments at Education Scrutiny meeting in June 2008).

**In keeping with Corporate Priorities** – Extended school provision is a key component of the Government and Council’s agenda for giving every child the optimum start in life and for tackling deprivation and improving community engagement and cohesion.

**Level of Risk** – At this stage, it is unclear whether any/all schools in York will meet the full extended school agenda (especially community use) by 2010, and whether the key target groups are being effectively covered.

4. The Head of Early Years & Extended Schools has provided the following feedback on the eligibility criteria identified above:

“In regard to under performance / service dissatisfaction, the DCSF monitors the progress of each authority in this agenda. York is currently the 4<sup>th</sup> best performing authority in the region and 10<sup>th</sup> best performing authority in the country. Between 2008-2010 we will be developing this result by monitoring and making improvements to the quality, effectiveness and value for money, particularly with regard to community use of schools for all.

In regard to Level of Risk, York is already delivering the agenda. Therefore Cllr Merrett’s suggestion that the review should look at the quality and inclusiveness of what is on offer, is the best approach.”

5. The Executive Member for Children’s Services agrees that the topic does fit with the eligibility criteria identified above. In regard to the feasibility of carrying out a review of this topic at this time, Cllr Runciman has suggested that it may be slightly premature at this stage bearing in mind the fast pace of the developments in this service area. Therefore, in the event that the Committee decide to proceed with the review, careful consideration should be given to the remit to ensure the review can remain focussed and be completed in no more than six months to prevent the ongoing work from superseding the findings of the review.

### **Background to the Extended Schools Agenda**

6. Information on the Extended Schools Agenda is shown in Annex B.

### **Current Extended Provision in York Schools**

7. In York, just under £1M was provided over the two financial years 2006–08 to support the development of extended school provision. The Local Authority set itself the challenge of all schools becoming extended schools by 2008. This challenge, set in advance of the publication of the core offer, has been met and the Local Authority now has two years to improve the quality of the activities on offer. A summary of the position of schools in the authority is attached at Annex C. The dates shown within the annex demonstrate the date each school met the target and the data would only be changed if the schools were no longer delivering the full extended schools offer.

8. **Adult Education**

The city's Adult and Community Education (ACE) service makes extensive provision at over 80 sites in the city, including schools. Access to school premises is paid for by the service according to an agreed set of charges. The service works closely with schools and other partners to target parents and carers who do not have a level 2 qualification. Partnership working is effective in widening participation and engaging learners.

9. A major priority of the service is to ensure that the accommodation used for adult learning is of high quality and that facilities are available to support learning through ICT and appropriate use of audio visual equipment. For this reason they have developed provision through a city-wide network of library learning centres. These venues provide additional community provision that is more appropriate for use by adults. It is also recognised that for many adults, particularly for those from more disadvantaged communities, a school can have negative associations and therefore a library is a more attractive venue.

10. **Use of School Buildings**

Decisions about the use of school buildings rest with the school governing body, though a statutory power exists for the authority to direct the school to make premises available at a price which at least covers the costs incurred by the school. These are known as 'directed lettings'. It is rare for schools to refuse lettings, and some schools rely on the additional income to support future development of the school and its buildings.

11. Schools are not allowed to subsidise community use from their main school budget, which can only be used for the education of the children attending the school. Advice from Property Services in the past has tended to recommend that schools set commercial rates and this has sometimes been a disincentive for community groups.

12. Even when schools only charge at cost to cover caretaking, energy, wear & tear and administration, they are not always competitive with existing community premises. This can be for a number of reasons:

- Many schools do not have zoned heating and the cost of opening a large building in order to allow the use of one room can, as a consequence, be higher than it would be for a smaller and less well maintained community venue.
- The cost of caretaking and cleaning for council owned property can be higher than for other landlords who make use of casual or private sector labour or do not undertake the work to the kind of standard that is required if children are using the school the following day.

13. In a number of schools with exceptional facilities, extensive provision is made for the community on a largely commercial basis. Only a small number of schools in the city, mainly secondary schools such as Oaklands, actually have facilities that lend themselves to this kind of provision.

14. The competition for available indoor and sports hall space is evident, with most secondary schools in the city being booked to capacity during peak times. This access to school premises is necessary in order to use the city's sporting assets to their fullest. However, the logistical and financial barriers are many and schools require significant support to find the appropriate solutions to their individual circumstance. Many school facilities are not currently of a high enough quality, or have the appropriate equipment to support community use. For example most school markings will be for junior regulations and the kit used will need to be purchased and stored separately from the PE department assets. Ancillary facilities such as changing areas and receptions/ office space will also require investment to cope with increased usage. Additionally, administrative arrangements and business planning functions will need boosting to deal with staffing contracts, cash handling, increased caretaking duties, energy provision, insurances etc.
15. It should not be assumed that all communities are seeking access to school premises. Two case studies make the point. In Case Study one, the building of a new school hall and community venue actually put at risk existing community provision which was highly valued by local people and was the focus for local voluntary activity. In Case Study two, a school seeking funds for flood lighting for its all weather pitch has put at risk the viability of a similar pitch provided by a local sports club that does not have floodlighting. The authority recommends that any school seeking to market its facilities should work very closely with existing community groups in order to establish need and understand the position of existing providers.
16. For many schools, whilst the desire to open their doors to the wider public is indeed there, the risk in taking on a loss leader is too great without an underwritten subsidy and the guarantee that community use will not undermine the school improvement agenda.

### **The Future of Extended Provision in York**

17. From May to September 2007 the Children's Information Service within the Early Years and Extended School team carried out York's first Childcare Sufficiency Assessment<sup>1</sup>. The government defined 'childcare' as including play, care and education (apart from full time education within a school) in the maintained and community sector. For example holiday playschemes, private day nurseries, maintained education nurseries, pre-school playgroups, childminders or before and after school clubs. The information gathered as part of this assessment provides evidence of the provision of the first core offer

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<sup>1</sup> A sufficiency assessment was made a statutory duty in the Childcare Act (2006) and involves consulting with parents, carers, childcare providers, local business, key partner agencies as well as children and young people. Sufficient childcare, in section 6 of the 2006 Act, is defined as 'sufficient to meet the requirements of parents who require childcare in order to enable them to take up, or remain in, work or to undertake education or training which could reasonably be expected to assist them to obtain work.

i.e. 'high-quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm all year round'.

18. From the consultation 693 responses from parent and carers were received along with 26 responses from local businesses. Although some gaps were identified, the findings showed that the vast majority of respondents felt that childcare in York matched families needs (a summary of those findings are shown at Annex D).
19. There are various pieces of work already underway to address some of the barriers identified and the Children's Information Service are about to begin the process of doing a 'light' refresh of the Sufficiency Assessment as required by the Childcare Act (2006). At the same time, work to bridge the gaps will be reviewed and drawn together into a single document (this will be around October/November 2008). The findings from the 'light' refresh will be pulled into a report that will include updated information about the levels of provision, report against progress made in tackling the childcare barriers and highlight changes in the childcare market over the last year. This will be published and go to EMAP in March 2008.
20. Work is also being done with the DDA, Special Services and transport leads to look at improved access to provision for those with special educational needs or those living in rural communities – this is in terms of both transport and support for children and young people attending activities. Plus, additional Dept for Schools Children & Families (DSCF) funding has been provided to enable improvements to be made to staff training and better buildings. To ensure that funding is made available where it is needed most and to as many providers as possible, a tendering process has been put in place and the Extended Schools Services continues to seek out other available funding streams.
21. Having achieved the aim of all schools becoming extended schools by 2008, the new challenge for York is to build on that achievement to ensure that activities are inclusive, of high quality, developed in partnership with others, based on consultation and widely marketed, are flexible and sustainable and are coordinated to ensure that new activities do not jeopardise existing business.
22. In order to achieve these goals, a new multi-agency Steering Group for Extended Schools is planned to begin work in October 2008. To ensure a higher level of commitment, this forum chaired by the new Assistant Director for Partnerships and Early Intervention, will include schools and partners and will give a strategic steer to the next developments of the work of the Extended Schools Service. Information on the membership and remit of the Steering Group is shown at Annex E.
23. In addition, in 2008 Action Plans for each York school, were created identifying the current provision of the 5 core offers available, and detailing how the activities offered by other organisations and LA departments are co-ordinated

(work is still ongoing on the Action Plans for three secondary schools) – see example Action Plan shown at Annex F. Each school has an Extended Schools Consultant (ESRC) from the Early Years and Extended Schools Service. These members of staff monitor the provision of the core offers and support each school and their Shared Community Partnerships in producing a yearly action plan which schools are then able to copy into their School Improvement Plans for Ofsted examination. The action plans are also collected by the Early Years and Extended Schools Service in order to co-ordinate city wide planning and support of this agenda and act as evidence for the TDA and DCSF.

### Consultation

24. The Training and Development Association (TDA) are leading on supporting the Extended Schools Agenda work, supported by two national charitable organisations. These are:
  - ‘ContinYou’<sup>2</sup> - provides technical support through the extended school service agenda including advice on health improvement, community regeneration and study support.
  - ‘4Children’<sup>3</sup> - provides expert advice on all aspects of childcare linked to extended schools, including delivery models and quality assurance programmes.
25. Both organisations bring expertise and skills, and complement each other to support schools through the process of developing extended services.
26. The topic registration includes suggestions for who should be consulted and how that consultation could be carried out i.e a number of surveys:
  - Survey of schools and extended provision providers
  - Survey of existing service users
  - Survey of wider community (perhaps limited to two geographical areas)

### Options

27. In considering the information provided within this report Members may choose to:
  - i. Not proceed with a review of this topic in light of the ongoing work of the Extended Schools Service to create an Action Plan for each school and the creation of the Multi-Agency Steering Group set up specifically to deal with the issues raised in the topic registration form. Instead the Committee could request regular update reports on the ongoing work.
  - ii. Defer the decision on whether to carry out the review until work has

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<sup>2</sup> ‘ContinYou’ – [www.continyou.org.uk](http://www.continyou.org.uk)

<sup>3</sup> ‘4Children’ - [www.4children.org.uk](http://www.4children.org.uk)

been completed on the Action Plans and a report has been provided by the Extended Schools Service on the findings. If a decision is then taken to proceed with the review, the findings will help to focus the remit for the review.

- iii. Agree a remit and commence the review now. The Committee will need to consider the work of the Steering Group and the work being carried out to create the Actions Plans to ensure that there is no duplication of effort (see paragraphs 22-23 above).

## **Conduct of Review**

31. If a decision is taken to proceed with this review at this time, in order to assist the future work planned by the Early Years & Extended Schools team and the new Multi-Agency Steering Group, it would be beneficial if the review focused on:
  - how the activities are decided on e.g. consultation with families
  - whether the activities on offer are fully inclusive to all children and families
  - what are some of the blocks to quality e.g. inclusion of disabled children and young people, full year activities etc
  - whether the right partnerships are in place to help to deliver the agenda
  - whether all the relevant local authority departments are involved in the agenda e.g. leisure
  - what effect does targeting versus universal activity have
  - how activities are marketed to communities
  - sustainability of offer after 2010
28. The Head of Early Years & Extended Schools has confirmed that her team could support this review in a number of ways. For example:
  - Send out questionnaires to a selection of users and analyse results (in line with the suggestions made by Cllr Merrett in his topic registration form).
  - Analyse each school's Action Plan which details what is being done under each of the core offers and who is leading on its delivery e.g. pvi, family learning etc, and provide a report on this to the scrutiny committee.
  - Set up visits and meetings for the scrutiny committee should they be required
29. The attached registration form details the methods suggested by Cllr Merrett, for carrying out a review of this topic including who should be consulted, where supporting information could be drawn from and the timescale required for carrying out the review.
30. It should be recognised that the cost of this approach would be more than the budget available for the scrutiny review therefore an alternative approach may

need to be sought. One suggestion would be for the Committee to hold a number of informal meetings with the above groups in order to gather their views. This would require some advertising of the sessions to encourage attendance but would be less costly than carrying out a number of surveys. The committee could also consider data from the TDA and Ofsted.

### Implications

34. **Financial** - It should be recognised that the cost of carrying out the number of surveys suggested within the topic registration form (as detailed in paragraph 27 above), would be more than the budget available for the whole scrutiny review. Therefore an alternative approach may need to be sought or the number of surveys limited. A detailed cost analysis would need to be carried out before proceeding with any survey.
35. There are no HR, Equalities, Legal or other implications associated with the recommendation made within this report.

### Risk Management

36. There are no known risks associated with the recommendation within this report.

### Recommendations

37. Having considered all of the information provided within this report and its associated annexes, it is recommended that the Education Scrutiny Committee proceed with this review.
38. If a decision is taken to proceed, the Committee will need to:
  - decide when to commence the review based on their current workload and other possible topics being considered.
  - agree an overall aim for the review together with a number of key objectives – a suggested remit is attached at Annex F.

