



CHILDREN AND LEARNING SCRUTINY PANEL

FINAL REPORT - EXTENDED SCHOOLS

PURPOSE OF THE REPORT

1. To present the Children and Learning Scrutiny Panel's findings, conclusions and recommendations following its investigation of extended schools.

BACKGROUND/AIMS OF THE SCRUTINY INVESTIGATION

2. The concept of extended schools was introduced by the Government as a key way of delivering the outcomes of the "Every Child Matters" agenda. Extended schools is a means of ensuring that schools work with local authorities and other local service providers to provide a core range of integrated services. These are aimed at improving attainment, improving teaching and learning and enhancing access to a wide range of services and facilities by children and their families.
3. The scrutiny panel sought to investigate how the extended schools programme is being developed in Middlesbrough and to assess its impact.

TERMS OF REFERENCE OF THE SCRUTINY INVESTIGATION

4. The terms of reference of the scrutiny investigation were as follows:
 - *To explore the background to the development of extended schools, including the impact of any relevant national guidance or directives.*
 - *To investigate the key issues relating to the extended schools programme, including the Council's responsibilities and how the programme is being developed in Middlesbrough."*
 - *To assess the impact of any relevant performance indicators or performance measures.*
 - *To investigate resource and funding arrangements and to examine any associated issues.*
 - *To examine links with other education initiatives and programmes.*

5. The scrutiny panel undertook an in-depth investigation and met formally on four occasions between February and April 2008. In addition, panel members visited two Middlesbrough schools. Information was submitted by Council officers and school staff.
6. A Scrutiny Support Officer from Performance and Policy co-ordinated and arranged the submission of written and oral evidence and arranged witnesses for the review. Meetings administration, including preparation of agenda and minutes, was undertaken by a Governance Officer from Legal and Democratic Services.
7. A detailed record of the topics discussed at Panel meetings, including agenda, minutes and reports, is available from the Council's Committee Management System (COMMIS), which can be accessed via the Council's website at www.middlesbrough.gov.uk.
8. A summary of the methods of investigation is outlined below:
 - (a) Detailed officer presentations, supplemented by oral evidence and relevant documentation.
 - (b) Visits to two local schools.
 - (c) Consideration of relevant documentation in respect of Government policy, national guidance etc.
9. This report has been compiled on the basis of evidence gathered at the scrutiny panel meetings and on the visits to the schools.

MEMBERSHIP OF THE PANEL

10. As the scrutiny panel's work on this topic was begun in the 2007/08 municipal year but was concluded in 2008/09, there were alterations in the membership of the panel, as follows:

2007/08 Membership:

Councillors Rostron (Chair), Williams (Vice-Chair); and Councillors Carter (with effect from April 2008), Davison, Dunne, McPartland, Mrs H Pearson OBE, Taylor and J Walker (plus one vacancy); plus co-optees: C Hodds, Father G Holland and M White.

2008/09 Membership:

Councillors Ismail (Chair), Williams (Vice-Chair); and Councillors Carter, Davison, Dunne, Mrs H Pearson OBE, Sanderson, Taylor, and J Walker; plus co-optees: C Hodds, Father G Holland and M White.

THE PANEL'S FINDINGS

11. The scrutiny panel's findings in respect of each of the terms of reference investigated are set out below.

TERM OF REFERENCE: “To explore the background to the development of extended schools, including the impact of any relevant national guidance or directives.” AND:

“To investigate the key issues relating to the extended schools programme, including the Council’s responsibilities and how the programme is being developed in Middlesbrough.”

12. In investigating issues raised by the above terms of reference the scrutiny panel identified a number of areas of overlap. The two terms of reference are therefore dealt with together in the following sections of the report under the following sub-headings:

- National background to the development of extended schools
- Aims of the programme/benefits
- The Council’s role

National background to the development of extended schools

13. Every Child Matters is a Government initiative that was launched in 2003. Its main aims are for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

14. Schools are typically at the heart of the community they serve and are therefore ideally placed to offer access to a range of services that can have a positive impact on standards and the life chances of children, young people and families. The extended schools programme has been identified as a key means of assisting delivery of the outcomes of Every Child Matters and is part of a wider transformation of the way different children’s services work together.

15. Extended schools are defined as those which provide services and facilities beyond the school day and formal curriculum for the benefit of pupils, parents, families and the wider community. These services are often provided outside normal school hours.

16. Although no blueprint has been produced by the Government on what type of activities extended schools should offer, it has been indicated that an extended school should work with the local authority, local providers and other schools to provide access to a “**core offer**” of integrated services. Guidance has been produced to outline the Government’s vision, as follows:

- “*Extended Schools: Access to Opportunities and Services for All - A Prospectus*” (June 2005) - This document outlined the Government’s vision for extended services in and through schools. The prospectus made clear links between “Every Child Matters” and bringing joint services together. It indicated that bringing services together would make it easier for universal services like schools to work with specialist and targeted services so that vulnerable children could be identified, and appropriate intervention made, as early as possible.

