

Extended Schools Service in York

Final Report of Education Scrutiny Committee

June 2006

Contents

Chairman's foreword	Page 3
Glossary of Terms	Page 4
Summary of Recommendations	Page 6
Background	Page 7
Consultation and Information Gathering	Page 8
Visits to Schools	Page 9
Findings	Page 13
Participants in Scrutiny Review	Page 16
Scrutiny Topic Registration Form	Annex 1
Remit and Scope of Review	Annex 2
Extended Schools Core Offer	Annex 3
Model of Extended Schools Provision	Annex 4
Results of Extended Schools Audit 2006	Annex 5
Summary of Finding of Audit	Annex 6
Information Sent to DfES	Annex 7
Parenting Support Pathfinder Bid	Annex 8
Free Entitlement for 3 and 4 Year Olds Pathfinder Bid	Annex 9
Implications of the Recommendations of this Review	Annex 10

Chairman's Foreword

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

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

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

Cllr Glen Bradley
Chair of Education Scrutiny Board until May 2006

Glossary of Terms used in this report

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

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

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

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

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

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

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

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

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

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

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

Summary of Recommendations

Recommendation 1

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

Recommendation 2

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

Recommendation 3

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

Recommendation 4

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

Recommendation 5

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

Recommendation 6

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

Recommendation 7

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

Recommendation 8

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

Background

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

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

Extended Schools Core Offer

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

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

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

Recommendation 1

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

Monitoring

As part of the monitoring for the Extended Schools initiative the questionnaires devised by the National Remodelling Team are being completed by York schools with

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

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

Recommendation 2

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

Recommendation 3

The 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.

Consultation and Information Gathering

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

18 October 2005	Heather Marsland made presentation to Board Members on extended schools provision in York and the results of a recent extended schools audit.
9 November	Extended Schools Conference at York Racecourse
15 November	Visit to Hob Moor School
21 November	Visit to Parklands Primary School, Leeds.
22 November	Formal Scrutiny meeting - update from Exec Member and Murray Rose on Progress of Post-16 Inclusion recommendations 5 pm
24 November	Visit to Westfield School to see extended schools provision
8 December	Visit to Clifton Green Primary School

13 December	Formal Scrutiny meeting in which visits made were reviewed
4 January 2006	Informal meeting of Scrutiny Board in which members received copies of nationally agreed indicators for extended schools provision which will form part of an audit of all primary schools which will be carried out before April 2006.
14 February	Formal Scrutiny meeting in which scope of review was amended to include additional visits to schools of varying sizes and needs.
8 March	Visit to St Aelred's School
13 March	Visit to Wheldrake School
21 March	Visit to Osbaldwick School

Initial Visits to Schools

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

Hob Moor School

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

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

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

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

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

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

Parklands Children's Centre, Leeds

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

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

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

Westfield Primary School

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

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

Staff put the success of the school down to a clear vision on the part of the head teacher. The school has a business manager who co-ordinates the partners, leaving the head and the teaching team to concentrate on the children.

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

Clifton Green Primary School

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

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

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

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

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

Further visits to schools

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

St Aelred’s Roman Catholic Primary School

The catchment area for this school is St Aelred’s Parish which spreads well outside the locality. 66% are from the neighbouring Tang Hall area.

They already have after school clubs such as sports, art, choir, but all are finished by 4:30 p.m. They hope soon to have an “early bird” club for pupils to attend before school starts, perhaps staffed by a teaching assistant. For out-of-school care children go to Hempland Kids’ Club at Burnholme Youth Club which is open till about 6 p.m.

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

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

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

Local residents groups meet at the school. The hall is also used by Brownies and Cubs on occasions as well as being regularly used by a drama group. Other events are

held and advertised in the parish newsletter. Neighbours are kept informed of any potential disruption.

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

Wheldrake Church of England Primary School

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

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

Regular meetings between partners are held, co-ordinated by the head teacher. There are ideas for additional provision, but there is always the issue of lack of resources to enable them to be put into practice. There is also the issue of shared staff such as caretakers and cleaners and there has been discussion about the need for a business manager of all the services on the site. If health visitors were based in school premises there is a feeling that this would facilitate informal sharing.

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

Osballdwick Primary School

The school works with several private and voluntary partners. Each is represented at half-termly meetings; the focus is on bringing practitioners together to co-ordinate good practice. This is currently chaired by the Chair of Osballdwick Governors. (The Play Group has its own management committee and is thriving). Steps to Quality provide some funds; the York Child Club puts in money to enable the children to run

a tuck shop. There is a lot of local good will; the school is willing to put in effort on the principle of “enlightened self-interest” as the school is advertised in this way. The Head and the Chair of Governors are anxious to ensure that the ‘minor’ and voluntary partners are not overawed by high-powered, experienced teachers.

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

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

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

Findings

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

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

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

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

Recommendation 4

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

Recommendation 5

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

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

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

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

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

Recommendation 6

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

Recommendation 7

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

play.

Recommendation 8

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

Participants in Scrutiny Review of Extended Schools Provision

Members of the Board

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

Co-opted Members

Graham Clayton
David Sellick
Andrew Lawton

CYC Officers and Members

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

Members of other organisations

Kay Kendall Manager, Parklands Children's Centre