### Contact Details

**Author:**

Melanie Carr  
Scrutiny Officer  
Scrutiny Services  
Tel No. 01904 552063

**Chief Officer Responsible for the report:**

Dawn Steel  
Democratic Services Manager

**Approved**



**Date**

13 August 2008

**Wards Affected:**

**All**



**For further information please contact the author of the report**

**Background Papers:**



Full Service aspects of extended school services from:

2003 Green Paper – Every Child Matters

2004 Children’s Act & 2004 Next Steps

DfES booklet Next Steps Extended Schools: Providing Opportunities & Services For All

Ofsted Report – How well are they doing?

Education Scrutiny Report on the Extended Schools Services 2006

**Annexes:**

**Annex A** – Topic Registration Form

**Annex B** – Summary Explanation of the Extended Schools Agenda

**Annex C** – Summary of Current Extended School Provision in York

**Annex D** – Summary of Findings from 2007 Sufficiency Assessment

**Annex E** – Terms of Reference for Multi-Agency Forum

**Annex F** – Example Action Plan

**Annex G** – Proposed Remit for Review

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## SCRUTINY TOPIC REGISTRATION FORM

### PROPOSED TOPIC:

Review of Delivery of the Extended School Agenda (Quality take-up of provision [Offers 3 & 4] and community use [Offer 4])

**COUNCILLOR(S) REGISTERING THE TOPIC:** Cllr Merrett

### SECTION 1: ABOUT THE TOPIC

Please complete this section as thoroughly as you can. The information provided will help Scrutiny Officers and Scrutiny Members to assess the following key elements to the success of any scrutiny review:

**How** a review should best be undertaken given the subject

**Who** needs to be involved

**What** should be looked at

**By when** it should be achieved; and

**Why we are doing it ?**

**Please describe how the proposed topic fits with 3 of the eligibility criteria attached.**

*As a general rule, topics will only proceed to review if they meet 3 of the criteria below. However, where it is adequately demonstrated that a topic is of significant public interest and fits with the first criteria but does not meet 3, Scrutiny Management Committee may still decide to allocate the topic for review. Please indicate which 3 criteria the review would meet and the relevant scrutiny roles:*

	✓	Policy Development & Review	Service Improvement & Delivery	Accountability of Executive Decisions
Public Interest (ie. in terms of both proposals being in the public interest and resident perceptions)		✓	✓	✓
Under Performance / Service Dissatisfaction			✓	
In keeping with corporate priorities		✓	✓	✓
Level of Risk			✓	✓
Service Efficiency			✓	✓
National/local/regional significance e.g. A central government priority area, concerns joint working arrangements at a local 'York' or wider regional context		✓	✓	✓

**Further Information on how topic fits with Eligibility Criteria**

**Public Interest** – public perception of inequality in life chances because of background and differential service provision. Perception that teenage kids are not properly provided for and from kids that there aren't enough accessible and/or affordable things for them to do.

**Under Performance / Service Dissatisfaction** – whilst all York schools are nominally extended schools, there appears to be little evidence both locally and nationally of the comprehensiveness, quality, effectiveness or value for money in terms of what is being provided. There was also an acknowledgement that the 4<sup>th</sup> aspect of the core offer 'Community Use of Schools' is largely undeveloped (reference Head of Service comments at Education Scrutiny meeting in June). This was reinforced by the findings in the recent Open Spaces, Sport & Recreation Study with residents highlighting that the quantity of provision for Children and Young People (CYP) is poor, with several issues over quality too, particularly for provision to be more challenging and innovative. The study analysis highlights that as regards access to facilities for Young People (YP), there are few residents within the recommended catchment of the only four facilities in the City and a 100% increase is required. As regards local and strategic sports facilities, whilst distribution is good, access to facilities presents the greatest issues to residents with many schools permitting no community use at the current time.

**In keeping with Corporate Priorities** – Extended school provision is a key component of the Government and Council's agenda for giving every child the optimum start in life and for tackling deprivation and improving community engagement and cohesion

**Level of Risk** – a) will the full extended school agenda (especially community use) be met by the required date of 2010; b) are the key target groups who the agenda was aimed at and who would most benefit, being effectively engaged?

**Set out briefly the purpose of any scrutiny review of your proposed topic. What do you think it should achieve?**

*If you have not already done so above, please indicate in response to this, how any review would be in the public or Council's interest e.g. reviewing recycling options in the city would reduce the cost to the Council for landfill*

To assess whether the Government's requirement for all schools to provide a four core offer by 2010 is on track.

In particular the extent,, quality, effectiveness, efficiency and accessibility of that offer to traditionally excluded sections of the York population, and in terms of the fourth offer, of optimising the use of schools as wider community facilities

**Please explain briefly what you think any scrutiny review of your proposed topic should cover.**

*This information will be used to help prepare a remit for the review should Scrutiny Management Committee decide the topic meets the criteria e.g. How much recycling is presently being done and ways of increasing it*

- The level and nature of the extended school provision for children and young people, and for the community across the City's schools
- The quality of what is provided, how this is monitored and evaluated, and fed back into improvement.
- Accessibility, timing, location and charging levels and whether it adds up to a genuine 8am to 6pm service (6 days a week, 48 weeks a year) as regards the third core offer and allows parents to get back into work.
- Take-up – how many and who is taking up the services and the extent at which it is being taken up by key target groups
- How well it meets customer expectations and requirements
- How effectively services are integrated and whether it is leading to improved outcomes for children and young people, communities and for key target groups
- How well this works in different York schools covering the spectrum of widespread or fairly isolated individuals in deprived circumstances.

**Please indicate which other Councils, partners or external services could, in your opinion, participate in the review, saying why.**

*Involving the right people throughout the process is crucial to any successful review e.g. CYC Commercial Services / other local councils who have reviewed best practice for recycling / other organisations who use recycled goods*

- Schools (prime responsibility for delivering)
- Children's Centre (linked to above)
- Employment Services (working with parents and adults – tackling deprivation through getting into work)
- Health Services (child health aspects)
- Ofsted (inspection and knowledge of what good and bad practice is through inspection)
- Academic experts / specialist charities (understanding of wider agenda, research on issues and expertise to help our local investigations process)
- Independent Service Providers (e.g. York City in the Community)
- User Representatives (children, young people and the community's experiences of services)

**Explain briefly how, in your opinion, such a review might be most efficiently undertaken?**

*This is not about who might be involved (addressed above) but how the review might be conducted e.g. sending a questionnaire to each household to gather information on current recycling practices and gathering information on how recycling is carried out in Cities similar to York*

- 1) Initial seminar on what the Government extended schools agenda overall is about, how York has implemented it so far and its plans from here, practices elsewhere, local service monitoring and evaluation arrangements, national review findings and other info on what works and what doesn't – examples of good practice e.g. Clifton Green (possible visit)
- 2) Survey of schools and other extended school providers on the issues listed earlier in 'What the review should cover'
- 3) Survey of existing service users
- 4) Survey of wider community (perhaps limited to two different sample geographical areas)
- 5) Presentation of findings and interim conclusions
- 6) Discussion focus groups with representative groups, users and potential users to explore issues in more depth
- 7) Discussion focus group with providers and Authority in terms of improvements

**Estimate the timescale for completion.**

*Please circle below the nearest timescale group, in your estimation, based on the information you have given in this form.*

- (a) 1-3 months;
- (b) 3-6 months; or
- (c) 6-9 months ✓

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

Full Service aspects of extended school services from  
 2003 Green Paper – Every Child Matters  
 2004 Children’s Act  
 2004 Next Steps  
 DfES booklet Next Steps Extended Schools: Providing Opportunities & Services For All  
 Ofsted Report – How well are they doing?  
 Education Scrutiny Report on the Extended Schools Services 2006  
 CYC – Open Space, Sport & Recreation Study – June 2008

**What will happen next?**

- a Scrutiny Officer will prepare a feasibility study based on the information you have provided above and on further information gathered. This process should take no more than six weeks;
- on completion, the feasibility study will be presented to Scrutiny Management Committee together with a recommendation whether or not to proceed with the review. If the recommendation is to proceed, the feasibility study will include a remit on how the review should be carried out

**In support of this topic, you may be required to:**

- meet with the Scrutiny Officer to clarify information given in this submission and/or assist with developing a clear and focussed remit for a potential review;
- attend the meeting of Scrutiny Management Committee at which the topic is being considered for scrutiny review in support of your registration

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## Extended Schools Agenda

1. The Government has invested heavily in the concept of what it calls 'Extended Schools,' and has provided funding in order to achieve the national target that by 2010, **all** schools should provide access to a core of extended services, with half of all primary schools and a third of all secondary schools doing so by 2008.
2. The 'Extended Schools Agenda sets out a core offer of services that all children should be able to access through schools by 2010. While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:
  - high-quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm all year round,
  - a varied programme of activities to be on offer, such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), 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, volunteering, business and enterprise activities,
  - parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents,
  - swift and easy referral 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. Some may be delivered on school sites, and
  - providing wider community access to ICT, sports and arts facilities, including adult learning.
3. Working In Partnership

In order to provide those services, schools have had to work closely with parents, children and others to shape the activities they provide around the needs of their community and many have chosen to provide extra services in response to demand. Many schools have chosen to develop the core offer by working in partnership with existing local private and voluntary sector providers, or by building on existing links with other local schools and working as a cluster. Local authorities are key partners in supporting the development of extended services across communities. It is crucial to the success of the extended schools programme that there is close cooperation at local level between partners working in education, childcare, children's centres, health and other children's services.
4. Providing quick and easy access to services such as health and social care means that problems affecting children's learning can be more easily dealt with. Where families are involved in activities such as family learning, they

become more involved in their children's education, embracing new learning opportunities and encouraging their children to learn.

5. Benefits of Extended Services

A national evaluation of Full Service Extended Schools (FSES), has shown that extended services can have significant positive effects on children, adults and families. These effects can also benefit schools - improving pupil attainment and exclusion rates. Specific benefits identified include:

For Parents – Greater choice, flexibility, convenience and accessibility to help them balance family and work commitments. The 8am-6pm offer allows greater flexibility for full or part-time employment. Some parents may choose to use home-based carers who can also be part of the extended schools offer. Working parents on lower incomes, who are accessing childcare through their school, can benefit from claiming the childcare element of the working tax credit which can cover up to 80% of the costs.

For Teachers – There is no expectation that teachers will deliver childcare, though it may be appropriate for a member of the teaching staff to undertake a coordination role. The Training and Development Agency has taken a lead role to ensure that there is no increase in teacher workload. It is about working well with existing private and voluntary sector childcare providers, and with support staff who want to get involved. Extended services can help remove barriers to learning and give support to pupils with problems outside their academic work, helping teachers focus on their core job of teaching.

6. Office for Standards in Education (Ofsted) - National Survey

To monitor the provision of extended services, Ofsted and other involved inspection organisations developed a system of school inspection that covered both education, wider childcare provision and extended activities. In 2006, Ofsted carried out a national survey<sup>1</sup> to look at the impact that extended services were having on children and young people, families and the wider community, and to identify the factors that were contributing to the effective provision of those services. The factors identified included:

- Services were most effective when there was a plan which considered standards, value for money, affordability and long term sustainability
- Strongly committed leaders and managers were key factors in successful provision and management

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<sup>1</sup> This small scale survey was carried out between April 2005 and March 2006 and included 20 settings in 16 local authorities, of which 7 were children centres, 4 secondary schools, 8 primary/junior schools and 1 special school.

- A strong inclusive approach would enable a wide range of age groups to access services
7. The survey results showed that most extended services were meeting the needs of children, young people and the wider community, and were giving users more self-confidence, helping them to develop better relationships with family members and peers and raising their aspirations and attitudes to learning.
  8. The results also highlighted the need to carry out adequate consultation to gather information on local requirements before setting up services. It recognised that by involving children, young people and the wider community in the type of services provided, providers were able to maintain interest and create a sense of ownership and inclusion for all those involved.
  9. A report on the findings of the survey identified improvements in achievement in English and Mathematics. It also evidenced that pupils were keen to remain after school to work and relax and there were signs of improvement in attendance, punctuality and behaviour.
  10. As a result of the findings of their survey, Ofsted made a number of recommendations aimed at Local Authorities:
    - Establish systems for measuring the impact of extended services on standards and achievement of children and young people, particularly the most vulnerable
    - Provide a strategic overview of provision to ensure that services are developed cohesively within a community
    - Ensure a continuity of provision of support services between children's centres and schools.
  11. It also recommended that Schools and Children's Centres should:
    - Plan to sustain services through funding, maintaining interest and encouraging good take-up, and be flexible enough to adapt to changing needs
    - Work with other settings to provide for the community's wider needs.
  12. Community Access To Schools  
 The wider aspiration for schools to provide a focus for community activity is now almost routine in thinking about the future of the education system. The concept of community education, or community schools, actually combines a number of different ideas. These can be broadly summarised as follows:
    - Children should have access to educational opportunities outside the regular school day, and this should be provided on a voluntary basis at the schools they attend,
    - Adult Education should be provided using the same network of buildings that are used to provide education for children,

- School buildings represent a valuable asset which, in the interests of efficiency, should be used by the community when they are not being used by children,
  - The curriculum should be shaped and influenced by the needs of local communities.
13. Government Funding  
The 2007 Budget brought positive news for children, young people and families, with £10.7 billion more capital and revenue funding being invested in schools, colleges, universities and children's services by 2011. In regard to extended schools, it recognised the Training and Development Agency's concerns about the workload involved in developing and maintaining extended activities. It therefore provided additional funding for use between 2008 – 2011 for building effective links with local agencies, businesses and other educational institutions to ensure the continued development of a full menu of activities and services.
14. Section 106 Funding  
The provision of community facilities is heavily dependent on capital funding to ensure that facilities are maintained to an appropriate standard. Public expectations have risen significantly in recent years and many adults are no longer prepared to tolerate the kind of facilities that are available in schools. A main source of funding is through Section 106 funding for leisure facilities as a condition of planning permission for the development of sites in the city.
15. This funding for leisure facilities is received from developers when there is no play, amenity open space or space pitch provision with their development. Not all sites make payments, for example medium size sites may include play and amenity provision but not sports pitches and therefore only a sport payment would be made. Where payments are made it has to be used reasonably close to the development so that the occupants benefit from the investment.
16. Use of 106 Payments are administered by members of the Parks and Open Space and Sport and Active Leisure teams. Parks and open space money tended to go to city centre sites reflecting where the development had taken place. But in April 2005, a change in the housing threshold down from 10 dwellings to 1 dwelling, resulted in more Parish Councils receiving payments where they were the providers of facilities close to new developments.