- *“Extended Schools: Building on Experience”* (June 2007) - This publication referred to the importance of extended schools as a key vehicle for lifting children out of poverty and improving outcomes for them and their families. It indicated that a key priority for schools is to reach out to disadvantaged families within a universal framework of providing mainstream services to all families. Local authorities were identified in playing a major role in joining up services and working with partners such as health services and childcare providers.

17. An extended school works with the local authority, local providers and other schools to provide access to a **“core offer”** of integrated services. By 2010, all schools should have the core offer of extended services available either in or via their school, though not necessarily provided by teachers or on the school site. The core offer is shown below.

THE EXTENDED SCHOOLS CORE OFFER

- **Provision of high quality, “wrap around” childcare.**
- **A varied range of activities including study support, sport and music clubs, combined with childcare in primary schools.**
- **Parenting and family support.**
- **Swift and easy access to targeted and specialist services.**
- **Community access to facilities including adult education, family learning, ICT and sports facilities.**

18. Details of each element of the core offer of extended schools were considered by the scrutiny panel as follows:

- **Childcare provision** relates to primary schools providing access to high-quality childcare from 8am to 6pm on 5 days a week for 48 weeks of the year. Provision can include breakfast clubs through to private, payable daycare facilities.
- **A varied range of activities** means that access should be provided to a varied menu of study support and enrichment activities. These should provide fun and stimulating activities for pupils and can include educational support, music, arts and sports provision.
- **Parenting and family support** ranges from providing information for parents on matters such as pupils joining reception or transferring to secondary school through to “signposting” to local and national support on issues affecting both children and their parents. This could include information and support for parents on issues such as drugs or school attendance as well as assisting parents to access adult learning opportunities.

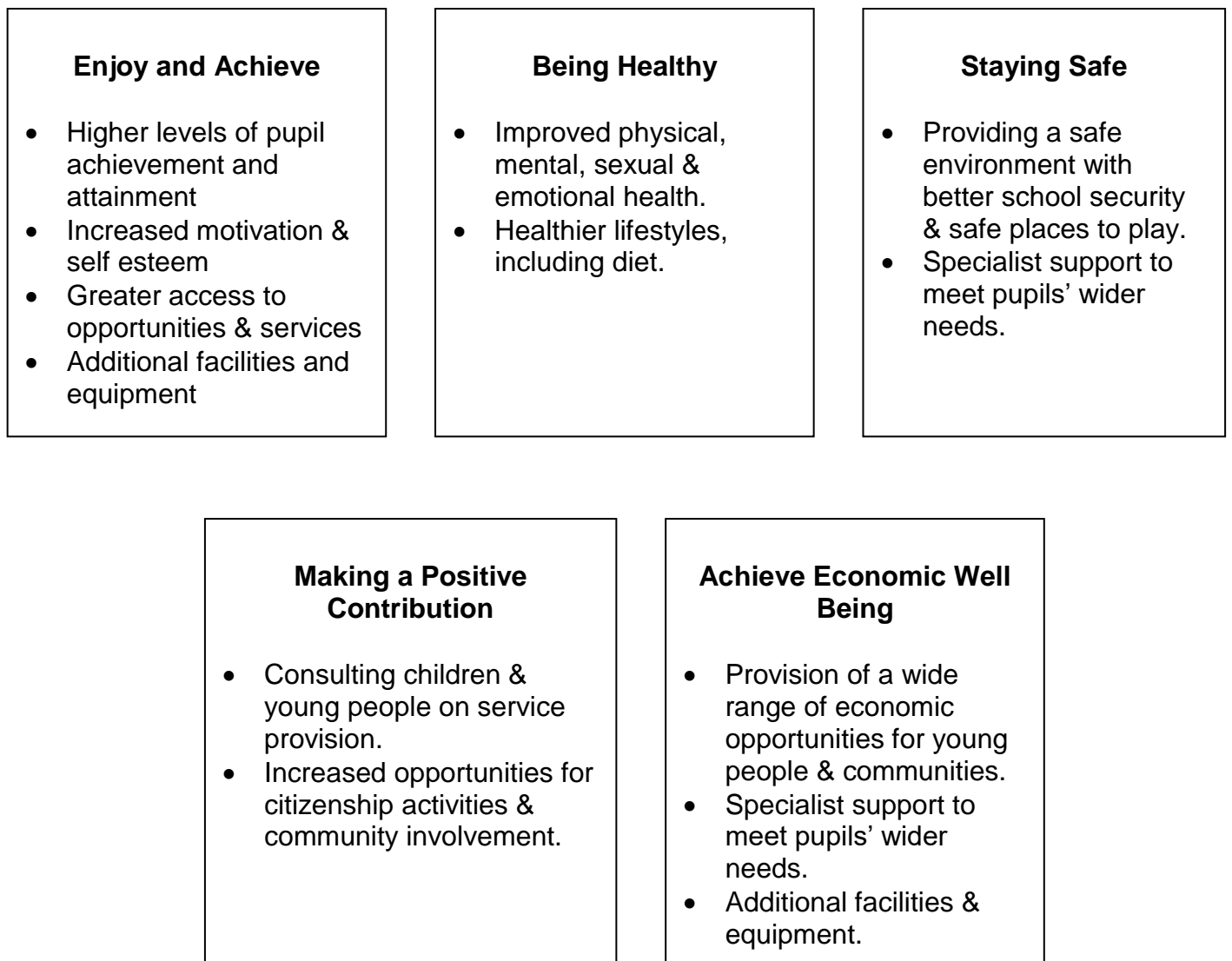
- **Swift and easy access to support services** involves schools working closely with other statutory services and the voluntary and community sector to ensure that children with additional needs are identified as early as possible and that appropriate intervention and support is provided through integrated working with other services.
 - **Community access** should be provided by schools to appropriate facilities. This can include computer suites, sports and arts facilities and the provision of access to adult learning or education opportunities.
19. Further information relating to the core offer of extended schools is provided throughout this report insofar as the core offer (as the key element of extended schools) runs through each aspect of this scrutiny investigation and therefore impacts on all of the terms of reference.

