



Extended Schools

Schools located at the heart of the community are well placed to take up the challenge of making Every Child Matters a reality for children, young people and communities.

1. Progress

Over 3,000 schools (1 in 8) are now providing access to extended services. This exceeds our September 2006 target of 2,500 schools. This is a testament to the willingness and commitment of local authorities and schools, working in partnership with the voluntary, community and private sector and with other schools to develop extended services.

In June 2005, the Extended Schools Prospectus – *Access to Opportunities and Services for All* set out a core offer of services that all children should be able to access through schools by 2010.

The core offer includes access to:

- a varied menu of study support activities such as homework clubs;
- high quality childcare provided on the school site or through local providers, with supervised transfer arrangements where appropriate, available 8am-6pm all year round for primary schools;
- 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; and
- providing wider community access to ICT, sports and arts facilities, including adult learning.

Schools will need to work closely with parents, children and others to shape these activities around the needs of their community and may choose to provide extra services in response to demand.

2. Every Child Matters and Supports Schools Standards

High educational standards and well-being go hand in hand. Children succeed best when they are healthy, self-confident and well-motivated. Extending the range of services that schools can offer is crucial to making sure children and families are given the support they need to thrive.

3. Why should schools do this?

Evaluation of the second year (school year 2004-5) of the national evaluation of full service extended schools, published on 19 September shows that extended services can have significant positive effects on children, adults and families including benefits for schools in terms of improvements on performance measures such as pupil attainment and exclusion rates.

This builds on earlier evaluation from Ofsted (July 2006) which suggests that extended services are helping to enhance self-confidence, improve relationships, raise aspirations and lead to better attitudes to learning.

4. What this means for parents?

Parents will have 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.

5. What this means for teachers?



Teachers will not have to deliver extended services themselves. It is about working well with existing private and voluntary sector childcare providers and with support staff who wish to take up these opportunities. Extended services can help remove barriers to learning and give support to pupils with their non-educational problems, helping teachers focus on their core job of teaching. Everyone who works in schools should enjoy a reasonable work/life balance. It may be appropriate that someone undertakes a co-ordination role.

6. Working in Partnership

Many schools will choose to develop the core offer by working in partnership with existing local private or voluntary sector providers or by building on existing links with other local schools and working as a cluster.

There is no expectation that teachers will deliver childcare. Although it may be appropriate that someone undertakes a co-ordination role. TDA Development is taking a lead role in supporting schools through the development of extended services to ensure that it is consistent with the tenets of workforce reform.

The local authority is a key partner in supporting the development of extended services across the community and it is crucial to the success of the extended schools programme that at local level, there is close co-operation between partners working on education, childcare, children's centres, health and other children's services. Providing quick and easy access to services such as health and social care means that problems getting in the way of 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, embrace new learning opportunities, and encourage their children to learn.

7. Funding

To support schools in setting up and embedding their services, the Government has committed funding of £840 million over 2003-2008. This will be made available through each local authority as well as funding direct to schools. The funding can be used flexibly to support schools to develop a sustainable model and to overcome barriers that they face that may prevent them from developing extended services. In addition, £1.3 billion has been made available over the period 2006-08 for schools to support personalised learning during and beyond the school day, which will support access to extended services, especially for children from disadvantaged areas.

Developing and embedding access to extended services is a long term agenda. This is about putting in place services that will last and provide continual benefits to

children, young people and families over time. Services should become sustainable either through charging for services such as childcare, and working with the Children's Trust to develop links to appropriate agencies and professionals who will deliver their services in new ways through schools.

8. Support

The Extended Schools Remodelling Adviser (ESRA) is the strategic lead for developing the extended schools vision within each local authority. The ESRA is supported by the Training and Development Agency Development (TDAD) who are helping local authorities ensure that at school level, teachers are not taking on additional responsibilities and that the most appropriate person is engaged in developing and delivering extended services. They have been working with governing bodies and others on workforce reform and will also be providing support and guidance for governors.

ContinYou and 4Children – both charity organisations – also provide support to this agenda. ContinYou provide technical support through the Extended Schools Support Service, and links to their broader expertise in health improvement, community regeneration and study support. 4Children provide expert advice on all aspects of childcare linked to extended schools, including delivery models and quality assurance programmes. Together, these organisations bring expertise, and skills and complement each other to support schools through the process of developing extended services.

Find out more

www.teachernet.gov.uk/extendedschools