EXTENDED SCHOOLS CLUSTER REPORT (ESCR)																		
<b>Report coverage:</b>	All schools																<b>Report date:</b>	08/08/2008
<b>WHAT DO THE COLOURS MEAN?</b>																		
	A yellow school is one with no delivery date, or a delivery date greater than September 2008 entered, but where the school is already delivering the Full Core Offer																	
	A red school is one that is targeted to deliver by September 2008, but has had no information entered against it in the ESP system for any element of the core offer																	
	Amber shows a target date between October 2007 and September 2008 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																	
<b>HOW TO USE THIS REPORT</b>																		
Data is sorted in alphabetical order by cluster, then by school																		
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:																		
<b>1) IDENTIFYING GAPS IN CLUSTER PROVISION</b>																		
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.																		
<b>2) IDENTIFYING SIGNPOSTING OPPORTUNITIES</b>																		
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																		
<b>3) CORRECTING ANOMALIES BETWEEN TARGET DATE AND DELIVERY</b>																		
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																		
<b>4) IDENTIFYING FURTHER CLUSTERING OPPORTUNITIES</b>																		
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																		
<b>5) IDENTIFYING PRIORITY AREAS FOR DATA COLLECTION BASED ON LAST UPDATED DATE</b>																		
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	DfES Number	Ward	Number of pupils	Phase	Last updated	Date for completion of LA process	Progress in Extended Schools programme	Location of Childcare	Full core offer available from	Childcare	Varied menu of activities	Swift and Easy access	Parenting support	Community use	Full core offer		
Allied Choices	Saint Lawrence's Church of England Voluntary Aided Primary School	3305	Fishergate	228	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	30/06/2007	Full access	Full	Full	Full	Full	YES		
Badger Hill/Heslington	Badger Hill Primary School	2431	Hull Road	143	Primary	94 days ago	01/09/2006	Alternative approach	On school site	31/03/2008	Full access	Full	Full	Full	Full	YES		
Badger Hill/Heslington	Lord Deramore's Primary School	3158	Heslington	209	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	30/06/2007	Full access	Full	Full	Full	Full	YES		
Bishopthorpe	Archbishop of York's CofE Voluntary Controlled Junior School	3229	Bishopthorpe	184	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	31/12/2007	Full access	Full	Full	Full	Full	YES		
Bishopthorpe	Bishopthorpe Infant School	2386	Bishopthorpe	145	Primary	266 days ago	01/09/2006	Alternative approach	Not on school site	31/12/2007	Full access	Full	Full	Full	Full	YES		
Clifton and Burton Partnership	Burton Green Primary School	2024	Clifton	230	Primary	266 days ago	01/09/2006	Alternative approach	Not on school site	30/09/2007	Full access	Full	Full	Full	Full	YES		
Clifton and Burton Partnership	Clifton Green Primary School	2018	Clifton	340	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES		
Clifton Partnership	Clifton with Rawcliffe Infant Site	2201	Skelton, Raw	240	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	YES		
Clifton Partnership	Clifton with Rawcliffe Junior Site	2253	Skelton, Raw	321	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	YES		
Clifton Partnership	Lakeside Primary School	2428	Skelton, Raw	381	Primary	94 days ago	01/09/2006	Alternative approach	Mixed	31/03/2008	Full access	Full	Full	Full	Full	YES		
Copmanthorpe	Copmanthorpe Primary School	2013	Rural West Y	325	Primary	386 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	YES		
Dringhouses Primary School	Dringhouses Primary School	2007	Dringhouses	331	Primary	266 days ago	01/09/2006	Alternative approach	Mixed	31/12/2007	Full access	Full	Full	Full	Full	YES		
Dunnington Partnership	Dunnington Church of England Voluntary Controlled Primary School	3151	Derwent	250	Primary	765 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	YES		
Elvington Partnership	Elvington Church of England Voluntary Controlled Primary School	3152	Wheldrake	143	Primary	266 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	YES		
Fishergate Partnership	Fishergate Primary School	2008	Fishergate	219	Primary	386 days ago	01/09/2006	Alternative approach	On school site	30/06/2007	Full access	Full	Full	Full	Full	YES		
Fishergate Partnership	St George's Roman Catholic Primary School, York	3402	Fishergate	183	Primary	241 days ago	01/09/2006	Alternative approach	Mixed	30/06/2007	Full access	Full	Full	Full	Full	YES		

Fulford	St Oswald's Church of England Voluntary Controlled Primary School	3156	Fulford	277	Primary	765 days ago	01/09/2006	Alternative approach	Mixed	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Haxby Road Partnership	Haxby Road Primary School	2009	Clifton	227	Primary	765 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Hempland Partnership	Hempland Primary School	2001	Heworth With	354	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Heworth Partnership	Heworth Church of England Voluntary Aided Primary School	3302	Heworth	124	Primary	266 days ago	01/09/2006	Alternative approach	Not on school site	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
Hob Moor Partnership	Hob Moor Community Primary School	2028	Westfield	301	Primary	765 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Hollys Partnership	Huntington Primary School	2180	Huntington ar	401	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Hollys Partnership	Yearsley Grove Primary School	2015	Huntington ar	366	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
Knavesmire	Knavesmire Primary School	2011	Micklegate	253	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Naburn	Naburn Church of England Primary School	3159	Wheldrake	74	Primary	94 days ago	01/09/2006	Alternative approach	Not on school site	31/03/2008	Full access	Full	Full	Full	Full	Full	YES
New Earswick	New Earswick Primary School	3901	Huntington ar	211	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Osballdwick	Osballdwick Primary School	2176	Osballdwick	168	Primary	386 days ago	01/09/2006	Alternative approach	On school site	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
Poppleton Partnership	Poppleton Ousebank Primary School	2029	Rural West Y	421	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Poppleton Road Partnership	Carr Infant School	2003	Acomb	212	Primary	765 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Poppleton Road Partnership	Carr Junior School	2002	Acomb	192	Primary	765 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Poppleton Road Partnership	Poppleton Road Primary School	2014	Holgate	353	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
Rufforth Partnership	Rufforth Primary School	2349	Rural West Y	55	Primary	0 days ago	01/09/2006	Alternative approach	Mixed	30/09/2008	Full access	Full	Full	Full	Full	Full	YES
Scarcroft Partnership	Scarcroft Primary School	2016	Micklegate	321	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Skelton Partnership	Skelton Primary School	2169	Skelton, Raw	104	Primary	386 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
SOFEY Partnership	Stockton-on-the-Forest Primary School	2227	Strensall	70	Primary	386 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
St Aelred's	Derwent Infant School	2006	Hull Road	95	Primary	241 days ago	01/09/2006	-	Mixed	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
St Aelred's	Derwent Junior School	2005	Hull Road	91	Primary	161 days ago	01/09/2006	Alternative approach	Mixed	31/03/2008	Full access	Full	Full	Full	Full	Full	YES
St Aelred's	St Aelred's Roman Catholic Voluntary Aided Primary School	3401	Heworth	260	Primary	266 days ago	01/09/2006	Alternative approach	Not on school site	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
St Barnabas	Saint Barnabas Church of England Voluntary Controlled Primary School	3002	Holgate	117	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
St Wilfrids	St Wilfrid's, York, Roman Catholic Primary School	3403	Guildhall	262	Primary	765 days ago	01/09/2006	Alternative approach	Mixed	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Strensall Partnership	Robert Wilkinson Primary School	3212	Strensall	512	Primary	266 days ago	01/09/2006	Alternative approach	Mixed	31/03/2008	Full access	Full	Full	Full	Full	Full	YES
Tang Hall Partnership	Tang Hall Primary School	2429	Heworth	178	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
The Askham Partnership	St Mary's Church of England Voluntary Controlled Primary School	3222	Rural West Y	114	Primary	386 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
The Groves Partnership	Park Grove Primary School	2012	Guildhall	240	Primary	266 days ago	01/09/2006	Alternative approach	Mixed	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
The Haxby Partnership	Headlands Primary School	2241	Haxby and W	222	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
The Haxby Partnership	Ralph Butterfield Primary School	2058	Haxby and W	300	Primary	213 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
West Bank Partnership	Acomb Primary School	2000	Holgate	241	Primary	266 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
West Bank Partnership	English Martyrs' Roman Catholic Voluntary Aided Primary School	3400	Holgate	204	Primary	213 days ago	01/09/2006	Alternative approach	Not on school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
West Bank Partnership	Our Lady's Roman Catholic Primary School, Acomb, York	3404	Westfield	196	Primary	213 days ago	01/09/2006	Alternative approach	Not on school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
West Bank Partnership	St Paul's Church of England Voluntary Controlled Primary School	3003	Holgate	161	Primary	386 days ago	01/09/2006	Alternative approach	Mixed	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
West Bank Partnership	St Paul's Nursery School	1000	Holgate	101	Nursery	386 days ago	01/09/2006	Alternative approach	Mixed	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Westfield Partnership	Westfield Primary Community School	2017	Westfield	629	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
Westfield Partnership	York High School	4703	Westfield	0	Secondary	94 days ago	-	-	[Not applicable]	30/09/2007	[Not applicabl	Full	Full	Full	Full	Full	YES
Wheldrake Partnership	Wheldrake with Thorganby Church of England Voluntary Aided Primary Sc	3380	Wheldrake	197	Primary	94 days ago	01/09/2006	Alternative approach	Mixed	31/03/2008	Full access	Full	Full	Full	Full	Full	YES
Wigginton Partnership	Wigginton Primary School	2240	Haxby and W	274	Primary	386 days ago	01/09/2006	Alternative approach	On school site	31/12/2007	Full access	Full	Full	Full	Full	Full	YES
Woodthorpe Partnership	Woodthorpe Primary School	2027	Dringhouses	454	Primary	774 days ago	01/09/2006	Alternative approach	On school site	30/09/2006	Full access	Full	Full	Full	Full	Full	YES
-	All Saints RC School	4702	Micklegate	1203	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	30/09/2007	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Applefields School	7032	Heworth	142	Special	386 days ago	01/09/2006	Alternative approach	Not on school site	30/09/2007	Full access	Full	Full	Full	Full	Full	YES
-	Archbishop Holgate's School	4500	Hull Road	835	Secondary	94 days ago	-	-	[Not applicable]	31/03/2008	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Burnholme Community College	4227	Heworth	439	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	30/09/2006	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Canon Lee School	4003	Skelton, Raw	941	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	30/09/2007	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Fulford School	4153	Fulford	1288	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	31/03/2008	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Hob Moor Oaks School	7033	Westfield	62	Special	266 days ago	01/09/2006	Alternative approach	On school site	30/06/2007	Full access	Full	Full	Full	Full	Full	YES
-	Huntington School	4063	Huntington ar	1512	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	31/12/2007	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Joseph Rowntree School	4508	Huntington ar	1219	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	31/12/2007	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Manor Church of England Voluntary Aided School, York	4602	Acomb	641	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	30/09/2006	[Not applicabl	Full	Full	Full	Full	Full	YES
-	Millthorpe School	4229	Micklegate	1025	Secondary	94 days ago	01/09/2006	Alternative approach	[Not applicable]	31/03/2008	[Not applicabl	Full	Full	Full	Full	Full	YES

## York's First Sufficiency Assessment - Summary of Findings

Several key messages came through from the first Sufficiency Assessment, as shown below:

### Findings Relating to Cost

- i. The cost of childcare was identified as a key barrier to accessing private day nurseries and childminders. It was also identified as a barrier for out of school clubs and holiday schemes but to a much lesser extent.
- ii. The number of families facing difficulty in using private day nurseries due to cost equated to 3.12% of households with dependent children. For childminders this figure was 4.73% of households with dependent children.
- iii. In particular this barrier was most noticeable in households with an income of less than £30,000 (for private day nurseries) and households with an income of less than £10,000 (for childminders).
- iv. The majority of people reporting cost as a barrier were in the Northern wedge of the localities, with 72.22% of the respondents giving cost as a barrier coming from that area.
- v. The key message given by parents and carers was that they valued the quality of the childcare they received but a large percentage would face difficulty in continuing to use childcare if costs continued to rise (57% for private day nurseries, 51% for childminders).
- vi. Local employers also identified the cost of childcare as a potential barrier but this came through as a general message rather than being specific to a particular form of childcare or area.