Aims of the programme/benefits

20. When delivered effectively, extended services can help children overcome barriers to learning and enrich the curriculum. Schools are involved in planning new activities and services in ways that deliver the Every Child Matters outcomes, as well as supporting school improvement. This is done in consultation with their school improvement partners.
21. The development of extended services is a key driver in the government's Every Child Matters: Change for Children agenda, and is part of a wider transformation of the way different children's services work together. Schools are typically at the heart of the community they serve and are ideally placed to offer access to a range of extended services. These are intended to have a positive impact on standards and the life chances of children, young people and families.
22. Extended schools can have significant positive effects on children, adults and families. These effects can also benefit schools - by improving pupil attainment and exclusion rates and by promoting an ownership of and involvement with the school by the local community. OFSTED evaluations have suggested that, in terms of positive benefits for pupils, extended services are helping to enhance self-confidence, improve relationships, raise aspirations and produce better attitudes to learning.
23. Parents can benefit from extended schools through flexibility, convenience and accessibility of service provision (such as breakfast clubs and after school clubs) helping them to 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.
24. Extended schools can also provide opportunities for parents to have a greater parental involvement in their child's learning as well as assisting families to access specialist support to meet their wider needs.

25. Teachers can also benefit from extended schools. Extended services can help remove barriers to learning and give support to pupils with problems outside their academic work. This can help teachers to focus on their core job of teaching. Although teachers are not generally involved in delivering extended services themselves, some may choose to become involved through their own interests - for example in after-school sports clubs. This can also have positive benefits in fostering positive pupil/teacher relationships outside the learning environment.
26. There are also benefits of the extended schools programme for local communities, who can access opportunities for adult education and family learning. Often there is also improved local availability of sports, arts and other facilities, resulting in closer relationships being formed with schools and in communities taking an ownership of a local school.
27. When considered in the context of the five outcomes of Every Child Matters, the benefits of extended schools can be summarised as follows:

**Benefits of Extended Schools as defined by the five outcomes of
'Every Child Matters'**



The Council's role

28. Local authority involvement is a key element of delivering the extended schools agenda. In line with the Children Act 2004, authorities work with key partners in the strategic planning, commissioning and co-ordination of extended schools provision. Every local authority is responsible for producing a children and young people's plan, in consultation with all key partners, which will include strategic planning for the development of extended services. Local authorities also have responsibility for the co-ordination of study support activities.
29. In line with the Children Act 2004, Middlesbrough Council is working with key partners to strategically plan, commission and co-ordinate extended services. This includes helping to ensure that initiatives such as regeneration, capital programmes for school buildings, the specialist schools initiative, Every Child Matters, the local children's workforce strategy, local area agreements, the Children and Young People's Plan, and Sure Start Children's Centres, link with, and support, the extended services agenda. The Council's "Extended Schools Position Paper" (published in 2006) highlighted the Council's aims in relation to extended schools as follows:
 - To facilitate, co-ordinate and support schools in expanding their role in relation to children, young people, families and the wider community both within and outside the school day.
 - Through partnership working, to ensure that programmes meet local needs and are developed on a sustainable basis.
 - To develop a wide range of services on school sites offering opportunities to children, young people, families and the wider community.
 - To develop extended schools as part of a wider strategy that addresses community needs and wishes - including issues which are not just school concerns such as achievement, employment, community cohesion, health, crime and deprivation.
30. The Extended Schools Position Paper indicated that these aims would only be fully achieved via partnership working; the involvement of children, parents and the wider community in the process; building on evidence-based good practice; focussing on outcomes; taking a co-ordinated approach to minimise duplication; and developing the full potential of schools as community resources.
31. There is also a need to recognise that elements of a wide range of key Council policies are/have been closely linked to the development of extended schools. This aspect of the topic is covered in greater detail in paragraph 68 onwards.
32. Through its extended school co-ordinators, the Council is also involved in helping schools to identify resources, including funding. This assists in ensuring that extended services are sustainable in the longer term.
33. Examination of these terms of reference highlighted the importance and potential benefits of developing the extended schools programme and also illustrated the Council's key role in the process.