### Potential solutions:

- Awareness of potential support with childcare costs is quite high but could still be improved upon.
- Significantly more parents are aware of the Childcare Element of Working Tax Credit than claim it. Despite many parents knowing about the entitlement they are not eligible for support. This information should be made available to the DCFS.
- Over half of local employers do not offer childcare vouchers (50.00%) or salary sacrifice (53.85%). There is potential to work with local employers to increase the number offering support to families with childcare costs.
- Just over a quarter of all childminders do not accept childcare vouchers (26%). There is potential to work with local childminders to increase the number accepting childcare vouchers as a form of payment.

### Findings Relating to Out of School Provision

- i. A good number of the responses suggested that Huntington Primary could benefit from having an after school club. The level of demand was surprising as Huntington Primary School was well served by 13 childminders many of whom had vacancies. The feedback from parents for this particular school suggested that they favoured an on site out of school club.

## Potential solution:

- short term and long term solutions for Huntington Primary are currently being explored by the Early Years and Extended Schools Service and the Education Planning Department in partnership with the school. When looking at the possibility of establishing a new out of school club consideration should be given to the potential effect on the sustainability of childminders in the area. It will be important to reach a healthy balance of meeting families needs and ensuring what provision is available is sustainable.

Findings Relating to Opening Hours and Flexibility

- i. Throughout the report parents and carers made reference to the opening hours and flexibility of childcare.
- ii. The main issue in terms of opening hours was specifically around people who either had a long commute or were shift workers. This was not limited to one type of provision but was most significant for nursery schools and classes, private day nurseries and childminders.
- iii. Some local businesses also identified opening hours and flexibility as a potential barrier. In particular, businesses emphasised the need for childcare provision at weekends.
- iv. The number of families facing difficulty in using childminders due to opening hours and flexibility equated to 2.36% of households with dependent children. For nursery classes and schools this figure was 0.88% of households with dependent children. Obtaining a figure for private day nurseries was more difficult. This was due to how information on private day nursery opening hours was held. It was expected that a figure would be available when the final sufficiency assessment was produced and that it would be comparable to that for childminders.

## Potential Solutions:

- To Identify local employers likely to use shift working
- Work with these employers to identify shift patterns and also to encourage them to make employees aware of the Children's Information Service and in particular the brokerage part of the service.
- Work with childminders to encourage them where necessary to be flexible enough to accommodate shift workers

Partner Agencies

- i. The Primary Care Trust were expected to provide a response in time for the final Sufficiency Assessment.
- ii. Job Centre Plus gave a positive picture of childcare in York. The Local Childcare Partnership Manager provided the following feedback - "Job Centre Plus works closely with parents and carers. Very few childcare barriers are given by parents as reasons for them being unable to return to work. Where barriers are flagged up these can usually be solved through the brokerage service of the CIS".
- iii. The Job Centre Plus are also responsible for providing information to the Children's Information Service on childcare barriers preventing parents and carers returning to work. Unfortunately they were unable to provide this information due to a recent migration to a new system. They were however



confident that they would be able to resume providing reports on barriers later this year.

#### Findings Relating to Children with Disabilities & Additional Needs

- i. Of the 51 responses from parents where the child had a disability or additional need, six (11.76%) said that childcare did not meet their needs. The main barriers given were cost of childcare, difficulty in arranging childcare and staff awareness of needs.
- ii. Local employers also identified provision for children with disabilities and additional needs as a potential barrier, but this came through as a general message rather than being specific to a particular form of childcare or area.
- iii. Information on parents responses around this area were passed on to the Early Years Development Workers. This team provide high quality support for childcare providers and work with other teams and agencies to improve the quality of childcare services in York.

#### Consulting on the draft Sufficiency Assessment

Once the draft sufficiency assessment was completed it was taken back to parents and carers for a second consultation in order to ensure that the findings of the report were a true reflection of families needs.

All respondents who took part in the initial consultation that had wanted to find out about the results were sent an invitation to attend a drop in session at a number of venues across the city. The venues of the drop in sessions were run at:

- Hob Moor Children's Centre
- The Guildhall
- Clifton Children's Centre
- Hempland Kids Club
- Burton Stone Community Centre
- The Folkhall, New Earswick

As well as these drop in sessions, officers from the Children's Information Service attended existing parent groups run in and around Children's Centres.

Overall parents agreed on the key points picked up on in the draft assessment. but they raised two further points that had not been picked up on. These were:

- more childminders being able to offer the funded place for 3 and 4 year olds.
- more universal support with childcare costs rather than targeted to specific groups.

#### Next Steps

Overall the picture is one of a childcare market largely matching the needs of local families. What this report has identified though are some areas of potential development both locally and nationally. The Early Years and Extended Schools Partnership will work in partnership with other teams and agencies to provide a joint approach to tackling any difficulties identified in this report.

The Childcare Sufficiency Assessment was made available in a range of formats for parents and carers to access and comment on, in order that:

- Parents and carers had a clear understanding of the local vision
- Providers and partner agencies could effectively and efficiently plan and deliver their services.

It is expected that the full process of assessment will be repeated every three years with a light updating every year. A framework for feeding back parents and carers views on the availability of childcare will be established to ensure any important feedback is not lost in the intervening period between assessments.

<b>DRAFT TERMS OF REFERENCE</b>			
<b>Extended Schools Board</b>			
	<b>NAME</b>	<b>POST HELD</b>	<b>AGENCY</b>
<b>Membership</b>	<u>Executive Members</u> Cllr Carol Runciman Cllr Keith Aspden Cllr Christian Vassie		Executive Member – Children’s Services Executive Member – Youth & Soc. Incl. Executive Member – Leisure & Culture
	<u>Health</u> Jacqui Dawson Jen Slaughter		Health Visitors Acute Trust
	<u>LCCS</u> Paul Murphy Maggie Tansley Jo Sheen/Sue Ralph Richard Hartle Mark Ellis Judy Kent/Linda Murphy/Bernie Flanagan Paul Herring Ken Exton Fiona Williams Dave Meigh Alistair Gourlay Jo Gilliland Gill Cooper Kay Ledger/Sue Foster/Sarah Beynon Sue Pagliaro John Catran Debbie Ackroyd Stephanie Windsor Simon Page Joe Cocker Steve Grigg Jess Haslam John Roughton/Ruth Love Yvette Bent Howard Lovelady		Assistant Director, Partnerships Education Planning HR Finance Access Children’s Trust  Youth Children’s Centres Libraries Parks & Open Spaces Adult Learning Sport Arts Training & Development Unit  Governance Link Advisers Inclusion Adviser Early Years Advisor Youth Offending Local Safeguarding Children Board SEN Services for Disabled Children Social Services Behaviour Management Looked-after Children
	<u>School Reps.</u> Kay Christian (Arc. Holgate’s) Mike Scofield (Haxby Road) Chris Nicholson (PRU)/George Gilmore (Applefields)		Secondary Primary Special
	<u>EYESS</u> Mark Barnett Heather Marsland/Rosemary Flanagan/Barbara Mands Sharon McIntyre/Nicola Sawyer Ann Spetch Mary Bailey Niall McVicar Sabbir Ahmed		Schools EYESS Heads  Policy & Planning/Pathfinder Managers  Extended Schools Advisers Play FIS Business Support
	<u>Voluntary Organisations</u>		

	<p>Colin Stroud/Natasha Almond Anne Pulleyn Gail Tams ?</p> <p><u>EYESP</u> Peggy Sleight</p> <p><u>Central Government Services</u> Jackie Willoughby David Asher</p> <p><u>Other Council Departments</u> Phillip Callow Tom Brittain</p> <p><u>Churches</u> Colin Hardy Dr Ann Lees</p> <p><u>Unions</u> Barbara Reagan Andrea Dudding/Jackie Richardson</p>		<p>CVS RSVP Homestart NSPCC</p> <p>Chair - EYESP</p> <p>Job Centre Plus Ofsted</p> <p>Lettings Housing</p> <p>NUT Unison</p>
<b>Proposed Additional Members/Representation</b>	<p>Parents ie parent champions etc Extended Services ie After School manager etc</p>		
<b>Terms of Reference</b>	<ol style="list-style-type: none"> <li>1. To act as a multi-agency forum and enable partners to participate in the development of Extended Services to ensure the core offer is fully met by all schools across the City of York.</li> <li>2. To make recommendations to all partner organisations on all aspects of the delivery of Extended Services so that expectations of integrated working are clear and easily achieved.</li> <li>3. To provide a steer on priorities to the Schools Forum for the allocation of the Extended Schools budget under the different headings of the core offer.</li> <li>4. To act as a consultative forum for shared targets and agendas when considering appropriate universal pathfinder/pilot initiatives.</li> <li>5. To monitor, review and evaluate effectiveness and efficiency of the Extended Services.</li> <li>6. To act as a conduit in receiving and reporting mechanisms to DCSF and York OK Board.</li> </ol> <p><u>Note:</u> This is a formalisation of Extended Services business discussed at an existing partnership group and the terms of reference may evolve over time.</p>		
<b>Decision making</b>	<p>Decisions made by the Extended Services Partnership Board will be informed / underpinned by:</p> <ul style="list-style-type: none"> <li>▪ Views of children, young people, families and other community members.</li> <li>▪ Shared Community Partnership Working</li> <li>▪ Principles of transparency</li> <li>▪ Evidence base</li> <li>▪ Inclusive working and services</li> <li>▪ The need to promote sustainability of services.</li> <li>▪ Local and national priorities for community cohesion, neighbourhood renewal, adult learning, combating child poverty, health inequalities and crime reduction.</li> </ul>		
<b>Role of Members</b>	<p>To participate in a spirit of co-operation and genuine partnership. Whilst the overarching role of the representative will be to promote the best interests of children, young people, families and communities in the area and not to press for specific interests of their own group, in doing their role they should also;</p> <ul style="list-style-type: none"> <li>• Know what their interest group or constituency thinks;</li> </ul>		

	<ul style="list-style-type: none"> <li>• Put across their views in the meetings and;</li> <li>• Keep their organisations up do date with what is happening on Extended Services.</li> </ul>
<b>Statutory Plans/Drivers</b>	<ul style="list-style-type: none"> <li>▪ Contribution to Children and Young Peoples Plan</li> <li>▪ National Policy on Extended Services</li> </ul>
<b>Frequency of Meeting</b>	Every 3-4 months
<b>Accountability &amp; Reporting Arrangements</b>	<ul style="list-style-type: none"> <li>▪ Reporting to the Children's Centre Board</li> <li>▪ Recommendations to the Schools Forum on funding for Extended Services</li> </ul>

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## Extended Services in Schools Action Plan

Annex F

### Funding allocation from the Local Authority to support this plan in this financial year = £

COPY THIS INTO YOUR SCHOOL DEVELOPMENT PLAN!

Name of School(s) and Shared Foundation Partnership: All Saints

Names of Partners: Eg: childminders, health visitor, crime prevention, housing, day nursery, social services etc.

Date: 23/04/08

Not part of a Shared Foundation Partnership at the moment – Jo to send details of nearest partnership and contacts etc

Name of Early Years and Extended Schools Service  
ESRA:  
Joanne Suggitt-Richardson

#### **Core Offer 1: Childcare / Activities for Children and Safe Places for Young People / Study Support**

##### Activities

Holiday club

Sports for Disabled

Breakfast Club Mon – Fri 8-8:30

Variety of Homework Clubs 3:30-4:30

Holiday Club 9:30-3:30 all except Xmas

Variety of sporting clubs outside of school hours including Football, Hockey, Art etc

##### Lead Partner

Community Sports Officer

Oakland's Sport Partnership

School

School

School

School

#### **Core Offer 2: Parental Support**

##### Activities

1 – 1 meetings

Home school support worker

Support to parents within school as necessary

Parents are regularly invited in to open meetings to discuss issues e.g. Behaviour, Uniforms, Homework

##### Lead Partner

All the School

#### **Core Offer 3: Community Access**

##### Activities

Adult Education courses on site

Community Sports officer supports in ensuring the school is open for the local and wider community 7 days per week

with activities including Aerobics, Tai Chi and 5 aside

Melton college use the facilities for EAL exams

Links with English Ballet who use the school for rehearsals and auditions

O.U run courses including food technology

##### Lead Partner

Adult Education

Comm. Sports

Melton College

English Ballet Company

Open University

Language College Master class with Mill Thorpe school  
Celiac society awareness week, annual event

All Saints  
Celiac Society

Future development will hopefully include the development of an I.T suite on the Lower School Site

**Core Offer 4: Swift and Easy Access**

Activities

Referrals to Educational Psychologist, SEN, Traveller support and the Polish community worker.  
The school has a high percentage of hearing impaired students so has particularly good referral mechanisms in place for this area  
Hearing impaired Lithuanian signer  
Links with the Bridge Centre  
School Nurse on site set days  
Inclusion unit fully staffed by school to support pupils with Behaviour issues links with York College

Lead Partner  
Partnership between  
School and agency



## **Scrutiny Review of Extended School Agenda – Quality of Provision**

### **Remit**

To contribute to the development of processes aimed at ensuring a high quality of extended school provision, in order to maximise take-up.

### **Key Objectives**

- i. Examine the proposed role and composition of the Multi-Agency Steering Group to confirm its functions are fit for purpose and that the appropriate partners and Directorates are involved
- ii. Identify positive methods to ensure the provision is inclusive to all sections of the community through effective targeting and marketing
- iii. Assess the viability of the 5 core offers post 2010 and identify ways of ensuring their sustainability

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## Education Scrutiny Committee

9 September 2008

### Feasibility Report on 14–19 Diplomas

#### Summary

1. This feasibility report presents information on 14–19 Diplomas and asks Members to consider whether they wish to carry out a scrutiny review of this topic.

#### Background to the Review

2. At the meeting of Education Scrutiny Committee in July 2008, Members received an information pack made up of a number of reports (previously presented to the Executive Member for Children's Services) on the post-16 provision of education in the City. The pack also included a copy of a draft topic registration form previously submitted by Cllr Aspden.
3. At an informal meeting of the Committee held in August 2008, Members discussed the information provided and having agreed a number of changes to the topic registration form, the topic was formally submitted – see Annex A.

#### Criteria

4. In regard to the eligibility criteria, Cllr Aspden believes that the topic fits with the following:
  - Public Interest – At the age of 14, the decision to move from the traditional qualification route to pursue a diploma is one of the most important decisions that a learner and his/her parents will make. Therefore, it is crucial that another robust 14–19 strategy is developed following on from Learning Without Walls 2005–08, and in line with statutory requirements, to ensure the successful introduction and management of 14–19 reforms across the city.
  - In keeping with the Corporate Strategy – A review of this topic would support the following priorities for improvement:
    - 'Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city'
    - 'Increase people's skills and knowledge to improve future employment prospects'

- National/Local/Regional Significance – The topic is of local significance in that work on implementing the 14–19 reforms in York has commenced and will affect the choices being made by pupils. Parents need to be fully informed of the options available to enable their children to receive the right type of education/training best suited to the personal needs, thus ensuring their future prospects.
5. Both the Executive Member for Children’s Services and the Assistant Director of School Improvement & Staff Development, agree that this topic fits with the eligibility criteria identified above.

### Background to the 14–19 Reforms

6. The 14–19 reforms being rolled out over the next five years, are designed to equip young people for the fast-changing world they are growing up in by unlocking their talents and aspirations and enabling them to achieve the higher levels of skills, experiences and knowledge needed for the 21st century, and to achieve their economic well-being.
7. At the heart of the reforms is a new national curriculum and qualifications entitlement enabling young people to choose a qualifications pathway that suits them and that can be the basis for progression to further learning, training, higher education and employment. This suite of qualifications will be underpinned by a Foundation Learning Tier and will run alongside A levels/GCSEs and Apprenticeships.
8. Every young person will receive a sufficiently broad education to be able to progress further in learning, training and into employment and there will be a choice of routes for achieving this, which are currently still under development at national level.
9. There will be 14 sets of Diplomas, at three levels up to advanced level, covering the occupational sectors of the economy. Additionally, there will be three linked to Science, Humanities and Languages. Though the design of the qualifications is employer-led, they are not intended as a direct preparation for an occupation – they require young people to develop good basic skills, to develop the broader skills employers want and are a basis to make further progress in learning. They will often contain GCSEs and A levels within them. Young people succeeding at level 2 (the equivalent of five A\*–C GCSEs) will be fully prepared to go on to level 3 Diploma courses, A levels or an Apprenticeship. Those succeeding at level 3 will likewise be prepared for higher education or for occupationally-specific training.
10. The first five Diplomas will be available in 2008/09, the next five the year after and the final four in 2010/11. Following a three year programme of evaluation, the national entitlement will be introduced in 2013/14. By then, young people, wherever they are in England, will be legally entitled to take any one of the Diplomas.

11. Whichever route young people are on, they will all be expected to achieve the functional skills: the ability to use basic English, Maths and ICT in a range of practical settings. It is very likely that these qualifications will be incorporated within the new Diplomas and within GCSEs in English, Maths and ICT - so that passing these functional skills qualifications will be a requirement for achieving a grade C or better. Young people will therefore have to master the functional skills in order to achieve any Diploma at level 1, 2 or 3, or an Apprenticeship. The functional skills qualifications have been piloted nationally from 2007/08, for introduction as part of Diplomas from 2008/09 and for all KS4 and post 16 learners from 2010/11.
12. Local Authorities will have to work closely with employers to develop new qualifications combining classroom education with practical workplace experience.
13. Delivering the entitlement will require significant change in the education system. It will require diverse and autonomous institutions to work in collaboration and partnership to achieve more together than any single school, college or training provider can achieve on its own.

### Consultation

14. These changes are called the Machinery of Government and within them, the LA has the key lead and strategic role. Currently, discussions are taking place at regional and sub-regional level to implement the structural elements of this reform.
15. The work is being co-ordinated through the 'Learning City York' Partnership, as per DCSF guidance. The Partnership is now working on an updated 14–19 Strategy for York. A breakdown of the Learning City York Partnership structures is attached at Annex B.
16. In order to inform Members on the ongoing work of the Partnership and the Machinery of Government changes, the Assistant Director of School Improvement & Staff Development and the 14–19 Partnership Manager will give a presentation at this meeting, which will cover:
  - i. Context – local, regional and national – including city-wide strategy
  - ii. Planning diplomas, including match with city economic drivers, delivery of diplomas, Functional Skills, the future for diplomas in York
  - iii. Machinery of Government changes and the role of the LA
  - iv. Outcomes

### Options

17. In considering the information provided within this report and the presentation, Members may choose to:

- i. Not proceed with a review of this topic in light of the ongoing work of the Learning City York' Partnership. Instead the Committee could request regular update reports. As 14–19 reform and Machinery of Government changes are progressing at a rapid pace, such updates would keep the Committee informed at a time of significant change.
- ii. Defer the decision on whether to carry out a review of this topic until such time as current national, regional and sub-regional changes are clarified and confirmed, eg by April 2009. In the meantime, the Committee could receive 14–19 updates as changes take place.
- iii. Agree a remit and commence the review now. The Committee will need to consider the work of the 'Learning City York' Partnership and agree how a scrutiny review of this topic could best support current 14-19 ongoing work in order to ensure that there is no duplication of effort. For example, a review could focus on how the council can support the development of diplomas so that diplomas are part of the overall corporate priorities, informing and being informed by other directorates, eg employer engagement, workforce development, facilities, capital projects. A focus on Machinery of Government changes would also keep the Committee fully abreast of the proposals for and the impact of national, regional, sub-regional developments on York.

### Conduct of Review

18. If a decision is taken to proceed with this review a remit will need to be agreed and this will inform how best to conduct the review. Once Members have received the presentation they will be in a better position to agree who should be consulted and what supporting information they require. Whatever the remit agreed, it is suggested that a timeframe of 3–6 months for completion of the review be set, in order that the review remains focused.
19. What is certain at this stage, is that the 14–19 Partnership Manager would be the appropriate officer within the School Improvement & Staff Development team to support any scrutiny review of this topic. Any decision to proceed with the review at this time, will need to take into account that in the next six months he will be playing a key role in implementing the 14–19 reforms and will be involved in a range of essential activity linked to the significant and rapid reforms to be introduced this year. These include:
  - Participation in meetings of the interim Regional Planning Forum regarding Machinery of Government Changes and the transfer of post 16 funding from the LSC (Learning and Skills Council) to the LA.
  - Shadowing the LSC's commissioning of post 16 provision for 2009/10 in order that the LA is able to lead this process for the following year.
  - Leading the compilation of the York submission to deliver five more Diplomas from September 2010 (Sept – Dec 08).
  - Engage with Government Office 14-19 Progress Check (Sept – Oct 08).

- Complete work on 14-19 Strategy to succeed “Without Walls” (Sept 08 – Jan 09).
20. This is in addition to ongoing work within the partnership structure addressing NEETs (Not in Education, Employment or Training), further development of the Area Prospectus, completion / revision of provision maps and significant planning and development for the introduction of 6 Diplomas in September 2009.
  21. Therefore, the Assistant Director of School Improvement & Staff Development has confirmed that supporting this review at this time would only be possible if the demands on the 14-19 Partnership Manager’s time could be quantified in advance and extra capacity, able to support this high level activity, could be found and funded.

### Implications

22. Other than the resources issues highlighted above, there are no financial, HR, legal, equalities, or other implications associated with the recommendation in this report.

### Risk Management

23. There are no known risks associated with the recommendation in this report.

### Recommendations

24. In consideration of the information within this report and the rapid reforms to be introduced in York this year, it is recommended that the decision on whether to proceed with a review of this topic be deferred for six months to enable the essential activity to be completed thus allowing the Committee to better identify their specific areas of concern and therefore enabling a robust remit to be agreed for a review.
25. In the meantime it is recommended that Members request an update report on the progress made in implementing the reforms, in three months time.

**Contact Details**

**Author:**

Melanie Carr  
Scrutiny Officer  
Scrutiny Services  
Tel No.01904 552063

**Chief Officer Responsible for the report:**

Dawn Steel  
Democratic Services Manager

**Feasibility Report**



**Date** 26 August 2008

**Wards Affected:**

All



**For further information please contact the author of the report**

**Background Papers:** None

**Annexes:**

**Annex A** – Topic Registration Form

**Annex B** – Learning City York 14–19 Partnership Structures





**SCRUTINY TOPIC REGISTRATION FORM**

**PROPOSED TOPIC:** 14-19 Specialised Diplomas

**COUNCILLOR(S) REGISTERING THE TOPIC:** Cllr Keith Aspden

**SECTION 1: ABOUT THE TOPIC**  
 Please complete this section as thoroughly as you can. The information provided will help Scrutiny Officers and Scrutiny Members to assess the following key elements to the success of any scrutiny review:  
*How a review should best be undertaken given the subject*  
*Who needs to be involved*  
*What should be looked at*  
*By when it should be achieved; and*  
*Why we are doing it ?*

**Please describe how the proposed topic fits with 3 of the eligibility criteria attached.**  
*As a general rule, topics will only proceed to review if they meet 3 of the criteria below. However, where it is adequately demonstrated that a topic is of significant public interest and fits with the first criteria but does not meet 3, Scrutiny Management Committee may still decide to allocate the topic for review. Please indicate which 3 criteria the review would meet and the relevant scrutiny roles:*

	✓	Policy Development & Review	Service Improvement & Delivery	Accountability of Executive Decisions
Public Interest (ie. in terms of both proposals being in the public interest and resident perceptions)		✓	✓	
Under Performance / Service Dissatisfaction				
In keeping with corporate priorities		✓	✓	✓
Level of Risk				
Service Efficiency		✓	✓	✓
National/local/regional significance e.g. A central government priority area, concerns joint working arrangements at a local 'York' or wider regional context		✓	✓	

Public Interest – At the age of 14, the decision to move from the traditional qualification route to pursue a specialised diploma is one of the most important decisions that a child and its parents will make. Therefore, it is highly important that a robust 14-19 strategy is developed to ensure the successful introduction and management of the 14-19 curriculum reforms across the city. At this stage there is no evidence that a strategy exists.

In keeping with the Corporate Strategy – A review of this topic would support the following priorities for improvement:

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

‘Increase people’s skills and knowledge to improve future employment prospects’

National/Local/Regional Significance – The topic is of local significance in that work on implementing the curriculum reforms in York has commenced and will effect the choices being made by pupils. Parents need to be fully informed of the options available to enable their children to receive the right type of education/training best suited to their personal needs, thus ensuring their future prospects.

**Set out briefly the purpose of any scrutiny review of your proposed topic. What do you think it should achieve?**

A scrutiny investigation would look at how City of York Council with partners is responding to the new Diplomas for 14-19 year olds.

Diplomas have been created to “provide a real alternative to more traditional education and qualifications” but will this be the case in York?

The scrutiny investigation could cover the planning for diplomas, previous Executive decisions, delivery of diplomas including looking at functional skills and long-term employability and the future for diplomas in York.

**Please explain briefly what you think any scrutiny review of your proposed topic should cover.**

- planning for diplomas
- previous Executive decisions
- delivery of diplomas
- functional skills
- long-term employability
- the future for diplomas in York.

Investigate what the strategy is for delivering the 14-19 curriculum reforms (previous 14-19 strategy covered 2003-05)

Is the provision local to the areas where those children who are likely to take up the option live? If not, is transportation an issue ?

Are the diplomas on offer in York the right ones ?

**Please indicate which other Councils, partners or external services could, in your opinion, participate in the review, saying why.**

The scrutiny review would need to involve a range of external partners with City of York Council.