TERM OF REFERENCE: “To assess the impact of any relevant performance indicators or performance measures.”

34. The scrutiny panel established that, to date, there have been no formal performance measures introduced in relation to extended schools. As has been indicated earlier in the report, there is, however, a requirement that every school should be meeting the core offer by 2010.
35. At a national level, the Department for Children, Schools and Families (DCSF) has established the Training and Development Agency for Schools (TDA). This body was established to provide initial and in-service training of teachers and other school staff and also oversees the development of extended schools. The TDA - which works to support schools as they develop, remodel and modernise their workforce and help children realise their potential - has a robust approach to ensuring that schools/local authorities are on target with the development of extended schools, including the collection of data from local authorities.
36. Despite there being no formal performance measures, work has been undertaken in Middlesbrough to assess progress and determine future requirements in respect of extended schools. Members heard that an extensive audit of provision was undertaken in 2006 to establish existing service levels and identify key priorities for future development. This exercise was repeated in 2007 to measure progress and provide information which is being used to determine priorities for the next 12 months. The audit information is also provided to the TDA so that developments in Middlesbrough can be evidenced as part of the TDA’s national data.
37. Almost all schools have completed the latest audit, with current information showing that all schools are offering some aspects of the core offer, with 85% of schools providing the full core offer either on school sites or via signposting to available local provision. TDA information indicates that this is a very positive position in comparison to other local authority areas across the north east region and nationally. This situation has been achieved through a number of local measures, as follows:
- **Development of the Extended Schools Remodelling Programme** - This is a programme run by local authorities with the support of at a national level from The National Remodelling team. Extended schools remodelling is intended to help turn aspirations and support into practical ways forward which can deliver benefits to children, families, schools and communities. In Middlesbrough, the programme has been delivered as a ‘change management’ training programme. This has consisted of a series of four workshops delivered to schools and partners. The objective of the training has been to raise the profile of extended schools, to establish some “quick win” projects and to support schools and partners in developing a long term vision of extended services in their communities. The workshops included problem solving, illustrating how extended schools fits in the context of local and national agendas, partnership working and short, medium and long-term planning. The partnership working element of the programme included officers from study support, adult education, libraries, museums, sports development, arts development, Sure Start, health, regeneration, social care and the voluntary and community sector. All local schools, including academies, have participated in the programme.

- **The appointment of a team of extended schools co-ordinators** -The team (which comprises five staff) has a remit of working with individual schools and groups of schools and their partners to ensure that the core offer is delivered. This involves detailed consultation with children, parents and the local community, auditing local provision, partnership working and identifying resources and funding opportunities. The team has been responsible for the development of an extensive programme of activities across Middlesbrough and is responsible for supporting schools delivering the core offer by developing a programme tailored to each school's requirements.
- **Monitoring and evaluation** - The extended schools team monitors and evaluates all projects to ensure quality and value for money. An assessment is also made of any issues or potential problems that need to be addressed as well as identifying examples of best practice that can be used in future projects.
- **The establishment of Parent Support Advisors in Schools** - The Parent Support Advisor (PSA) scheme is a pilot, government funded initiative to support 20 local authorities to introduce PSAs into their workforce. A total of £40m funding has been made available nationally for two years up to July 2008. The advisors are involved in helping parents to tackle poor behaviour or attendance by their children and also in providing support to parents and teachers by fostering positive relationships between home and school. There are presently 42 schools supported by a PSA either on a full or part-time basis. Although the results of an external assessment of Middlesbrough's PSAs, undertaken by Coventry University, are awaited, officers consider that the pilot scheme appears to have had very positive local benefits. Indications are that funding for parent support advisors will also be continued after July 2008.
- **By ensuring that each element of the core offer for extended schools is addressed** - Information was considered on the current position in Middlesbrough as follows:
 - a) High quality wraparound childcare: There are currently 29 schools offering breakfast clubs for children; 48% of schools offer formal childcare arrangements on site after school, with other schools "signposting" parents to childcare arrangements. After-school childcare is also available to children from other schools. Childcare provision is carefully planned and monitored in order to take account of other childcare opportunities (e.g. childminders) and to ensure accessibility for all children. In order to check on the current position regarding childcare provision, a Childcare Sufficiency Audit is currently being undertaken. The results of this exercise will be used to inform decisions regarding childcare provision.
 - b) A varied menu of activities all year round: Out of hours learning and study support are very highly developed in Middlesbrough. Opportunities available to children have been significantly enhanced by linking into wider programmes e.g. Design of the Times 07 (DOTT 07), the national "What's Cooking" programme and the Town Meal. All schools offer a wide range of activities. Although some schools and groups of schools ensure that this includes non-term time activities, this is recognised as a challenge. Children, Families and Learning also supports junior youth clubs and the Youth Service is involved in providing opportunities for young people.