The partners will involve council officers within Learning, Culture and Children's Services, local schools and York College. The scrutiny board could also look further, with parents, young people and employers being involved.

**Explain briefly how, in your opinion, such a review might be most efficiently undertaken?**

*This is not about who might be involved (addressed above) but how the review might be conducted e.g. sending a questionnaire to each household to gather information on current recycling practices and gathering information on how recycling is carried out in Cities similar to York*

The scrutiny board would wish to consider a range of methods for starting this investigation.

- Review of previous planning and Executive decisions
- A presentation on 14-19 diplomas now from LCCS
- Visits to key schools and York College
- A questionnaire or meeting with young people, parents and employers

**Estimate the timescale for completion.**

*Please circle below the nearest timescale group, in your estimation, based on the information you have given in this form.*

(a) 6-9 months

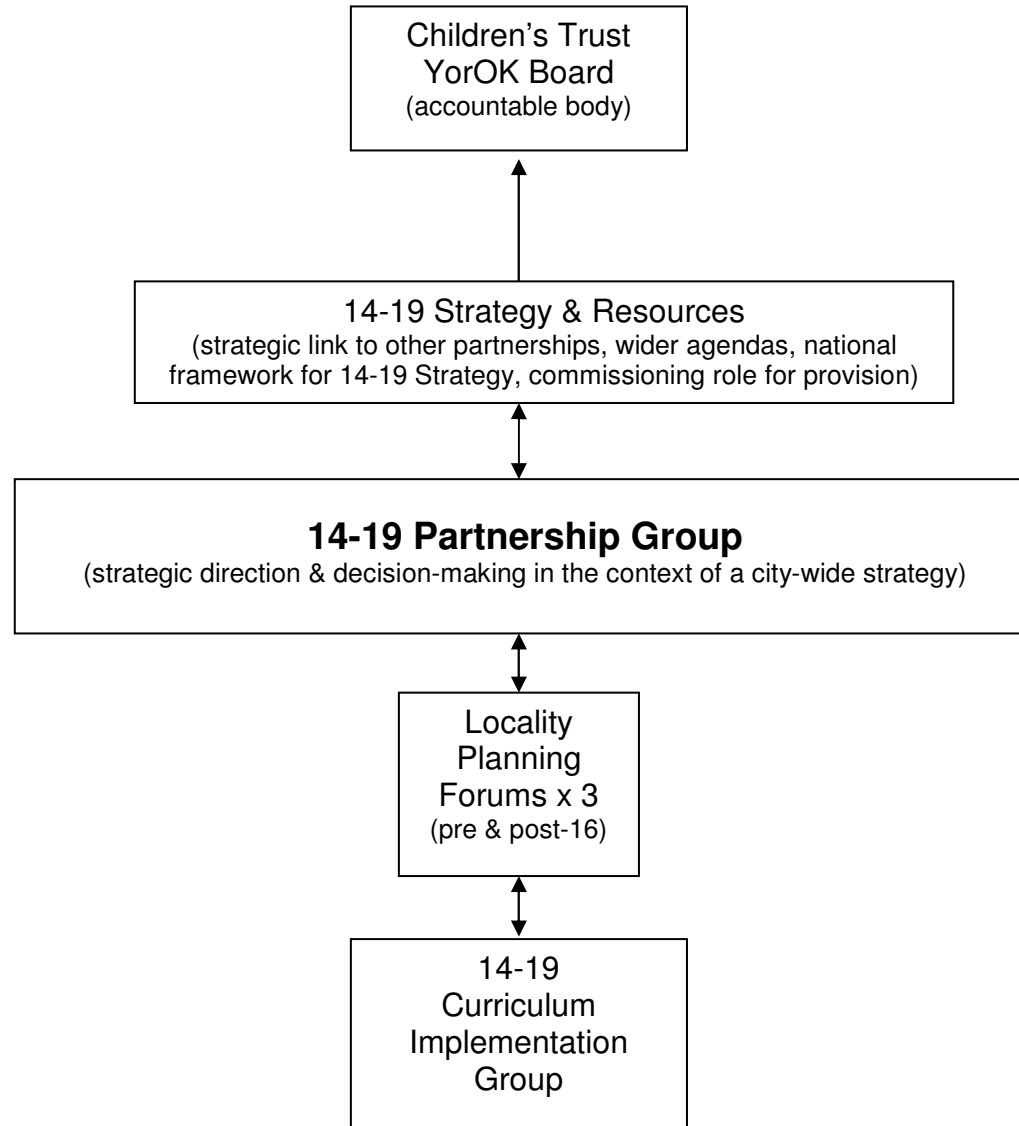
**PLEASE ENCLOSE ANY SUPPORTING DOCUMENTS OR OTHER INFORMATION YOU FEEL MIGHT BE USEFUL BACKGROUND TO THE SUBMISSION OF THIS TOPIC FOR CONSIDERATION.**

None

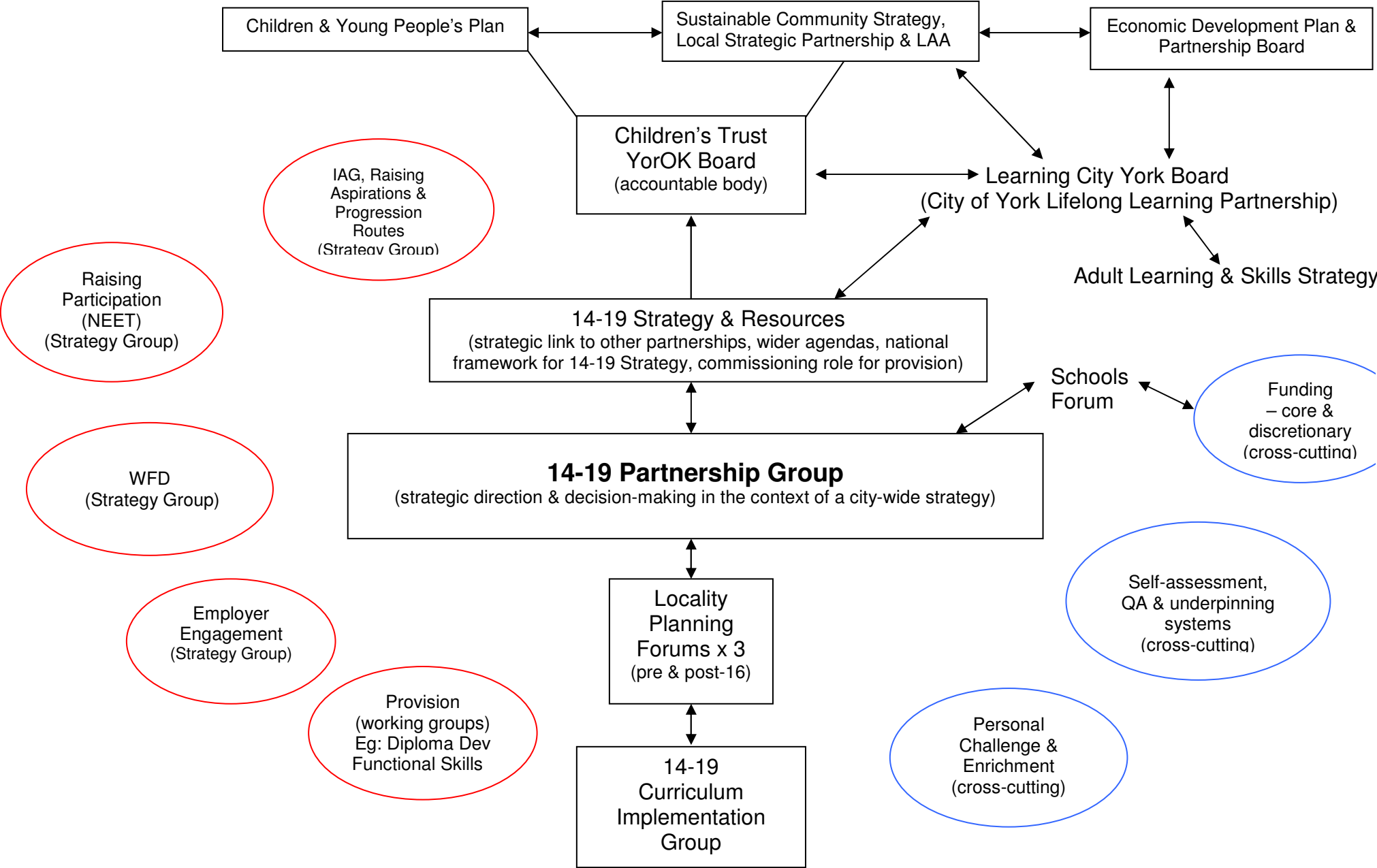
**Submitted on:** 15 July 2008

## Learning City York – 14-19 Partnership Structures 2008

### 14-19 Curriculum Reforms



### 14-19 Curriculum & Wider Reforms



**Learning City York**  
**14-19 Partnership Structures**  
**Terms of Reference to be fully implemented September 2008**

14 - 19 activity is coordinated through the "Learning City York" partnership. It is supporting the implementation of both the national 14 - 19 reform programme, and local 14-19 Strategy, with the aims of raising attainment, improving progression and raising participation in education and training. To develop provision which provides the 2013 national entitlement for York learners we are working with partners to introduce new qualifications by building on their existing expertise and specialisms. Key strands of activity are Curriculum Development, Employer Engagement, Workforce Development and Information, Advice, Guidance and Support.

## **1. Children & Young People's Plan**

Overall Governance for the York 14-19 Strategy for Education and Training through the Children and Young People's Plan.

## **2. 14-19 Strategy & Resources Group**

### **Main Strategic Purpose:**

Working within the national framework, the group provides strategic leadership and quality assurance for the commissioning and funding of education, training and related provision for young people aged 14-19 by schools, colleges and other providers in the City of York, that the needs and aspirations of learners, employers and the local economy are met.

### **Specific Remit:**

1. Commission resources effectively and efficiently to address & implement the priorities identified within the York 14-19 Strategy for Education and Training, that:
  - Responds to the needs of young people, parents/carers, communities & employers
  - Takes account of national, regional and local policy priorities
  - Promotes collaborative arrangements across the city which will support the implementation of the Learner Entitlement and Raising Expectations (increased participation)
  - Maximises the contribution & impact of learning and learner support to the development of Young People, social cohesion, local regeneration and economic growth.
2. Make appropriate links with other strategic elements within the roles of Local Authority and LSC members of the Group.
3. Make appropriate links to the CYLLP Board and its wider learning agenda.
4. Monitor the effectiveness of the implementation of the York 14-19 Strategy through outcomes achieved and recorded against Key Performance Indicators (KPIs) within the Children's & Young People's Plan, Local Area Agreement, Annual Performance Assessment, GO Progress Checks and 14-19 Delivery Plan.
5. Develop, implement and monitor agreed financial systems and procedures as the LA assumes the financial responsibility and commissioning role for education, training and other provision for 14-19 year olds.

### **Membership:**

1. City of York Council: Director of Children's Services & Culture
2. LSC: Area Director for York & North Yorkshire
3. Connexions: CYC Assistant Director for Partnerships & Early Interventions
4. CYC: Assistant Director for School Improvement and Staff Development
5. 14-19 Development Manager (Learning City York)
6. LSC: Partnership Director for York
7. Learning City York Manager
8. FE College Principal representative
9. Head teacher representative 11-16 school
10. Head teacher representative 11-18 school
11. WBL rep from Providers in Partnership

**Informed by:**

14-19 Partnership Group

**Accountable to:**Children's Trust – YorOK Board  
Learning City York Partnership Board**Frequency of meetings:**

Every half-term

**Expected length of meetings:**

3 hours

**Chair:**

Local Authority – Director of Children's Services &amp; Culture

**Secretariat:**

Local Authority

**Notes:**

The group will have the right to co-opt additional members and/or observers.

The group recognises that in a partnership of this nature there is the potential for occasional conflicts of interest, and as such the group will have appropriate mechanisms for identifying and recording such conflicts. Any conflict of interest, whether potential or actual, must be declared and recorded in writing.

**3. 14-19 Partnership Group****Main Strategic Purpose:**

To share a common understanding of key national and city-wide 14-19 priorities, to inform the direction of the York 14-19 Strategy for Education and Training and take decisions on agreed ways forward (for curriculum planning and underpinning systems), working closely with the 14-19 Strategy & Resources Group.

**Specific Remit:**

1. Produce, review and update a 5 year strategic plan to 2013 for the delivery of education, training and related provision for young people aged 14-19 across the City of York, that:
  - Responds to the needs of young people, parents/carers, communities & employers
  - Takes account of national, regional and local policy priorities
  - Promotes collaborative arrangements across the city which will support the implementation of the Learner Entitlement & Raising Expectations (increasing participation)
  - Maximises the contribution & impact of learning and learner support to the development of Young People, social cohesion, local regeneration and economic growth.
  - Ensures that provision delivered adheres to the principles of 'best value'
2. Make recommendations to relevant commissioning and funding bodies (e.g. 14-19 Strategy & Resources Group and Schools Forum) on the allocation of resources and provision to support the effective implementation of the strategic plan.
3. Provide the overview and make final decisions for the planning of Gateway submissions and Diploma Entitlement (which may initiate further discussion at Locality Planning Forums).
4. Provide the overview and make final decisions for the planning of underpinning systems and infrastructures to support the full Learner Entitlement (which may initiate further discussion at Locality Planning Forums).
5. Ensure that the York 14-19 Partnership consults and communicates regularly with all stakeholders, including providers and their governance group or committee, support agencies, employers, parents and young people to inform the 14-19 Strategy and its future development, as well as broadcasting progress made against the implementation of the strategic plan.
6. Monitor, review and evaluate the implementation of the York 14-19 Strategy through a structured self assessment process against Key Performance Indicators (KPIs) as identified within the Children's & Young People's Plan, Local Area Agreement, Annual Performance Assessment, GO Progress Checks & 14-19 Delivery Plan.

**Membership:**

- 1 – 5. Headteachers from each 11-16 school
- 6 – 10. Headteachers from each 11-18 school
11. Headteacher from York Special School (Applefields)
12. Headteacher from PRU / Skills Centre (subject to LA review)
- 13 - 14 Principals of York College & Askham Bryan
15. PiP (Work Based Learning Consortium) – Exec Director



16. York Training Centre – Senior Manager
- 17 - 18. Lead Partner for each of the underpinning Strategy Groups (IAG & Progression = Connexions, NEET/ Raising Participation = Connexions, WFD = Learning City York, Employer Engagement = NYBEP)
19. CYC - Lead Secondary Advisor
20. 14-19 Development Manager (Learning City York)
21. LSC - York Partnership Director
22. Learning City York Manager

**Informed By:**

- Locality Planning Forums x 3
- 14-19 Implementation & Delivery Group
- Other underpinning 14-19 Strategy Groups ie: IAG, Raising Aspirations & Progression; Raising Participation (NEET); WFD; Employer Engagement

**Accountable to:**

14-19 Strategy & Resources Group

**Frequency of meetings:**

Every half-term (more if necessary)

**Expected length of meetings:**

3 hours

**Chair:**

LSC Area Director for York & North Yorkshire

Note: To review the Chair on an annual basis

**Secretariat:**

Local Authority

**Notes:**

The group will have the right to co-opt additional members and/or observers.

The group recognises that in a partnership of this nature there is the potential for occasional conflicts of interest, and as such the group will have appropriate mechanisms for identifying and recording such conflicts. Any conflict of interest, whether potential or actual, must be declared and recorded in writing.

**4. 14-19 Locality Planning Forums (West, North, South East)****Main Strategic Purpose:**

To provide a local planning forum where all providers work collaboratively to develop proposals which will ensure effective and efficient access to the national learner entitlement for all 14-19 learners within their locality, that are consistent with the York 14-19 Strategy.

**Specific Remit:**

1. Propose patterns of delivery & provision which:
  - a. Ensures access to a broad curriculum offer for pre & post 16 learners which includes:
    - Academic programmes
    - Applied programmes
    - Occupational programmes
    - Mixed programmes
  - b. Addresses the needs of client groups including, for example AG+T, vulnerable groups, NEET
  - c. Ensures impartial advice, guidance & support
  - d. Guarantees progression opportunities

Note: Access to the National Learner Entitlement will be secured through a combination of institutional, locality & city-wide provision and possible cross-border provision (where appropriate).

2. Ensure that provision that is agreed and/or commissioned has a continuous positive impact on:
  - a. Learning outcomes for all learners up to the age of 19 (including EOTAS)
  - b. CVA
  - c. Destination data for all learners up to the age of 19
  - d. Attendance statistics
  - e. Exclusion rates
3. Collaborate appropriately with locality counter-parts in the IAG & NEET Strategy Group.

**Membership for each Locality Forum:**

- 1-3/4. Headteachers for schools within each locality
4. York College – Senior Manager
5. York Training Centre – Senior Manager
6. Askham Bryan College – Senior Manager (attendance as appropriate)
7. 14-19 Development Manager (Learning City York)
8. CYC – Locality Adviser (attendance as appropriate)
9. LSC - York Partnership Director or Manager
10. Learning City York Manager

**Note:** West = Manor, Millthorpe, York High;  
 North = Canon Lee, Huntington, Jo Row  
 South East = All Saints; ABH; Burnholme; Fulford; Applefields

**Accountable to:**

14-19 Partnership Group

**Frequency of Meetings:**

Every half-term

**Expected Length of Meetings:**

2.5 hours

**Chair:**

14-19 Development Manager (Learning City York)

**Secretariat:**

Learning City York

**Notes:**

The group will have the right to co-opt additional members and/or observers.  
 The group recognises that in a partnership of this nature there is the potential for occasional conflicts of interest, and as such the group will have appropriate mechanisms for identifying and recording such conflicts. Any conflict of interest, whether potential or actual, must be declared and recorded in writing.

**5. 14-19 Curriculum Implementation Group****Main Strategic Purpose:**

To support **and inform the development** and implementation/delivery of York's 14-19 Strategy for Education and Training within their own organisations, by working collaboratively across localities and the city-wide partnership.

**Specific Remit:**

1. Lead on the implementation, management & continuous review of the logistical structures that underpin collaborative working required by the 14-19 reforms. This will include:
  - Timetabling (KS3, KS4 & KS5)
  - Assessment & reporting
  - Data transfer
  - Transport
  - Safeguarding procedures
  - Annual cycle for options process (learner offer & recruitment)
  - IAG – inc. Area Wide Prospectus and raising aspirations activities
  - Self-assessment
2. Make recommendations to the 14-19 Development Manager for the continuous improvement of the logistical structures identified above, in order to influence city-wide policy.
3. Recommendations will be presented and discussed at Locality Planning Forums and then the 14-19 Partnership Group for approval.

**Membership:**

- |       |                                      |               |
|-------|--------------------------------------|---------------|
| 1-5.  | 11-16 Schools Rep                    | Senior Leader |
| 6-10. | 11-18 Schools Rep                    | Senior Leader |
| 11.   | Askham Bryan College:                | 14-19 Manager |
| 12.   | York College:                        | 14-19 Manager |
| 13.   | York Training Centre (WBL provider): | 14-19 Manager |
| 14.   | Applefields                          | 14-19 Manager |
| 15.   | PRU                                  |               |

16. Connexions:	14-19 Guidance Manager
17. NYBEP:	14-19 Senior Adviser
18. Youth Volunteering	York CVS – V Involved
19. Learning City York:	14-19 Development Manager
20. Local Authority:	Lead Secondary Adviser
21. Local Authority:	Training Development Unit
22. Learning & Skills Council:	York Partnership Manager
23. Learning City York:	Manager

**Informed by:**

York's 14-19 Strategy for Education and Training  
14-19 Partnership Group

**Accountable to:**

14-19 Locality Planning Forums  
14-19 Partnership Group

**Frequency of meetings:**

Every half-term

**Expected length of meetings:**

3 hours

**Chair:**

Local Authority: Lead Secondary Adviser

**Secretariat:**

Local Authority

**6. 14-19 Development Manager**

**Note:** Post joint funded by LA / LSC – to end December 08  
Detail TBC in Part 2 for May 7 2008

**7. Learning City York Manager**

**Note:** Post currently funded by LSC – to end March 09  
Detail TBC in Part 2 for May 7 2008

**8. LA / LSC Senior Representatives****8.1 LA Strategic role:****Assistant Director - School Improvement and Staff Development Team**

- Acts as a 'critical friend' to the 14-19 Partnership and central team, ensuring that the Local Authority is able to execute its statutory responsibility as lead strategic partner

**Lead Secondary Adviser**

- Chair of the Curriculum Implementation Group, ensuring complementarity of 14-19 Developments with both the Behaviour & Attendance Strategy and Secondary Strategy

**8.2 LSC strategic role:****Area Director, York Partnership Director, York Partnership Manager**

- Ensure strategic alignment with national and regional 14-19 Developments
- Strategic lead on commissioning and quality assurance of core Post-16 provision
- Provide access to and strategic management of various discretionary funding streams eg: ESF; Pre-16 Engagement Programme; Flexible Fighting Fund; Pathfinder; Young Apprenticeships Programme

**9. Relationship between Learning City York – 14-19 Partnership and the wider agenda of Learning City York (York's Lifelong Learning Partnership)****Wider Strategic Links:**

- It is important that the 14-19 Partnership is linked to the wider learning agenda and therefore the strong link already established with the CYLLP will be maintained and developed. Strategy and Development Plans will be shared through the CYLLP Board in order to identify common areas of activity, make the appropriate linkages and avoid duplication of effort.
- Board membership includes:
  - Askham Bryan College - Principal
  - Chamber of Commerce – Executive Director
  - CYC Adult & Community Learning – Head of Service
  - CYC Children & Young People's Services - Director

- CYC Economic Development Unit – Assistant Director
- CYC School Improvement and Staff Development Team – Assistant Director
- Executive Member Education – Cllr Runciman
- Guidance Services – Director
- Higher York – Director
- Independent School Sector – Head of Mount School
- Job Centre Plus – External Communications Manager
- LSC – Area Director
- Museums Trust – Head of Service
- NYBEP – Executive Director
- **Secondary Schools – 11-16 and 11-18 Headteacher**
- University of York – Pro-Vice Chancellor
- Voluntary & Community Sector – Business Development Manager, York CVS
- York College - Principal
- York St John University – Pro-Vice Chancellor
- Yorkshire Forward – Skills Area Manager
- Yorkshire Forward – Business & Enterprise Area Manager

### **10. Other Groups contributing to 14-19 Developments in York**

<b>Group</b>	<b>General Aim</b>	<b>Lead Contact Details</b>
Behavioural & Attendance Strategy Group	To plan for Day 6 provision for all permanently excluded pupils in order to comply with statutory responsibilities. To plan and implement National Strategy Behaviour & Attendance strand, through the introduction of a City of York Behaviour Partnership, that will identify, track and provide for vulnerable pupils at risk of exclusion; monitor the effectiveness of re-integration and ensure the highest quality provision for all vulnerable learners.	John Catron City of York Council Acting Lead Secondary Adviser <a href="mailto:john.catron@york.gov.uk">john.catron@york.gov.uk</a>
Diploma Development Groups	To provide a strategic lead on the planning and introduction of the Diploma – forging collaborative arrangements between schools, colleges and WBL Providers as well as preparing for first & on-going delivery	John Thompson 14-19 Development Manager <a href="mailto:john.thompson@york.gov.uk">john.thompson@york.gov.uk</a>
Employer Engagement Strategy Group	To secure sufficient and appropriate employer engagement in young people's education and training, in a measured response to the changing needs of our economy and the development and delivery of the 14-19 education agenda in York;	Jon Arundel 14-19 Senior Adviser NYBEP <a href="mailto:jon.arundel@nybep.org.uk">jon.arundel@nybep.org.uk</a>
Functional Skills	To provide a strategic lead to schools, colleges and training providers as they introduce functional skills	John Thompson, 14-19 Development Manager <a href="mailto:john.thompson@york.gov.uk">john.thompson@york.gov.uk</a>
IAG, Raising Aspirations and Progression Pathways Strategy Group	To provide a strategic lead on ensuring that all young people (11-19) fulfil their potential by enabling them to make informed decisions about progression routes supported	Julia Massey Learning City York <a href="mailto:julia.massey@vtplc.com">julia.massey@vtplc.com</a>

Group	General Aim	Lead Contact Details
	by innovative and effective information, advice, guidance and support. The group will seek to clarify roles and responsibilities and align the activities of different institutions and support agencies that support this area of work, including schools, colleges, training providers, Connexions, Aimhigher and Higher York.	
HE Admissions Forum	The HE Admissions Forum brings together and acts as a channel of communication between 14-19 practitioners and HE providers in the City and surrounding area, enabling colleagues from 14-19 Partnerships and HE to discuss matters of mutual interest and changes in relation to HE applications and admissions, as well as 14-19 curricula	Nicola Bedford Higher York
MIAL Group	The 'Moving into Adult Life' group co-ordinates alignment of activities across the city to support transition at 16 and 19, for those young people and families with high level needs	Jess Haslam
NEET Strategy Group	To develop a NEET strategy that helps meet the key priorities, targets and objectives outlined in the Children and Young People's Plan and oversees the deployment of support to maximise the resources for young people who are NEET or at risk of NEET and is responsive to the need of vulnerable groups of young people and 'NEET hotspots'.	Steve Flatley Connexions York 14-19 Manager
On-line Area Wide Prospectus	To comply with the national directive requiring that an on-line prospectus be in place by Autumn 2007 and an electronic Common Application Process by Autumn 2010, ensuring that there is capacity to develop and support these underpinning 14-19 strategic principles.	Deb Hamilton, NYBEP 01904 693632 <a href="mailto:deborah@nybep.org.uk">deborah@nybep.org.uk</a>
11-19 Vulnerable Learners	To support secondary schools in tackling learner issues across the age range	Joan Lupton CYC – Inclusion Team
Workforce Development Group	To identify and propose solutions for workforce development needs across the city, to deliver the 14-19 agenda.	John Thompson 14-19 Development Manager
Young Apprenticeship Steering Group	This group promotes, co-ordinates and monitors the impact of subject specific networks as appropriate	Andy Leach, York College 01904 770865 <a href="mailto:aleach@yorkcollege.ac.uk">aleach@yorkcollege.ac.uk</a>