- c) Parenting support, including family learning: As has been indicated earlier in the report, all schools have access to the services of a Parent Support Advisor. In addition, the Adult Education Service offers the provision of family learning to parents in all Middlesbrough schools. These services are intended to support parents in all aspects of their lives - for example by directing them to appropriate services if they are concerned about their child drug taking or drinking alcohol, or by assisting them in accessing learning opportunities.
- d) Swift and easy access to specialist services: Schools have a range of mechanisms to ensure that vulnerable children receive appropriate services, according to need, as quickly as possible. The development of the Common Assessment Framework (CAF) has significantly impacted on this aspect of the core offer. The CAF was developed as part of the Every Child Matters programme and is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. This involves a team from various professional backgrounds deciding an appropriate course of action.
- e) Community use of schools, including adult education: Community use varies from, school to school. One factor which affects this is that Middlesbrough is generally well served with youth and community centres, both of which by their nature serve a wide range of uses by local people. Therefore if there is no demand for community usage, schools are not obliged to provide it. For example, the majority of junior youth clubs and children's play activities take place via youth service provision in youth and community centres.

38. Children, Families and Learning acknowledges that evaluation is vital to the successful delivery of extended services in order to assess whether the services being provided are meeting their objectives. Schools are expected to undertake ongoing evaluation of their services and to identify gaps in provision or areas where services need to be re-shaped or altered, for example based on demand for a service. The extended schools team is also involved in working with schools to set objectives and expected outcomes when planning new activities and projects. This is a key part of the evaluation process.
39. Examination of this term of reference highlighted that there are no formal requirements or indicators to measure performance in relation to extended schools. However, a number of measures have been put in place to ensure that best practice is developed and that all schools are working towards providing access to the core offer by 2010.

TERM OF REFERENCE: “*To investigate resource and funding arrangements and to examine any associated issues.*”

40. Nationally, the Government committed a total of £680 million to support the development of extended schools from 2006 to 2008. The majority of this funding has been routed through grants and distributed by local authorities, who are able to prioritise the allocation of resources according to need and their plans for the development of extended schools. £250 million has been provided directly to schools as part of their school standards grant.

41. In addition to the £680m, the Government earmarked funding of just over £1.3billion between 2006-08 for schools, to support personalised learning during and beyond the school day, which could also be used for extended services. This was also routed through grants.
42. In terms of the position in Middlesbrough, information was considered by the scrutiny panel in relation to the following:
- Funding of extended schools since 2005.
 - Future funding to 2011.
 - External funding secured by the extended schools team.
43. The scrutiny panel considered details of the funding that has been made available for the extended schools programme since 2005-06, together with information on how the funding has been used. The extended schools programme is funded almost entirely through grants. Between 2005-06 and 2007-08, grants were received as follows:

| Year | General Sure Start Grant - Capital/£ | General Sure Start Grant - Revenue/£ | Extended Schools Standard Grant/£ |
|---------|--------------------------------------|--------------------------------------|-----------------------------------|
| 2005-05 | - | 53,000 | 255,945 |
| 2006-07 | 210,089 | 119,139 | 261,542 |
| 2007-08 | 214,925 | 279,935 | 271,542 |

44. To date, extended schools standards grant funding has been used to employ the extended schools team. This comprises a manager, four extended schools co-ordinators and an administrator. The funding has also supported the delivery of the Extended Schools Remodelling Programme, which included using the funding to release staff to attend meetings and training.
45. In 2006 a capital funding stream became available via the General Sure Start Grant. This has been used to pay for minor adaptations at primary schools to facilitate the delivery of extended school services - for example zoned heating so that separate parts of a school can be heated, provision of storage facilities and screening parts of buildings for security. To date, 29 schools have been supported from the General Sure Start Grant. The panel referred to the need to ensure that, as community usage of schools is increased, security is recognised as an important consideration.
46. In terms of future funding arrangements, these are currently in the process of change. The position has become more complicated as a range of Government initiatives is concentrated on this area of work. With effect from 2008/09, there are now two main revenue components to extended schools funding, as follows:

- Start Up Grant
- Sustainability Grant

47. Advice from the Government’s Department for Children, Schools and Families (DCSF) indicates that the start up grant will be used to support local authority strategic development and support to schools. Authorities will determine how this grant is spent. The sustainability grant is to be used to fund the continued provision of parent support advisors in schools.

48. Funding between 2008 and 2011 will be provided as follows:

| Year | Extended Schools - Start Up (Area Based Grant)/£ | Extended Schools Sure Start Grant - Early Years and Childcare Grant/£ | Extended Schools - Sustainability/£ |
|---------|--|---|-------------------------------------|
| 2008-09 | 336,644 | 279,935 | 237,769 |
| 2009-10 | 636,158 | - | 435,101 |
| 2010-11 | 261,615 | - | 613,023 |

49. Changes in the way that grants are provided mean that funding is effectively changing from local authority to school control. This is in line with Government thinking that budget should, as far as possible, be controlled at school-level with governing bodies being responsible for determining priorities etc. Local authority involvement will, increasingly, be in a monitoring role and as an “enabling” body - for example by co-ordinating extended schools provision overall and in providing creative solutions to problems through staff such as extended schools co-ordinators.

50. In addition to grant funding, the extended schools team works to secure funding and resources from a range of different sources. The team is involved in applying directly for external funding and also in assisting schools in writing/submitting their own funding bids. To date, external funding of over £175,000 has been secured for local extended schools projects.

51. **Appendix 1** shows information on the external funding which was secured by the extended schools team in 2006/07 and illustrates the wide range of projects for which the funding was used.

52. Examination of this term of reference highlighted the fact that funding for extended schools is essentially grant-driven. External funding sources also play an important role in supporting projects developed by schools.

TERM OF REFERENCE: “To examine links with other education initiatives and programmes.”

53. The scrutiny panel heard that the benefits of partnership working, in conjunction with local private and voluntary sector providers, have been promoted and highlighted as part of the national development of extended schools.
54. In Middlesbrough the extended schools team has led the development of the programme in conjunction with a wide range of partners, including colleagues in Children, Families and Learning, other Council departments and external bodies and organisations. Partnership working is based on developing the core offer of extended services to children and their families. This is done at a strategic level by the Extended Schools Manager and is translated into working relationships at a local level by the Extended Schools Co-ordinators.
55. The panel considered joint working initiatives that have been developed in respect of the core offer of extended schools, as follows:

High quality wraparound childcare:

56. The extended schools team works very closely with colleagues in Sure Start to facilitate this. The development of Children’s Centres on school sites provides examples of very effective working in this area. Consultation has been undertaken with parents to ensure that services are provided on primary school sites for children aged 0-11.
57. In addition to specific childcare provision, some breakfast clubs have been developed in conjunction with officers involved in study support. For example, learning and fitness activities have been developed at some breakfast clubs.

Varied menu of activities all year round

58. This area of work is delivered by officers and staff working in study support, sports development, arts development and in conjunction with organisations including MIMA, Tees Valley Arts, HEATS (Helping Educational Achievement Through Sports) and Groundworks. School holiday provision is planned with local libraries, where children are directed or “signposted” to opportunities offered through the library service. Other out of school activities are provided through organisations such as junior youth clubs, the youth service and Sure Start.
59. In addition, extended schools has linked into town-wide projects that have been developed in conjunction with study support, regeneration and national organisations, such as DOTT(Design of the Times) 07, the Town Meal and activities undertaken with Continyou. Continyou is a national organisation which uses learning to tackle inequality and build social inclusion and is involved in supporting extended schools initiatives.

Support for parents, including family learning

60. Schools now have Parent Support Advisers in place who play a key role in delivering this dimension of the core offer. The advisers work with the Extended Schools Co-ordinators to enhance opportunities for parents. Work is also undertaken with the Adult Education Service to deliver family learning courses to parents in schools, with 20 courses currently being delivered. These have enhanced parental learning opportunities and also support parents in helping their children to learn. Extended schools has also been involved in promoting other opportunities offered by Middlesbrough Learning Shop.

61. The scrutiny panel heard details of a family learning project that has recently been delivered jointly by the school improvement service, family learning and Hall Garth Secondary School. The project was aimed at improving boys' reading skills and this was done through a parent and child following written instructions to build a go-kart together. This resulted in the reading, speaking, listening and practical skills of participants being significantly enhanced.

Swift and easy access to specialist support services

62. The main system of delivering this aspect of the core offer is through working with the Common Assessment Framework and locality working. The Common Assessment Framework is a standardised approach to conducting an assessment of a child's additional needs and deciding how these should be met. There is a particular involvement with health services in this area and the Council works closely with the local Primary Care Trust (PCT) as its major partner in ensuring that children's health needs are supported.
63. There is also a significant link between areas of the core offer and the work undertaken by schools to achieve "Healthy Schools Status." (To achieve this a school needs to demonstrate evidence of good practice in four core themes covering matters such as healthy lifestyles and physical activity).

Community access to schools, including adult education

64. Middlesbrough adult education service delivers courses in 4 secondary schools (Acklam Grange, Kings Manor, Hall Garth and Ormesby). Other schools (mainly secondary) work with community groups and sports clubs, who regularly use school premises. Major sports facilities at Acklam Grange, Ormesby Comprehensive and Kings Manor schools are used extensively by the local community.
65. In terms of funding, the extended schools team has attracted money from a wide range of sources including the Big Lottery, Local Network Fund, Better Neighbourhoods, Erimus Housing, West Middlesbrough Neighbourhood Trust and Stronger Together in East Middlesbrough. In most cases, funding is dependent on successful partnership working to deliver a particular initiative or funders expect to see partnership working in the delivery of projects.
66. The extended schools team has produced a "Report of Activities," which shows examples of extended schools provision where there has been direct involvement of the extended schools team. This was made available to the scrutiny panel and illustrates the activities and progress made in partnership with officers from Children, Families and Learning, other council departments and external agencies.
67. **Appendix 2** attached to this report illustrates the very wide range of activities which was developed in 2006/07.
68. The scrutiny panel was also informed that extended schools links closely with the Council's strategic objectives in respect of the Building Schools for the Future programme and the Primary Strategy for Change. The concept of schools at the heart of communities, delivering a range of services is crucial to the future development of school buildings in Middlesbrough.

69. As all schools have this ambition as part of their mission statement it is envisaged that the design of new schools will reflect this concept. Schools will therefore be multi-purpose spaces which are welcoming to the community. In addition, there are close links with the ongoing development of Sure Start Children's Centres. The latest wave of Children's Centres has been developed on primary school sites and close partnership working has been established. It is envisaged that schools will develop to be the location for the provision of services for children and families from pre-birth through to age 11.
70. The Children and Young People's Plan which is currently being produced by Children, Families and Learning will also have close links to extended schools. In addition, the programme will also be linked to initiatives which schools develop as they try to achieve "healthy school" status. In this regard, health referral pathways are being developed in conjunction with partners - for example a School Drug Referral Pathway which is being piloted in one secondary school. This involves training for all staff on how to deal with drug problems and access appropriate help.
71. In addition to the above, the following Council policies and strategies have had links to the development of extended schools:
- Community Strategy
 - Behaviour Improvement Plan
 - Neighbourhood Renewal Fund
 - Space for Sports and Arts
 - 14-19 Strategy
72. Examination of this term of reference confirmed the importance of joint/partnership working in delivering extended schools.

ADDITIONAL INFORMATION: VISITS TO ACKLAM GRANGE SCHOOL AND BRECKON HILL PRIMARY SCHOOL

73. In order for the scrutiny panel to see examples of extended schools facilities first hand and to speak to some of the staff involved, arrangements were made for Members to visit Acklam Grange (Secondary) School and Breckon Hill Primary School.

Visit to Acklam Grange School

74. Panel Members spoke to Mr M Burnett, the school's Head of Inclusion, who explained how the concept of extended schools had been progressed at Acklam Grange. Particular reference was made to how the school's Acorn Centre has been developed.
75. Main points arising from the school visit were as follows:
- The Acorn Centre began as a pilot scheme for a community-based inclusion centre under the Excellence in Cities programme involving West Middlesbrough Neighbourhood Trust. The inclusion centre is for pupils excluded from normal classes but not allowed to be absent from school. This has prevented pupils from deliberately misbehaving to get time off school.
 - The school uses the centre during school hours/term time. For extended schools and community use it is open 51 weeks of the year.

- The centre's sports hall - which is used extensively by the local community for various activities - was built following a successful lottery bid and funding through West Middlesbrough Neighbourhood Trust.
- The school is involved in trying to engage parents (including hard to reach groups) by developing community usage, including programmes based on a health and fitness agenda. This has succeeded in involving some parents who otherwise would not have come to the school.
- A typical events programme over the course of a term includes sports activities such as badminton, volleyball, basketball, trampolining, football and cricket and gymnastics, as well as drama and dance, music groups and a slimming club.
- Specialist activities and programmes are also offered - such as drug education, adult literacy and numeracy, healthy eating and slimming, crime prevention, childcare. These involve a wide range number of external organisations and agencies - including Connexions, the NSPCC, the Council's Youth Team, Middlesbrough Football Club, the Prison Service, Barnados, the Primary Care Trust and Family Mediation.
- Involving primary school pupils in sports courses assists in the Key Stage 2/3 transition process in that the pupils become familiar with the school premises and (where courses are run by teaching staff) with teachers.
- The Acorn Centre is non-profit making - although there are charges for some sports facilities to pay for specialist coaching staff (eg from the Football Association).
- The school works closely with the relevant extended schools co-ordinator in identifying potential sources of external funding and developing extended facilities and programmes.
- A Steering Group has been established to ensure that the Building Schools for the Future programme does not adversely affect extended schools provision.

Visit to Breckon Hill Primary School

76. The scrutiny panel spoke to Mrs C Diemoz, the school's headteacher, who explained how extended schools had been developed at Breckon Hill.

77. Main points arising from the visit were as follows:

- As well as the primary school, the Breckon Hill site includes the local community centre, sports and arts facilities and a Sure Start Children's Centre.
- The community centre and its facilities have been developed so that they are integral to the school.
- The school has welcomed the development of extended schools and recognises the benefits for children and the local community.
- The full extended schools core offer is available on the site at the school. This includes a wide range of community uses, such as sports activities, adult learning, use of computer equipment and guides/brownies.
- Funding for the various premises involved in Breckon Hill's extended schools programme is complex as it is from different sources, including voluntary sectors and schools funding. Regular joint meetings are held between the management of the four centres involved to assess who provides what services and to avoid duplication.
- The appointment of the school's parent support advisor under extended schools has had a very positive impact.
- After school clubs are many and varied and operate five days a week plus some Saturday morning provision.

- Extended Schools facilities, such as the breakfast and after school clubs, operate as a valuable support network for local working parents.
- The school's "walking bus" and breakfast club have been particularly successful in encouraging and improving the school attendance of children who, due to family circumstances, might otherwise not attend.
- The breakfast club and after school clubs are chargeable. The costs of 30p and 50p respectively per child have been set at levels which are affordable locally. saved up and reserved to cover any future shortfall in funding.
- Extended schools initiatives have helped in the school having had no temporary or permanent exclusions for 7 years.
- There are very strong links with the local community and courses run for adults are generally very well attended. Owing to these strong links, problems of damage or vandalism on the school site are very rare.
- Support is provided for pupils approaching the Key Stage 2/3 transition by providing various schemes during the six week summer break. This has helped to address issues of punctuality, bullying and health issues.

78. The scrutiny panel found the site visits to be most useful in providing an opportunity to see examples of extended schools working and to hear how schools have developed relevant programmes.

CONCLUSIONS

79. Based on the evidence gathered in the scrutiny investigation the Panel concluded that:

1. The extended schools programme is generally highly developed across Middlesbrough. The most recent audit showed that around 85% of schools provide the full core offer either on site or via referral to available local services. The scrutiny panel is very pleased to see the excellent progress which has been made, and the work which is ongoing, to implement the extended schools agenda across Middlesbrough and to work towards ensuring that all schools meet the requirements of the core offer by 2010.
2. There are good examples of close co-operation between partners working in education, childcare, children's centres, health, social care and other children's services. Partnership working ensures quick and easy access to services such as health and social care and means that problems affecting children's learning can be more easily dealt with.
3. Community involvement and engagement is an essential element of extended schools. Evidence shows that where families are involved in activities such as family learning, they become more involved in their children's education, embrace new learning opportunities and encourage their children to learn. Although there are widespread good examples of community uses, it would be beneficial to encourage involvement of the wider community, particularly people without school age children who are unlikely to have any involvement with a local school.

(Cont.....)

4. The benefits of ensuring that all schools become extended schools are likely to be widespread. These range from ensuring that the five key elements of “Every Child Matters” are met for children, to addressing wider community and family issues such as community cohesion, promoting healthy family lifestyles, adult learning and employment opportunities and crime and deprivation.
5. In developing further links with communities and increasing the use of community facilities, there is a need to recognise the importance of school security and to take appropriate measures.

RECOMMENDATIONS

80. Following the submitted evidence, and based on the conclusions above, the scrutiny panel’s recommendations for consideration by the Overview and Scrutiny board and the Executive are as follows:
 1. That the Executive notes the Children and Learning Scrutiny Panel’s conclusion that excellent progress is being made in implementing the extended schools agenda across Middlesbrough, with a number of examples of good practice having been developed.
 2. That the results of the next audit which is undertaken of extended schools provision are reported to the Children and Learning Scrutiny panel and that, specifically:
 - (a). The number of schools which are not yet providing the full extended schools core offer is identified;
 - (b). The scrutiny panel is informed of how any shortfall in provision is to be addressed to ensure that all schools meet the requirements of the core offer by the 2010 deadline; and
 - (c). The scrutiny panel is kept updated on progress thereafter.
 3. That the numerous examples of extended schools good practice are shared among schools and service providers to illustrate to other schools the range of integrated services that can be achieved, as well as the numerous benefits.
 4. That the community use element of extended schools is actively promoted to encourage the involvement of, not only local parents, but local people without school-age children and also the wider community who might consider themselves to be outside a school’s immediate catchment area.
 5. That, in the light of increased community usage of schools, the importance of school security issues is recognised and addressed as appropriate - for example as improvement programmes are developed through Building Schools for the Future and Primary Strategy for Change.

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 - Julie McGee - Extended Schools Manager, Children, Families and Learning
 - Karla Huddart - Extended Schools Co-ordinator, Children, Families and Learning
 - Andy White - Head of Lifelong Learning, Children, Families and Learning
 - Martin Burnett - Head of Inclusion, Acklam Grange School
 - Cherry Diemoz - Headteacher, Breckon Hill Primary School
82. Special mention should be made of Julie McGee, Extended Schools Manager, who was the main contributor from Children, Families and Learning and who co-ordinated submission of the main evidence and the attendance of relevant officers.

BACKGROUND PAPERS

83. The following background papers were consulted or referred to in preparing this report:
- Minutes of Children and Learning Scrutiny Panel Meetings: 13 February, 5 March, 26 March and 8 April 2008.
 - Notes of school visits: 29 April and 5 June 2008.
 - DfES Publication - "Extended Schools Remodelling Programme - An Introduction."
 - DfES Publication - "Extended Schools: Access to Opportunities and Services" (2005).
 - DCSF Publication - "Extended Schools: Building on Experience" (2007).
 - Middlesbrough Council's "Extended Schools Position Paper."
84. Information was also obtained from the websites of the Training and Development Agency (www.tda.gov.uk), TeacherNet (www.teachernet.gov.uk) and The Department for Children, Schools and Families (www.standards.dfes.gov.uk).

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