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**Education Scrutiny Committee Work Plan 2008-09**  
**& Extract from Executive Forward Plan of items for Children & Young People's Services EMAP**

Meeting Date	Work Programme
9 September 2008	<ol style="list-style-type: none"> <li>1. Receive 2No. Feasibility Reports for the following suggested topics for scrutiny review: <ul style="list-style-type: none"> <li>• Extended Schools Provision (Community Use)</li> <li>• 14-19 Specialised Diplomas</li> </ul>                     Agree whether either or both of the above topics should proceed to review                 </li> <li>2. Receive update on implementation of recommendations for previously completed review of 'Extended Schools'</li> <li>3. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP (see Annex A)</li> </ol>
28 October 2008	<ol style="list-style-type: none"> <li>1. Consider scoping report(s) for the new review(s) as agreed at the last meeting and agree remit(s) and timeframe(s) for completion</li> <li>2. Receive update on implementation of recommendations for previously completed review of 'Inclusion in York Schools' &amp; 'Post 16 Inclusion'</li> <li>3. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>
3 December 2008	<ol style="list-style-type: none"> <li>1. Invite the Executive Member from Children's Services EMAP to the meeting</li> <li>2. Receive interim report for ongoing scrutiny review(s)</li> <li>3. Receive update on implementation of recommendations for previously completed review of 'Early Years Education &amp; Childcare Provision'</li> <li>4. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>
7 January 2009	<ol style="list-style-type: none"> <li>1. Receive interim report for ongoing scrutiny review(s)</li> <li>2. Receive update on implementation of recommendations for previously completed review of 'Home to School Transport'</li> <li>3. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>
24 February 2009	<ol style="list-style-type: none"> <li>1. Receive update on implementation of recommendations for previously completed review of 'School Governors'</li> <li>2. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>
7 April 2009	<ol style="list-style-type: none"> <li>1. Receive update on implementation of recommendations for previously completed review of 'Provision of Facilities for Young People in the City'</li> <li>2. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>
26 May 2009	<ol style="list-style-type: none"> <li>1. Receive extract from Executive Forward Plan of items for Children &amp; Young People's Services EMAP</li> </ol>

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<b>FORWARD PLAN ITEM</b>	
<b>Meeting:</b>	Executive Member for Children & Young People's Services
<b>Meeting Date:</b>	04/09/08
<b>Keyword:</b>	Budget
<b>Item Type:</b>	Executive Member Decision - of 'Normal' importance
<b>Title of Report:</b>	Capital Programme Monitor 1
<b>Description:</b>	Purpose of report: to advise the Executive Member of progress on the approved capital programme for 2008/09.  Members are asked to: note the progress made and approve any virements if necessary.
<b>Wards Affected:</b>	All Wards
<b>Report Writer:</b>	Mike Barugh
<b>Deadline for Report:</b>	21/08/08
<b>Lead Member:</b>	Councillor Carol Runciman
<b>Lead Director:</b>	Director of Learning, Culture & Children's Services
<b>Contact Details:</b>	Mike Barugh  mike.barugh@york.gov.uk
<b>Implications</b>	Financial
<b>Level of Risk:</b>	01-03 Acceptable
<b>Reason Key:</b>	
<b>Making Representations:</b>	In writing or by email to Mike Barugh
<b>Process:</b>	n/a
<b>Consultees:</b>	n/a
<b>Background Documents:</b>	Committee Report for Learning, Culture and Children's Services Capital Programme Monitor 1
<b><u>Call-In</u></b>	
If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08	
<b><u>Internal Clearance Process</u></b>	
<b><u>Pre-Decision</u></b>	
By Chief Officers at	on:
By Political Group Leaders on:	
By Strategic Policy Panel (if required) on:	
<b><u>Post-Decision</u></b>	
By Strategic Policy Panel (if Required) on:	

<b>FORWARD PLAN ITEM</b>	
<b>Meeting:</b>	Executive Member for Children & Young People's Services
<b>Meeting Date:</b>	04/09/08
<b>Keyword:</b>	Education
<b>Item Type:</b>	Executive Member Decision - of 'Normal' importance
<b>Title of Report:</b>	Local Authority School Governor Appointments
<b>Description:</b>	Purpose of report: This report presents nominations for school governor appointments. Members are asked to: approve the appointments as set out in the report
<b>Wards Affected:</b>	All Wards
<b>Report Writer:</b>	Sue Pagliaro
<b>Lead Member:</b>	Councillor Carol Runciman
<b>Lead Director:</b>	Director of Learning, Culture & Children's Services
<b>Contact Details:</b>	Sue Pagliaro  sue.pagliaro@york.gov.uk
<b>Deadline for Report:</b> 21/08/08	
<b>Implications</b>	
<b>Level of Risk:</b>	01-03 Acceptable
<b>Reason Key:</b>	
<b>Making Representations:</b>	N/A
<b>Process:</b>	N/A
<b>Consultees:</b>	
<b>Background Documents:</b>	Committee Report for Local Authority School Governor Appointments
<b>Call-In</b>	
If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08	
<b><u>Internal Clearance Process</u></b>	
<u>Pre-Decision</u>	
By Chief Officers at	on:
By Political Group Leaders on:	
By Strategic Policy Panel (if required) on:	
<u>Post-Decision</u>	
By Strategic Policy Panel (if Required) on:	

**FORWARD PLAN ITEM**

**Meeting:** Executive Member for Children & Young People's Services

**Meeting Date:** 04/09/08 **Keyword:** Service Monitoring; Budget;

**Item Type:** Executive Member Decision - of 'Normal' importance

**Title of Report:** Service Plan and Budget Monitor 1

**Description:** Purpose of report: to advise the Executive Member of progress against the service plan targets for Learning, Culture and Children's Services and the projected financial outturn for 2008/09.

Members are asked to: comment on the contents of the report and approve any virements if necessary

**Wards Affected:** All Wards

**Report Writer:** Pete Dwyer

**Deadline for Report:**

**Lead Member:** Councillor Carol Runciman

**Lead Director:** Executive Member for Children & Young People's Services

**Contact Details:** Pete Dwyer

Pete.Dwyer@york.gov.uk

**Implications**

**Level of Risk:**

**Reason Key:**

**Making Representations:**

**Process:**

**Consultees:**

**Background Documents:** Committee Report for Service Plan and Budget Monitor 1

**Call-In**

If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08

**Internal Clearance Process****Pre-Decision**

By Chief Officers at

on:

By Political Group Leaders on:

By Strategic Policy Panel (if required) on:

**Post-Decision**

By Strategic Policy Panel (if Required) on:

**FORWARD PLAN ITEM****Meeting:** Executive Member for Children & Young People's Services**Meeting Date:** 04/09/08**Keyword:** Education**Item Type:** Executive Member Decision - of 'Normal' importance**Title of Report:** Consultation: Children and Young People's Plan**Description:** Purpose of report: The YorOK Board will, in July 2008, initiate a process which will enable us to produce an updated Children and Young People's Plan for the city for 2009-12. The plan will be approved by the Board in Jan 2009 and launched in April 2009. This creates an opportunity for EMAP to contribute to that consultation process.**Wards Affected:** All Wards**Report Writer:** Pete Dwyer**Deadline for Report:** 03/07/08**Lead Member:** Councillor Carol Runciman**Lead Director:** Director of Learning, Culture & Children's Services**Contact Details:** Pete Dwyer

Pete.Dwyer@york.gov.uk

**Implications** C&C**Level of Risk:** 01-03 Acceptable**Reason Key:****Making Representations:****Process:****Consultees:** As described above.**Background Documents:** Committee Report for Consultation: Children and Young People's Plan**Call-In**

If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08

**Internal Clearance Process****Pre-Decision**

By Chief Officers at

on:

By Political Group Leaders on:

By Strategic Policy Panel (if required) on:

**Post-Decision**

By Strategic Policy Panel (if Required) on:

**FORWARD PLAN ITEM**

**Meeting:** Executive Member for Children & Young People's Services

**Meeting Date:** 04/09/08                      **Keyword:** Education

**Item Type:** Executive Member Decision - of 'Normal' importance

**Title of Report:** York High ICT Procurement - Request for Financial Waiver

**Description:** Purpose of report: to request a financial waiver for the procurement of ICT equipment at York High.

Members are asked to: to agree the waiver to enable the order to be placed for the ICT equipment to meet the overall York High build project timeline, specifically with reference to M and E fittings.

**Wards Affected:** Westfield Ward

**Report Writer:** Laura Conkar                      **Deadline for Report:** 21/08/08  
**Lead Member:** Councillor Carol Runciman  
**Lead Director:** Director of Learning, Culture & Children's Services  
**Contact Details:** Laura Conkar

laura.conkar@york.gov.uk

**Implications** Financial

**Level of Risk:** 01-03 Acceptable                      **Reason Key:**

**Making Representations:** By email to laura.conkar@york.gov.uk

**Process:** None

**Consultees:** None

**Background Documents:** Committee Report for York High ICT Procurement - Request for Financial Waiver

**Call-In**  
If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08

**Internal Clearance Process****Pre-Decision**

By Chief Officers at

on:

By Political Group Leaders on:

By Strategic Policy Panel (if required) on:

Post-Decision

*By Strategic Policy Panel (if Required) on:*

**FORWARD PLAN ITEM****Meeting:** Executive Member for Children & Young People's Services**Meeting Date:** 04/09/08**Keyword:****Item Type:** Executive Member Decision - of 'Normal' importance**Title of Report:** Children's Centres - Phase 3

**Description:** Purpose of report: to put before members the options for the third and final phase of the children's centre programme, extending coverage to the whole city by Mark 2010. Those affected will be families with children under 5 who are not within the reach area of any of the existing 8 centres, and they will start to benefit as soon as the building programme has been completed, ie by 2010.

Members are asked to: endorse officers' recommendation that we extend coverage to the whole city by extending the reach areas of the existing 8 centres and building a ninth one in the "South Bank" area (precise location to be determined), plus additional satellite provision.

**Wards Affected:** All Wards**Report Writer:** Paul Murphy, Ken Exton **Deadline for Report:** 21/08/08**Lead Member:** Councillor Carol Runciman**Lead Director:** Director of Learning, Culture & Children's Services**Contact Details:** Paul Murphy, Assistant Director (Partnerships & Early Intervention), LCCS Director & Ads, LCCS, Ken Exton

paul.murphy@york.gov.uk, ken.exton@york.gov.uk

**Implications** Equalities**Level of Risk:** 01-03 Acceptable **Reason Key:****Making Representations:** N/A**Process:** N/A**Consultees:** The report will outline the consultation so far undertaken and that still proposed.**Background Documents:** Committee Report for Children's Centres - Phase 3**Call-In**

If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08

**Internal Clearance Process**Pre-Decision

*By Chief Officers at*

*on:*

*By Political Group Leaders on:*

*By Strategic Policy Panel (if required) on:*

*Post-Decision*

*By Strategic Policy Panel (if Required) on:*



**FORWARD PLAN ITEM**

**Meeting:** Executive Member for Children & Young People's Services

**Meeting Date:** 04/09/08

**Keyword:**

**Item Type:** Executive Member Decision - of 'Normal' importance

**Title of Report:** myplace

**Description:** Purpose of report: to put before members the background to the opportunity to bid for capital funds (branded m"myplace") which the government is making available to develop iconic new facilities for young people. The report will outline young people's views on what facilities are needed in York, and we will offer an oral update on the building options that will have emerged by this point. If the bid is successful, building/refurbishment work would most likely being in 2010.

Members are asked to: comment on the need for youth facilities in York as articulated by young people, and on the specific building options that we will present to the meeting. This will then inform production of the final bid, which will be put to CMT and the Executive later in the month - the deadline is 30 September.

**Wards Affected:** All Wards

**Report Writer:** Paul Murphy

**Deadline for Report:** 21/08/08

**Lead Member:** Councillor Carol Runciman

**Lead Director:** Director of Learning, Culture & Children's Services

**Contact Details:** Paul Murphy, Assistant Director (Partnerships & Early Intervention), LCCS Director & Ads, LCCS

paul.murphy@york.gov.uk

**Implications** Equalities

**Level of Risk:** 01-03 Acceptable

**Reason Key:**

**Making Representations:** N/A

**Process:** N/A

**Consultees:** The report will outline the consultation so far undertaken with young people and voluntary organisations that work with them. This will be crucial to the preparation of the bid.

**Background Documents:** Committee Report for myplace

**Call-In**

If this item is called-in either pre or post decision, it will be considered by Scrutiny Management Committee on: 15/09/08

**Internal Clearance Process**

Pre-Decision

By Chief Officers at

on:

By Political Group Leaders on:

By Strategic Policy Panel (if required) on:

Post-Decision

By Strategic Policy Panel (if Required) on: