

March 2006

Extended Schools – a Guide for Governors I



“When we consulted children, young people and families they wanted the government to set out these aims in terms of a positive vision of what, as a society, we want to achieve for our children. They wanted an approach that was less about intervening at points of crisis or failure, and more about helping every child to achieve his or her potential. They wanted an approach that involved children, families and communities and public services working to a shared set of goals, rather than narrow or contradictory objectives.”

Every Child Matters, 1.2





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Dear Governor

In the nine months since the Secretary of State for Education and Skills, Ruth Kelly, announced the government's ambitious extended schools programme, there has been much speculation about what this means for governors and governance. During this time the newly formed National Governors' Association (formerly National Governors' Council and National Association of School Governors), the National Remodelling Team (NRT), the Coordinators of Governor Services (COGs) and ContinYou have been working together with Department colleagues to try and address some of your questions. Whilst we cannot claim to have all the answers, we hope that this guidance will serve as a reference document to support you as you work with your schools on developing your plans for extended services.

The government's extended schools prospectus, *Access to opportunities and services for all*, makes it clear that inclusion is at the heart of this agenda – it's about bridging the gap, so that all members of the community, school and outside, have equal access to the same provision. It also highlights that it is about schools providing access to services, rather than necessarily delivering them all themselves. Partnership working is going to

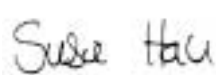
be key to effective delivery and governing bodies will often find themselves working with a broad range of services to deliver improved outcomes for children and young people.

Extended schools are a key delivery mechanism for the five outcomes which children and young people themselves have identified as being important to them: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Extended schools will be one of the ways of ensuring that the vision of ECM becomes a reality. At the heart of the community, familiar to children and trusted by parents, schools are in a great position to "broker" extended services and become a local hub for information and provision. Co-locating and facilitating easier access to services around the place where children and young people spend much of their time makes sense in terms of improving outcomes.

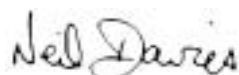
Delivering a coherent vision for schools will depend on effective governing bodies, responsible and accountable for strategic decisions about schools and their future. The extended schools policy delivers life chances for all – the potential for enhanced wellbeing, achievement and standards. This possibility is too pressing for us to ignore. As strategic leaders, governors will work with headteachers and senior leaders to make this a reality for all children, young people and communities. Part of the community itself, governors are well placed to represent it on this agenda. Governing bodies have a valuable role to play in developing strong relationships between people from different backgrounds and in contributing to community cohesion in their local area.

There will be challenges for schools in taking on this agenda. There is no blueprint of what an extended school looks like; it is for each school to provide access to a core of services plus additional provision which is tailor-made to the needs of the local community. This pack is designed to support you in meeting those challenges.

Yours faithfully,



Susie Hall
Chair, National
Co-ordinators of
Governor Services



Neil Davies
Co-Chair, National
Governors' Association



John Adams
Co-Chair, National
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Dame Pat Collarbone
Director, National
Remodelling Team



Laurence Blackhall
Chief Executive Officer,
ContinYou



Extended schools overview

What is an extended school?

An extended school is one which provides access to a range of services and activities, often beyond the school day, to help meet the needs of children, parents and the wider community. To test the concept, the Government funded what were known as full-service extended schools with a specific remit of services. They, and other schools developing extended services independently, have shown the benefits that result.

The core extended services which all children should be able to access by 2010 are:

- high quality 8am-6pm childcare provided on the school site or through other local providers
- a varied menu of activities, including study support – such as including homework clubs, sports, music tuition, arts and crafts, visits to museums, business and enterprise activities
- parenting support – including information sessions and family learning activities
- swift and easy referral to a wide range of specialist support services
- wider community access to school facilities – including ICT, sports and arts facilities and adult learning opportunities

Whilst it is important that extended services are shaped to meet the needs of pupils, parents and community, the core offer has been developed to ensure that all children and parents have access to a minimum of services and activities. Children with disabilities or special educational needs should be able to access all the new services. However, the core offer is not intended to dictate what happens in schools – it is only a minimum. 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. The experiences of schools which already offer extended services points to these core elements as representing services which can make the biggest difference to pupils and their families.

Providing extended services:

- supports improvements in standards
- enables children to have fun and develop new skills
- enhances support for vulnerable children
- encourages parental involvement in children's learning
- makes better use of facilities by opening them up to the community
- provides better help to address children's wider needs

The extended schools policy has real benefits for all children, but also presents the challenge of developing targeted and personalised services, which close the gap between the highest and lowest achieving.

What do we already know about extended schools?

An evaluation of the first year of the full-service extended schools project has been published (www.teachernet.gov.uk/extendedschools).

Findings include:

- Local authorities and full-service extended schools are seeing the initiative as an opportunity to rethink the roles of schools in relation to their pupils and local communities
- Schools have responded to their original brief in a variety of ways to fit their circumstances
- When managed properly the full-service approach could often free headteachers and teachers to concentrate on their core business
- Full-service extended schools are often achieving high levels of multi-agency working
- Full-service extended schools and local authorities were positive about the potential of the Every Child Matters agenda and Five Year Strategy creating a framework for their strategic approaches
- There is considerable anecdotal evidence of positive outcomes from full-service extended schools, including examples of raised attainment and growing trust and support between families and schools

Equally encouraging are the findings of the baseline survey into extended services in mainstream schools (www.teachernet.gov.uk/extendedschools).

Most primary schools (87 percent) offered regular activities or childcare for their pupils after the school day. The picture in secondary schools is similar. Nearly all secondary schools (95 percent) offered regular after-school activities and 61 percent provide before school activities. Almost two thirds of secondaries also offered holiday activities.

This shows that almost all schools in England offer some level of extended services, but very few offer anything approaching the full core offer, particularly with regard to making services available all year round.

Benefits for children and young people:

- Sharper focus on meeting their needs
- Higher levels of attendance
- Increased motivation and self esteem
- Specialist support to meet pupils' wider needs
- Access to additional facilities and equipment to enhance learning
- Improved attitude to learning
- Growing up in a community where learning is valued
- Greater personalisation
- More opportunities for the gifted and talented, and pupils with SEN

Benefits for families:

- Greater availability of specialist support services in their neighbourhood
- Greater levels of parental involvement in children's learning
- Creation of local learning and job opportunities

Benefits for communities:

- Increased responsiveness to community needs
- Better access to specialist services
- Improved local availability of sports, arts, libraries and other facilities
- Opportunities for intergenerational initiatives
- Better supervision of children out of school hours
- Community regeneration
- Reduced levels of anti-social behaviour
- Better utilisation of resources

Many schools have expressed concern at possible tensions between the focus on standards and the wider extended schools agenda. Whilst this is an understandable worry, early evidence shows that joined-up services have the potential to have a positive impact on achievement because behaviour, attendance and attitudes to learning all improve. Extended schools have as a core target the removal of barriers to learning and can enable all children to achieve their maximum potential. We expect that improving children's wellbeing will have an impact on their ability and willingness to learn and ultimately, will lead to higher educational standards.

The role of the governing body

The role of the governing body has changed beyond recognition over the past 20 years. And it is still changing: the introduction of extended schools has huge implications for the strategic leadership of schools. Governors are critical in the development of extended services as they have ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take. Section 27 of the Education Act 2002 gives governing bodies of all maintained schools the power to provide, or enter into contract or arrangements to provide, facilities and services that "further any charitable purpose for the benefits of pupils at the school, their families or people who live and work in the locality in which the school is situated".

Governing bodies need to think strategically about the need for coherence between the extended schools and standards agendas in terms of the school development strategy, taking account of the local Children and Young People's Plan. It is important that they have a clear strategic oversight of the school's extended services offer and how it relates to the core teaching and learning function of the school and that this is reflected in the regular completion of the Self Evaluation Form (SEF). Governing bodies should develop a vision for their provision of extended services that aligns with the school's vision and helps them promote the intended outcomes and advantages to others.

Extended Schools: a report on early developments – Office for Standards in Education (Ofsted)

- Parents are very enthusiastic about the benefits of extended schools and the provision has been transformational for some
- Services work well together to support children when they collaborate on agreed protocols for working practices
- Extended schools can enable multi-agency teams to deliver services directly from the school and this improves access for children, families and the community
- The impact of extended schools is greatest where local authorities provide early support for schools in planning and developing provision

Inclusion

Central to the extended schools agenda is that it offers all pupils and their families access to a core of services. Inclusion is at the heart of the agenda.

Changes came into force in September 2002 designed to improve access to education for pupils with disabilities, and to prevent discrimination for a reason related to such disabilities. This includes a duty on schools and local authorities to plan strategically to increase access to school premises and the curriculum and the provision of written materials in alternative formats. These duties and responsibilities will need to be taken into account when planning educational and associated activities outside the school day.



The strategic context

In order to support schools and improve outcomes for children and young people, the Government is committed to bringing together all those who provide services for children and families in each local area. These changes, which are set out in more detail in *Every Child Matters: Change for Children*, will provide unprecedented opportunities for new ways of working and for closer collaboration between schools and other service providers. Bringing services together makes it easier for universal services like schools to work with the specialist or targeted services that some children need, so that problems are spotted early and handled effectively.

The local authority

Local authorities have a critical role in coordinating, commissioning and brokering services, and championing the needs of children, young people and parents. They must ensure that local extended service provision is joined up and meets the needs of the local community. Following the Children Act 2004, local authorities are working with key partners as part of children's trust arrangements to plan and commission services strategically. There is also a duty on local authorities to coordinate the provision of quality childcare providers – private, public and voluntary. They may well have carried out an audit to both understand existing provision and assess demand for the future development of services. They may also have plans in place for developing provision, so it is important that schools make contact with their local authority when they are looking at their individual needs.

The Government intends to bring in legislation by 2008 to create a new duty for local authorities to secure sufficient supply of childcare. This will include an out-of-hours place (not necessarily on the school site) for all children aged 3-14 between the hours of 8am and 6pm by 2010.

The Children and Young People's Plan (CYPP) is an important element of the reforms underpinned by the Children Act 2004. Local areas will produce a single, strategic, overarching plan for all services affecting children and young people. The CYPP should support local authorities and their partners as they work together. The local authority will take the lead on agreeing targets and priorities for services affecting children and young people and identifying actions and activities to achieve them.

Local authorities can also help schools to identify resources needed to develop extended services – they have access to funding sources that may be used to support services. They could help by making links with potential partners or providing details of relevant local services and facilities.

Children's trusts

Lord Laming's report of the enquiry into the death of Victoria Climbié highlighted the extent to which improved joint working and better communication are crucial. Children's trusts have been created to address the fragmentation of responsibilities for children's services. They build upon and formalise the joint work that is already taking place in many local areas by coordinating provision and maximising resources.

Children's trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate, to focus on improving outcomes for children and young people.

Most areas should have a children's trust by 2006 and it is expected that they will be in all areas by 2008. Whilst local authorities may choose not to use the name "children's trust" they are required to have in place arrangements that produce integrated, joined-up working at all levels with a focus on outcomes.

Children's trusts provide an ideal opportunity for extended schools to strengthen and widen the remit of the services they provide. For example, extended schools may be commissioned by children's trusts to deliver integrated children's services, co-located on the school site. It is intended that children's trusts will involve headteachers in developing the commissioning strategy. For more information see www.everychildmatters.gov.uk/aims/childrenstrusts

Sure Start Children's Centres

Every Child Matters set out the government's intention to provide 2,500 Sure Start Children's Centres by 2008 and 3,500, or one for every community, by 2010. Children's Centres will play a vital role in improving outcomes for children by bringing together early years provision with health and family support services for under 5s. There are strong synergies between this and the extended schools core offer, with the focus of both being to lift children out of poverty by enabling parents to work and to improve both educational and health outcomes for children.

Children's Centres bring together multi-agency teams to provide integrated services to children under 5 and their families. They build on the principles developed and the lessons learned through Sure Start Local Programmes. The model for a Children's Centre is different in the 30% most disadvantaged areas where the need for support services is high and where there are fewer existing services. In those areas Children's Centres will provide:

- Early years provision
- A childminders' network
- Parenting education and family support services
- Education, training and employment services
- Health services
- Access to wider services

The model is more flexible in less deprived areas where Children's Centres will provide a minimum offer as well as supporting the coordination of existing services. Other areas may fall in between the two extremes. As a minimum, every Children's Centre will provide:

- Information on childcare and early years provision
- Information and support to access wider services
- Information and advice to parents
- Support to childminders
- Drop in sessions or early years provision
- Links to Jobcentre Plus and health services

Children's Centres will be planned and overseen by local authorities and will have a manager responsible for establishing and commissioning services. They may be on a new site or they may build upon existing Sure Start Local Programmes or other provision. In some cases they will be co-located with a school, but they may equally be located near health or social care provision. Wherever they are located they will be serving an identifiable community, which will include parents and children who also access services through your school. It will therefore be important that governing bodies join up with Children's Centres when consulting with the community. Local authorities will be able to provide guidance on this.

Because extended schools and Children's Centres will be serving the same communities, and with the synergies between the outcomes they are trying to achieve and the services they are building to support this, there will be clear advantages of building strong partnerships between the two. This is likely to be in the form of clusters of schools and Children's Centres and it is not dependent on them being physically located together. The local authority will have a part to play in helping these clusters to develop and in aligning the two offers.

Schools will want to build links with Children's Centres in the same way as other local providers, to ensure that funding, health links and the input of other organisations is used to best effect. Parents may well have children in both a primary school and a Children's Centre in the same area and can benefit from a coherent offer of parenting support, childcare and health and social care referral.

Where a Children's Centre is located on a school site the school will need to work with the local authority to agree the arrangements for the use of that site. Many decisions about responsibility for health and safety, insurance and access will have been made during the planning of the Children's Centre. The Children's Centre will be another partner with which the school will want to draw up formal arrangements (such as transfer of control agreements) or to ensure they are represented on the governing body or a committee.

There are also occasions where the governing body of a school recognises benefits in providing services to a Children's Centre, although this is not an expectation upon all governing bodies. Where this is the case the governing body would need to discuss the advantages of such an approach with their headteacher, the local authority and the Children's Centre Manager to agree between them what model will provide the best outcomes for children and young people.

The Children's Centres Practice Guidance, which offers more information on how Children's Centres operate is available at www.surestart.gov.uk. More information on their governance arrangements will be available later in the year.

Case study:

Martenscroft Early Excellence Centre

Martenscroft Early Excellence Centre is both a nursery school and a Sure Start Children's Centre serving the Hulme area of Manchester and beyond. The centre offers before- and after-school activities, as well as holiday care, for the centre's nursery children and pupils from two local primaries. Open all year-round from 7.30am to 5.30pm, the centre has capacity for 102 children (full-time equivalent), and integrates nursery school and daycare children in groups by age from six months upwards. Prospective parents discuss their needs with the centre and are offered the most appropriate service. In addition, the centre is a base for outreach workers, health services and adult learning.

The governors decided not to constitute a separate governing body for the daycare service because of the integrated approach to the centre's core nursery and daycare provision. The school also operates a single budget, even though funding comes from separate streams – the local authority and fee-paying parents (who pay £106 per week for a full-time place). Integration extends to the staff, with daycare workers in the process of becoming TAs on TA pay scales – the governors wanted to avoid a two-tier system that could have been divisive and unwieldy.

The governors have also decided not to constitute a separate governing body for the Children's Centre. It is envisaged that in the future a management committee – with representatives of the governing body, the centre and key partners – will be established to oversee the running of its Children Centre services and report back to the governing body.



Case study:

Westfield Community Technology College

Westfield Community Technology College in Watford is a comprehensive school for 11-18 year olds maintained by Hertfordshire Education Authority. The school has a long track record of engagement with the wider community and was awarded community school status in 1998. It has opened its facilities to local users, added extensive new build sports facilities and a community centre, and continued forging partnerships with local educational institutions and businesses. In 2000, following a rigorous community audit and needs analysis, an ambitious adult education programme was launched at Westfield and childcare provision expanded. In July 2003, a Children's Centre was opened, in partnership with other local providers.

In addition to 1,150 pupils, the school now serves more than 400 adults on a wide range of learning programmes and reaches more than 800 children through the Children's Centre. The centre is run by a full-time manager, jointly appointed by the headteacher and the local authority. The local authority currently handles the centre's finances and employs the manager and other staff – responsibilities that will be devolved to the school in 2006. The local authority's policy is to base Children's Centres at extended schools meeting the core offer. The school's community activities, including the Children's Centre, are overseen by a voluntary committee of the governing body. This committee has formal links to the finance, sites and premises committees. The governing body has given its full backing to all the developments and shares the headteacher's vision of the school at the centre of the community.

Clusters and locality groups

Many local authorities are focusing their extended schools provision on those operating in clusters; this is particularly evident in rural areas. For example, a local cluster of schools may rotate the responsibility for delivering holiday childcare so that parents can drop off and pick up their children from a neighbouring school during the holidays.

Local authorities will be able to advise on how to join up with other schools and agencies. Schools will also know many groups through their existing contacts. For example, by 2006 every school will be involved in a School Sport Partnership. There will be opportunities to use these partnerships to offer a range of sporting activities across a cluster of schools.

In many disadvantaged areas with Sure Start developments locality groups have been set up. These are groups of statutory and voluntary services/organisations that operate within an area – partnerships where roles and responsibilities can be agreed and duplication reduced. Children's Centres are formalising the way these groups operate, so that they act as a local information sharing/influencing body. It is important that extended schools

operating in Children's Centre areas become involved in their locality groups, otherwise they may duplicate services and jeopardise the sustainability of their own and others' developments.

Case study:

Leigh extended schools cluster (Wigan)

The Leigh Excellence Cluster is driving the development of extended services in the borough and is targeting the central area of Leigh to pilot a unique programme of provision based on a cluster model (schools working in partnership as a single body). Having set up the Leigh Excellence Cluster, comprising 26 schools, a core group of six primary schools serving a disadvantaged area of Leigh was identified.

The programme is funded by the BIP (Behaviour Improvement Programme) and is secured till April 2008. Wigan Children & Young People Service appointed a Full Service Extended Schools Co-ordinator for the core cluster (now known as the Leigh Community Learning Zone) in August 2005. The role of the co-ordinator is to identify, plan, commission, deliver, monitor, evaluate and sustain extended services for all six cluster schools.

The first step was to audit school activities and service provision in relation to the core offer (as set out in the DfES prospectus on Extended Schools), closely followed by community consultation to ascertain the type of provision required. Gaps in services have now been identified and 'Extended Learning Plans' are being developed to meet the needs of children, families and the local community.

A governance structure for the cluster was developed in close consultation with the headteachers of the six schools. It was decided to set up a formal partnership involving the headteachers, governor representatives, the BIP manager and the Full Service Extended Schools Co-ordinator, which would operate under school governance regulations for the start-up phase, with a view to moving to a voluntary management committee with broad community representation once the core offer is in place.

The strategic vision for extended services within the Wigan Borough was presented at the Leigh Excellence Cluster Head Teacher's Conference in September 2005. The 'Extended Services Agenda' will be the focus at the Wigan Borough Governors Conference in March 2006.

Meetings of the full Partnership began in January 2006, and will take place bi-monthly. Initially the group will be charged with creating the Partnership Agreement (which should be ready for approval March 2006), agreeing a business plan and monitoring the annual budget for the delivery of extended services. The Leigh Community Learning Zone is confident that they will achieve the DfES national target which states that 15% of all schools will deliver the core offer in full by 2006.

Workforce reform and extended schools

Questions have been raised about how extended schools fit with the workforce remodelling agenda. It is important that extended services are developed in a way that is consistent with the requirements of the National Agreement on Raising Standards and Tackling Workload and that reflects the true nature of evolving school staffing structures. The delivery of services should also be seen in the context of schools' reviews of staffing structures required under the Education (Review of Staffing Structure) (England) Regulations 2005.

The implementation of the contractual changes arising from the National Agreement has significantly improved teachers' conditions of service. By allowing teachers to focus on their core area of expertise and delegate tasks which do not require a qualified teacher, schools have strengthened their abilities to support and enhance levels of pupil achievement.

Workforce remodelling provides schools with the opportunity to develop the skills to create a staffing structure appropriate to the extended services they wish to deliver. It has also removed the expectation that it is always the teacher who is best placed to do any task in the school. Schools are now in a better position to assess the expertise of staff both within the school and external professionals and agencies in order to determine the best person to deliver each aspect of extended services.

Partnership working

Working in partnership is a key method of delivering the core offer. Many schools will choose to work in partnership with existing local private, community or voluntary sector providers or by building on existing links with other local schools and working as a cluster. Because of their place within the community, governors are often able to help broker these local relationships and point to local resources. Local authorities will be able to provide advice about groups, agencies, services and neighbourhood-level initiatives to develop activities which can help in meeting the core offer. Education Improvement Partnerships also offer a way to bring together local providers from all sectors to provide more joined-up services to meet the needs of the community (www.standards.dfes.gov.uk/sie/si/eips/).

Ofsted

There have been a number of changes made to the Ofsted inspection framework, with effect from September 2005. Inspections will be shorter, schools will have very little notice and the school's self evaluation will be central to inspection. Another significant alteration is that the new inspection framework focuses on the five Every Child Matters outcomes as set out in the 2004 Children Act.

Extended services are not inspected directly as part of section 5 inspections. However, schools are encouraged to refer to their extended services in their SEF and inspectors will ask key stakeholders about their choice of core services provided, the

impact they have and the use made of the additional resources provided. Framework 2005 - Inspecting Schools - briefing paper: inspecting extended schools (www.ofsted.gov.uk) suggests the areas which inspectors may focus on.

Currently, any school which directly delivers childcare for children under the age of eight must register that provision separately with Ofsted. Ofsted will ensure minimum bureaucracy on registration, and also that, wherever possible, inspection of such childcare coincides with the school's own inspection.

Under the provisions of the Childcare Bill, it is proposed that this requirement for separate registration should be removed from 2008, for schools delivering direct childcare for their own pupils, only, on the school site. The inspection of childcare in these schools would in future be included in their normal school inspection arrangements.



Consultation and community

Of key importance for the development of extended services is the involvement of the wider community. It is for pupils, families and the local community to drive demand rather than the school to determine what it thinks the community needs in isolation. To realise this, a robust consultation process is essential. This will ensure that the extended services delivered meet the needs of pupils, parents and community and become sustainable. Governing bodies should also explore opportunities of joining up with Sure Start Children's Centres when consulting on extended services.

To support this, the Education Act 2002 puts a statutory requirement on governing bodies to consult widely before providing extended services. They must, as a minimum, consult parents of children registered at the school, the children (where appropriate), staff and the local authority. Consultation with workplace unions will also be key to the development of extended services in and around schools.

Local authorities should already have a process in place to consult the community, so it is critical to involve them at an early stage. The local authority Children's Information Service or Business Support Officer, both of which can coordinate information about services and offer advice on charging, are a useful resource. The Extended Schools Remodelling Adviser (ESRA) is another good first point of contact and should be able to direct you towards the relevant person in the local authority. Following the Children Act 2004, local authorities are working with key partners as part of their arrangements to plan and commission services strategically. They will already have an understanding of what childcare is available in the area and what local community and neighbourhood needs are. They will also be able to ensure that any services you plan to deliver are not duplicated elsewhere and that they fit in with the overall strategic delivery of provision across the local authority.

The involvement of school governors at the start of the consultation process is essential both in bringing their expertise and community links to the consultation and to ensure that there is endorsement from the governing body for the strategic development of services by or through the school. Governing bodies have a valuable role to play in developing strong relationships between people from different backgrounds and in contributing to community cohesion in their local area. Through its links to the community and local authority, the governing body should be satisfied that proper consultation is carried out.

School staff will have valuable insights into the ways in which extended services can support pupils and their families. Teachers will often be best placed to identify where and how extended services can support pupils' learning – for example what

curriculum-based activities might form part of the varied menu of activities/study support element of the core extended services. Teachers will often also be able to help inform the development of "parenting support" services, particularly where these services are directed at allowing parents to support their children's learning and the crucial transition points in their education.

School support staff, who often live locally to the school, will also have a good understanding of pupils' and families' needs and can provide a useful perspective on the real needs of the local community. With classroom support staff or learning mentors often working with smaller pupil groups and enjoying a different relationship with pupils their views will often complement those of teachers gathered during the consultation process. They may also be helpful in terms of getting the community interested in the consultation process.

It is vital that schools and local authorities seek imaginative and effective ways of consulting with children and young people and that the resulting services reflect their needs and aspirations.

Consultation will play an important role in ensuring the ongoing sustainability of services offered by and through schools. People are more committed to things they have helped to develop. Consultation will enable sustainability by:

- Identifying the need for services
- Identifying those services which parents and the community are able and/or willing to pay for
- Identifying appropriate charging schedules
- Shaping the form services take
- Identifying where services can best be located

This process also helps to identify the sort of resources – time, people, money – that will be needed to set up and provide activities. Consultation will augment the demographic data that will already be available through the local authority.

Consultation should not be a one-off exercise, but a continuous process carried out regularly to ensure that what is being provided continues to be what is needed.

It may well be that the school adopts a combination of different approaches to ensure it reaches all parts of the community. Some schools have consulted through pupil councils and parent forums, others via the school website and newsletters, others have made use of local community development workers. In some cases, local

authorities have provided access to town planners and their skills to help with this work. Consideration should be given to accessibility – particularly where English is an additional language for many members of the community – in any strategy adopted.

This checklist may be a useful starting point:

Do you have a system for consulting with the staff of the school and their representative unions?

Fully in place Partly in place Not in place

Do you have a system for consulting with pupils?

Fully in place Partly in place Not in place

Do you have a system for consulting with parents and families?

Fully in place Partly in place Not in place

Do you have a system for consulting with the local community?

Fully in place Partly in place Not in place

Have you ensured that you are aligned with the local authority's strategic plan (eg. by linking with the ESRA)?

Fully in place Partly in place Not in place

Have you utilised information on the local authority's community audit?

Fully in place Partly in place Not in place

Have you developed a system to share your processes with other schools?

Fully in place Partly in place Not in place

Have you mapped your proposals on provision available in the area to ensure there is no duplication of services?

Fully in place Partly in place Not in place

Have you communicated with other local providers of children's services – health professionals, social services, libraries and voluntary bodies?

Fully in place Partly in place Not in place

Have you identified opportunities to work together with other providers?

Fully in place Partly in place Not in place

Have you received and contributed to a directory of provision available for children in your community?

Fully in place Partly in place Not in place

Have you developed an ongoing system for consultation?

Fully in place Partly in place Not in place

Have you developed a system that ensures your provision reflects the changing needs of children, their families and the community?

Fully in place Partly in place Not in place

Are you using a variety of different methods in your consultation?

Fully in place Partly in place Not in place

Have you ensured that all sections of community are being reached?

Fully in place Partly in place Not in place

Are you familiar with the NRT's tools, which may support you in your consultation?

Fully in place Partly in place Not in place



Strategic school provision and delivery models

There is no blueprint for what an extended school looks like. It is for schools to look at the range of options available and decide, together with the local authority and through consultation, what best meets its own needs and that of its community. Therefore, a number of decisions need to be made about both the method of delivering extended services and the associated appropriate governing model.

Extended schools delivery

There are a number of ways in which extended schools activities can be run, and different models will be appropriate depending on schools' resources and objectives.

These include:

- Direct delivery – schools (ie. governing bodies) making arrangements themselves, employing staff, administering, etc
- Delivering with third parties – working in partnership with existing local private or voluntary sector providers
- Linking with other schools as a cluster, Education Improvement Partnership federation
- Co-locating with a Children's Centre

The important thing is that all children have access to a core offer of services in their local community.

Any delivery model for extended services should be underpinned by an agreement between all the parties concerned, clearly setting out their respective roles, responsibilities and accountabilities. There should also be an agreed and clearly communicated staffing policy that recognises the different groups who will participate in the delivery of extended services, including volunteers.

To achieve the maximum benefit for children and young people, schools will wish to ensure that those who deliver extended services are the most appropriately qualified and/or experienced adults, whether they are school employees, local authority staff or from the voluntary and private sectors. They will also want to ensure that appropriate security checks have been carried out and that safeguarding procedures are rigorously followed.

Some school leaders and managers have expressed concerns over the impact of the extended schools agenda on their workload. The government has made it clear that there is no expectation that teachers will be involved in the delivery of extended services within schools. If teachers are keen to participate in delivery, perhaps in after-school clubs linked to their curriculum speciality or particular interests, it will be important to ensure that this does not have a detrimental affect on their work/life balance and capacity to perform their core teaching and learning duties.

Conversely the effective delivery of extended services in or through schools will bring real benefits to teaching by ensuring that pupils are at the centre of coherently delivered services which can ensure that they arrive in lessons motivated and ready to learn and that the more detailed pastoral needs of pupils are dealt with by those who are trained and have the capacity to support them.

There are also issues surrounding the accountability of schools with regard to extended services under the recently revised Ofsted framework for inspections. Concerns over accountability have been expressed particularly where services are not directly delivered by the school.

Genuine partnership working between schools and other agencies/service providers will often involve individuals and teams from outside the school staff planning, leading and delivering services which take place in schools. Headteachers will often have a role in monitoring the relation of extended services to teaching and learning activities, while not being directly involved in their management.

Headteachers who operate on this model will invariably retain the overall leadership of schools, but will be supported by managers and administrators who form part of the school support staff. In developing extended services many schools have employed extended schools co-ordinators either from within existing support staff or through external appointment. These colleagues take on day-to-day management of extended services both at the development and delivery stages. This is likely to be an additional cost to the school and so needs to be covered in ensuring that extended services plans are sustainable. For smaller schools there have often been shared appointments of extended services co-ordinators, reflecting the varied and flexible way in which services are delivered. As the money which the government has allocated to support extended services reaches schools and local authorities, it is likely that an increasing number of similar appointments will be made.

Governance structures

One important decision the governing body will need to make is the type of governance framework for the extended services available in the school. This is a decision which should not be

taken lightly, since each of the available models have advantages and disadvantages. The governing body will wish to begin discussions following consultation with other stakeholders and, in particular, the local community.

In reality, it is likely that many schools will use more than one model of delivery, depending on the services offered by the school and existing local availability of particular services, for example, childcare.

There are a range of basic models available, though some of these can be varied and combined. Governors have a responsibility to ensure they have explored a range of options and chosen one which best fits the needs of the school. Consultation on the nature of extended services may suggest particular provision/delivery arrangements which, in turn, will help to set parameters for future governance structures.

Model 1: Direct management by the governing body

Extended school services are provided and managed by the school. The governing body decides which services and facilities to provide in accordance with section 27 of the 2002 Education Act (the school is required to consult with the local authority, staff, parents and, if appropriate, pupils and members of the community), and delivers the services or makes arrangements for their delivery by the school. In this case, the governing body is directly accountable for the services and facilities provided. The services would be run within the cultural ethos of the school and the governing body would set and maintain the standards of service required. In practice, the governing body is likely to delegate the responsibility for the delivery of the services to an employee of the school.

Generally, staff deployed in relation to the services would be employed by the local authority in community and voluntary controlled schools (and therefore employed under local authority terms and conditions) and employed by the governing body directly in foundation and voluntary aided schools. However, even for foundation and voluntary aided schools, it may be that the local authority agrees to provide and employ the staff in relation to extended services.

Case study:

Loughborough Primary

Loughborough Primary opened in January 2002, created as a Fresh Start school through the merger of failed infant and junior schools on the same site. It serves the Loughborough housing estate in Brixton, South London, an area with high levels of deprivation. Experienced governors were sought for the new school and, before it opened, governors and headteacher agreed a vision which put inclusion, community involvement and adult learning at the heart of the drive to improve standards.

A dedicated inclusion department was created from the outset – covering Special Educational Needs, English as an additional language, and family learning – run by a senior member of the teaching staff, a family services manager and three full-time learning mentors who work in school and out in the community. An extensive programme of adult learning was also planned, but rolled out slowly to help parents gain confidence. The programme started with coffee mornings, added general learning elements such as first aid, then added behaviour and eating clinics, before adding more vocational learning such as accredited IT training and ESOL courses.

At the same time, the school introduced weekly surgeries with statutory agencies for benefits, housing and health. As well as group sessions, parents can make one-on-one appointments. With a high number of referrals from social services, the school also began offering counselling for parents and children. A breakfast club was started and later an after-school club. The school is now open from 7.45am to 6.30pm year round. A Children's Centre opened in a separate building in November 2005, offering daycare for children from six months and up.

Headteacher and governors shared a vision that extended services were integral to the activities of the school and should be run within the existing governance system. The activities operate within the school's general financial systems, but are accounted for as separate items and reported in the usual way to the governing body's resource committee. The school charges for clubs and activities, but heavily subsidises the fees. The breakfast club is funded through a mix of charging and long-term funding from other sources.

The extended schools programme has had a dramatic effect on attainment. Value added at Key Stage 2 is in the top 25% nationally. The school is full and the parental approval rating is of 90% plus, with 82% saying they would recommend Loughborough to other parents. Pupil behaviour and attitude to learning are very good and there are no exclusions.

Model 2: The governing body sets up a limited company

Extended school services are provided and managed by the limited company which is set up by the school or a federation of schools. The company is therefore the accountable body. Governors and/or the headteacher could be directors, as can other employees of the school. The amount of direct involvement in the company by governors or employees of the school will depend on the level of control the governors wish to retain. The services would be run within the cultural ethos of the school and the governing body could set and maintain the standards of service required, depending on its level of control. The directors of the company would be able to set the terms and conditions for the company's employees.



The company provides fully audited accounts each year which support robust financial processes and which would need to be reviewed by professionals (attracting associated costs). The directors would need to appoint someone to run the business. There should be no expectation that the headteacher would undertake the task.

Case study:

Parish Church Croydon

Parish Church CE Junior School and Parish Church CE Infant School share a site in Croydon and have a long tradition of very close co-operation. Many of the governors sit on the governing bodies of both schools – the governing bodies meet jointly although separate minutes are taken. Four years ago, the two schools set up a company to administer the Parish Church Children's Club, which was established with a New Opportunities Fund grant. The headteachers and governors did not consider looking for an external provider to run the club, feeling the ethos of the club would better match that of the school if the club was wholly owned by the school. Both headteachers and both governing bodies are directors of the company, and one of the governors was appointed club manager. The Children's Club offers a breakfast club from 8-9am, an after-school club from 3-5.30pm, and holiday care. The childcare offering is now being extended to include daycare.

Two years ago, the schools decided to convert what had been the caretaker's house into accommodation for junior teachers to help with recruitment and retention in a fairly expensive part of London. A schoolhouse working party, led by the chair of the two governing bodies, met weekly as the decision was made and implemented. A second company was set up, with a similar structure, to administer the three bedroom property. The company pays a part-time member of the infant school staff as administrator and warden. The three rooms have been rented for over a year and the capital cost of refurbishment has nearly been repaid. Once this has been achieved, the schools plan to use rental profits to boost learning resources.

Case study:

Durand School

Durand school is a large mixed primary in an economically disadvantaged part of Stockwell, South London, serving a community that is culturally and ethnically very diverse. A Foundation school since 1999, Durand Primary was created in 1988 through the amalgamation of a junior and an infant school. Soon after it reopened, the school began to let a vacant teaching block to the local health authority. The accumulated rent was later used to refurbish the block as key worker accommodation. A small pool and floodlit sports pitch were also built.

Tax considerations led the headteacher and board of governors to consider the best legal framework for the venture. The most efficient option was to create a company limited by guarantee, which is wholly owned by the school, with the headteacher as Managing Director answering to a board made up of the governors who sit as non-executive directors. This arrangement means that provided they act in good faith, the governors are not financially liable.

Through the school company, London Horizons Ltd, a second accommodation block was built in 2001 and, a year later, a £2m sports centre, which is run on a commercial basis and is used by other schools and the local community. The company's turnover is now some £540,000 a year and is expected to grow to around £800,000 in the next few years.

The commercial income has enabled the school to gradually improve its facilities and resources, subsidise its childcare and a wide range of after-school clubs, as well as to lower class sizes and improve standards. Classes generally have fewer than 20 pupils and in less able groups are kept between 12 and 15. The school is in the top 0.5% nationally for value added from entry to KS2.

Strong leadership and continuity have been key to Durand's success. The headteacher Greg Martin has been with the school for 20 years, during which time there have been only two Chairs of the governing body. Headteacher and governors share a common vision. Development of the school has not finished – a third accommodation unit is now being built, due to open in early 2006. The school would like to build a secondary school so that Durand can offer education from 3-18 years – a suitable site is now being sought.

Model 3:

The governing body works in partnership with a third party provider

Some or all of the extended school services are provided and managed by another organisation under a contract or agreement with the governing body. This could be a private company, a voluntary or public sector provider or a local authority provider. A childminder would be one example here – the early years section of the local authority or National Childminding Association (NCMA) could help with this. The external provider would take control and manage the business risk. The headteacher would have more time to focus on the core purpose of the school and the school would learn from the knowledge and skills of the provider. Extended services would be provided, but with minimum additional burden on the governing body.

The governing body would ensure that services provided by third party providers were of equal quality to any service which the school provides directly. Schools may wish to develop existing relationships with third party organisations and local authorities will be able to provide guidance on other local providers.

Case study:

King's Park Primary School

Serving a deprived area of Bournemouth with a significant transient population, King's Park Primary School decided to address low levels of attainment in some pupils by offering 8-6 childcare, adult learning and after-school activities. The school was aware that administering a large number of charging activities with different means-based charging bands could create significant workload for school staff and decided to outsource many of the after-school activities, with the provider being responsible for collection and administration of fees.

For instance, the after-school club is run by a private company that charges £2.50 per session with reduced rates for siblings and half price for families on income support. Also, FC Bournemouth runs several football clubs for the school and also collects money for those sessions that are not free. The external providers have signed annual service level agreements with the school. The contracts were based on a template provided by the LEA and they specify, among other details, the charges the providers must pay to cover school costs. To monitor provision, the governing body has appointed a governor for extended services who meets with the headteacher and the local authority's ES coordinator, and who reports back on a termly basis.

Charging levels for both outsourced and school-organised activities were set after consultation with parents and governors. In addition, the school does an annual survey of parents to get feedback on their extended services.

Model 4: A voluntary committee

Extended school services are provided and managed by a voluntary committee. This model could allow greater community involvement and the level of governor and school involvement would be a matter for the governing body to decide. It could also work effectively if the school was part of a federation, and working in partnership with other schools.

In some authorities, such as Leicestershire and Cambridgeshire, extended schools have been governed and managed through a voluntary committee (usually known as a community association) where the members are co-opted to a governors' committee as associate governors. Others also attend without necessarily having voting rights. Such committees have significant delegated powers, which enable them to provide an efficient leadership role with regard to the activities and services. This ensures that the final accountability still lies with the governors, but increases the capacity of the community to support the development. Members of the voluntary committee are often willing to take on responsibility as full governors when vacancies arise.

However, it is likely that a school employee would be involved in the day-to-day management and it is dependent on volunteers having the time to make the necessary commitment. It is likely that staff employment would remain a matter for the governing body. Nonetheless, the governing body would not have the same control as in models 1 and 2 and a voluntary committee would not have the same legal powers or accountability as exist within the other options.

Case study:

Woolenwick Junior School (Stevenage)

Woolenwick Junior School in Stevenage has delegated running of the childcare element of its extended services to a non-profit making company, run by a full-time manager with a staff of eight, and overseen by a voluntary committee appointed by the school.

The school also offers a wide range of after-school activities, many of them run by local clubs, volunteers and service providers. Some 85% of the school's pupils attend after-school clubs, including many vulnerable and looked-after children, reflecting the school's quality mark for inclusion.

Woolenwick BLAST Club was set up three years ago and offers breakfast, lunchtime and after school clubs running from 7.45am-6pm. BLAST also offers holiday clubs for summer and Easter breaks. The Club has up to 37 children on a regular basis, with a large register of others who sometimes attend. The club charges £2 for a breakfast session, £3 for the lunch club, and £7.50 for after-school club until 6pm. Places for low income families are funded by the local authority.

The BLAST Club's independence reflects the school's policy of distributed leadership. The Club is an independent extension of the school, with a separate bank account, its own treasurer and its own annual accounts. Payroll for staff is put through the school accounts, but are charged back from the club on a monthly basis. The club pays rent and wear and tear for use of the infant school's main hall, dining room, ICT suite and outside facilities.

The full-time club manager has the confidence of the management committee and makes all on-going decisions, which are reviewed at half-termly meetings. The club's treasurer submits quarterly financial reports to the committee. The committee is made up of the headteachers of both schools, the club manager, and the treasurer. School governors are welcome to sit in.

Governance models checklist

At this stage it may be useful for the governing body to work through the checklist opposite.

These checklist steps are for governing bodies to address once they have consulted on extended services and looked at existing provision.



- Have you checked which model fits best with your school's development plan/vision for extended services?
- Do you have a system in place to develop the right governance structure?
- Have you sought advice/discussed your governance model with local authority governor services?
- Have you considered the legal implications and liabilities for governors, the headteacher and any other group/individual?
- Is your present structure the right one to lead an extended school?
- Do you need to recruit more governors with the necessary skills and expertise?
- Does your governing body reflect the community and the future provision?
- Do you have a recruitment process in place?
- Does your governing body reflect the involvement of other agencies/organisations?
- Does your committee structure need to be reviewed to reflect a wider responsibility and accountability?
- Are there opportunities for parental groups to give feedback to the governing body?
- Have you considered working with another school's governing body to provide an accountability structure?
- If your governing body is not leading the development of your extended services, have you built in reporting procedures so you are kept aware of progress?
- Have you considered how the governing body is going to monitor and give feedback on the impact of extended services?

Whichever option the governing body decides to follow it may wish to revisit its existing constitution to ensure the school's extended offer is represented effectively on the governing body. It may also consider that it does not have the necessary expertise to run an extended school and decide to increase this expertise. Other options include the use of associate governors.

Governing bodies may wish to recruit additional members to reflect any additional services it plans to offer. Extended schools are encouraged to draw governors from the various agencies of the services they provide, such as health and social care, and from voluntary, community and private sector organisations providing services such as childcare. It is also particularly important that membership of the governing body represents the community the school serves.

The governing body, even if not directly accountable for the service on offer, will wish to be kept informed of how the extended services are operating and being received. The popularity of the school in the community may depend on its reputation as an extended school and this may well affect future intakes. The governing body will also wish to ensure that the

school is not only meeting its agreed commitments to the extended schools agenda, but that it remains in tune with the expectations and requirements of the community.

Even if the school is not engaged in a formal federation with other schools, there are many advantages in co-operating with other governing bodies through clustering arrangements. While this may initially create an additional workload for governors it may, in the longer term, create a more effective and efficient solution for enabling each governing body to realise its vision and meet the needs and expectations of the local communities more holistically.

When two (or more) schools are working collaboratively on a formal basis, arrangements need to be in place so that accountability is ensured, agreed and communicated. The regulations that apply in relation to formal collaborations are The School Governance (Collaboration) (England) Regulations 2003. The Financing of Maintained Schools (England) Regulations 2002 will also be relevant. Clear management arrangements are required specifically in relation to staffing, finance, premises and insurance/liability. Schools wishing to establish a federation under a single governing body need to comply with the regulations on federation, The School Governance (Federations) (England) Regulations 2004, amended by the The School Governance (Constitutions, Federations and New Schools (England) (Amendment) Regulations 2005.

Quality and accountability

Whichever model, or combination of models, governing bodies adopt, central to the development and running of extended services will be issues of quality and accountability.

Appropriate quality assurance and monitoring procedures will need to be established to ensure that services continue to deliver their intended benefits to children, families and the community.

The way in which you choose to provide your extended services will affect your accountability should an accident or problem occur. If the school directly provides services then the governing body is directly accountable, as with the school's core activities. This is true even if a voluntary committee works with the school to support their planning and management.

If extended services take place on the school site but are managed by a limited company or are outsourced, then a formal transfer of control agreement or other written agreement should be drawn up and such an agreement should make clear what the responsibilities of each party are.

Schools can provide information on local childminders to parents and support a network of childminders, but we would advise against making recommendations as to specific carers, as the governing body might be held liable if something went wrong in relation to the care provided.

Finance

The government has committed £680 million additional funding between 2006 and 2008 to directly support the setting up and embedding of extended services – at least £250 million of which will go directly to schools. This is being made available through local authorities, which will be developing, in consultation with schools and other partners, a strategy for how funding will be allocated. For example, rural authorities may well wish to see the core offer available across a cluster of schools and therefore choose to direct their funding in this way. The level of resources will vary between schools according to the services already in place, levels of deprivation, whether schools are directly delivering services or working with a third party or in a cluster. For this reason, local authorities will be taking a strategic overview looking at provision and the best way to allocate funding.

Your local authority will also be able to advise on access to other relevant funds, such as the Children's Fund, European Social Fund and funding from the Learning and Skills Council. As part of children's trust arrangements, local authorities can also help schools make links with funding strands of trust partners in other services.

It is important that the local authority takes these strategic decisions about funding allocation across the authority. This, and the need to ensure demand-driven services that become sustainable, mean that schools should not get tied down in a bidding process or unnecessary bureaucracy.

Crucial to setting up financial systems to support the extended services in and through schools is an awareness of which funds can be used for what activities. For example, the delegated budget cannot be used to support childcare facilities, so such facilities will need to be self-supporting and sustainable. As an extended school develops, the Finance Committee of the governing body will need to ensure it has safeguards built into the system so that proper financial arrangements are in place. Otherwise the governing body could run the risk of having the powers it has with the delegated budget suspended.

Different delivery models will be appropriate depending on schools' resources and objectives (see above). A school governing body may choose to run extended services directly or through a third party provider.

Section 27 of The Education Act 2002 gives schools the power to establish school companies to purchase and supply goods and services to schools. This provides schools with greater purchasing power, whilst also enabling them to generate revenue through providing services. This could be one way for schools to offer and run their extended services, either on their own or in partnership with other maintained schools, independent schools or local

authorities. In terms of the relationship between a school company and a governing body, the school may be a member of the company and its governors may serve as directors of the new company, but the company is an independent entity. School companies can also achieve charitable status, although there is a requirement that a school company be sufficiently independent of any third party (including a school or governing body) to be eligible for registration as a charity (further detail can be found at www.teachernet.gov.uk/extendedschools)

Charging

Before schools can charge for any service the governing body must agree and publish a charging policy. Chapter 16 of A Guide to the Law for School Governors summarises the regulations which cover when and how charges can be applied to services. Local authority Business Support Officers will also be able to offer advice on how to construct charging regimes and on differing charging methodologies, for example the billing cycle and administration of charges.

Schools can only reclaim VAT for expenditure on community activities/facilities where local authority funds are used. Expenditure from funds obtained directly from private or central government sources is not covered by VAT reclaim procedures. More information at: www.teachernet.gov.uk/wholeschool/extendedschools/vatandextendedschools/

In the context of extended services schools will need to address the issue of charging at the beginning of the development process. It is essential to have an accurate understanding of the full cost of services which they are considering and how sustainable funding might be achieved.

The subject of charging should be addressed when schools consult on the development of extended services. This will help schools to decide:



- What services families are willing and able to pay for
- What level of charges are appropriate to local circumstances

Charging policies will also need to accommodate arrangements where service delivery is through a collaborating organisation. In this case it will need to be clearly established and communicated to parents whether it is the school or the third party organisation which will administer the charging arrangements. Schools should have the chance to participate in the setting of charging and remission arrangements by third party providers.

Some of the services which form part of the core offer, such as health and social care contributing to swift and easy referral, will be provided and often funded by local authorities and their children's trust partners such as Primary Care Trusts. Where study support forms part of the curricular offer it may be funded from the school's direct budget.

Schools may charge for some study support activities, such as sports coaching or dance classes, but should not charge for offers relating directly to a child's attainment, such as targeted literacy and numeracy support. It is against the law to charge for provision which delivers the National Curriculum, or which prepares a child for a public examination.

However, other services will be made sustainable through charging. While for some schools setting appropriate charging policies may present cultural challenges, there are numerous examples of schools achieving sustainability of extended services through charging. Communication and consultation with parents and other service users will help identify those services and when and how charges can be applied.

Families are accustomed to paying for childcare and those schools which already offer 8am-6pm provision indicate that childcare which is located in schools, or where secure transport arrangements exist, is particularly attractive for working parents. The experience of some schools has been that applying charges to high-quality services such as arts and sports coaching has actually contributed to increased take up from pupils and parents.

Schools will continue to be governed by existing legislation, and local authority policies, on where charges can be applied to services and activities. The regulations are summarised in the Guide to the Law for School Governors and in Guidance for Charging for School Activities. Charges can only be applied where the governing body has set and published a charging policy. Further guidance on charging and sustainability will be published by the DfES.

Case study:

Roberts Primary School (Dudley)

When Roberts Primary School in Dudley was rebuilt five years ago, the school took the opportunity to significantly extend its role in the community. The school made a joint bid with the local authority social services for funds to build a children and parents zone, comprising two family rooms, with a third space for a nursery, breakfast and after-school clubs. Social services placed two members of staff at the school, one of whom does outreach work, and set up a wide range of classes – everything from stopping smoking to help for teenage parents. Many of these activities are now self financing. In addition, a wide range of other clubs make use of the school's sports hall on a charging basis. The school also set up breakfast and after-school clubs with the help of a new opportunities fund grant. One condition of the grant was that the clubs would charge and become self financing after two years – and that has now happened. The breakfast club per session charge was increased to £3 in 2003, the after-school club to £5.80, without take up being affected. All 24 places are taken and there is a waiting list. The level of charges is fixed rather than means tested, although social services can buy places in cases of need. The breakfast and after-school clubs have been so successful that a local private company is interested in taking over and expanding provision to cover holidays.

Another element of Roberts Primary's community plan was the creation of an environment zone on the site of what was the neighbouring secondary school. The zone has a large pond, a number of different habitats and a stand-alone classroom. The local authority has based two of their environmental awareness team there. A large number of local schools, and some from outside the borough, make class visits to the environment zone. Roberts charges £1 per pupil to visiting schools, a fee which includes a year's access to the zone's dedicated environmental website.

Operational implications

Whilst it is important to stress that the governors' role with regard to extended services is strategic, rather than operational, there are a number of issues which the governing body will need to be assured have been dealt with.

Many of the issues which will concern governors are likely to be around partnership working and the associated staffing and premises issues. It is therefore important that clear policies and procedures are in place to ensure that responsibilities and accountabilities (including those for safeguarding procedures) are clearly understood. Attention to detail during the set-up phase will ensure the smooth running of the services in the long term.

This checklist may be a useful starting point:

- Do you have a charging policy that covers any appropriate charging for extended services?
- Do you have protocols in place for working with other organisations?
- Have you considered which of the extended activities need to be funded?
- Have you considered who will be responsible for the management of the services:
 - Overall?
 - Day-to-day?
 - During school holidays?
- Do you have a plan for staffing the delivery of extended services?
- Have you considered the premises in which extended services will be delivered and the implications of this?
- Have you ensured that all children and young people with disabilities or special educational needs are able to access the extended services?
- Have you checked that the necessary insurance arrangements are in place?
- Does your health and safety policy cover the provision of extended services?
- Do you have a system for progress reporting?
- Have you considered how to measure the outcomes of extended activities in relation to the impact on pupils (eg. behaviour, attendance)?
- Have you considered the need to develop sustainable services?

Staffing

Should schools choose to deliver services themselves, there is no expectation that teachers and existing staff will deliver the extended services. However, it may be that support staff are interested in being involved, possibly working alongside other agencies or organisations. The growth and professionalisation of support staff represents a significant increase in the workforce who have experience, expertise and training in working with children and young people. In many cases these skills will be directly transferable, or transferable following appropriate training, to the delivery of extended services.

It is important that any new appointments or alterations to existing job roles are made in the context of the review of the whole school staffing structures, and in accordance with the appropriate local and national agreements covering pay, terms and conditions and consultation with the relevant trade unions. The Rewards Implementation Group (RIG) has produced detailed guidance on the conduct of staffing reviews.

Where schools work in partnership with other organisations, particularly organisations from outside the public sector, issues may arise from varying conditions of service for employees of different organisations. Governing bodies must abide by the School Governance (Contracts) (England) Regulations 2005 which are designed to protect against two-tier workforce issue. An explanatory note on the application of these regulations is available at:
www.opsi.gov.uk/si/em2005/uksem_20051508_en.pdf

The quality of service for children and families, as well as the conditions for all members of the children's workforce, will be enhanced by clearly established policies and procedures which address and safeguard fair employment practice for all working in the delivery of extended services. All partnership organisations should have equal opportunities policies which are compatible with local authority and school policies. There should also be clearly communicated grievance, complaints and disciplinary procedures for all staff.



It is important that thorough checks are made on anybody who will be working in a school, both to prevent unsuitable people from gaining access to children and to maintain the integrity of the organisation. Governors will also wish to re-consider their overall policies for safeguarding children and the roles played by teachers, support staff and pupils themselves in ensuring their safety and security.

CRB clearance needs to be undertaken on all staff and those working closely with children. Where local authorities or schools are not the primary employer (or recruiter for volunteers) they must satisfy themselves that CRB clearance has been received for all adults who will work with children and young people. In addition, systems need to be in place to ensure that senior staff have checked confirmation of identity, qualifications and referees and any health checks as appropriate.

Premises

Building and premises issues will also be different depending on whether the school is delivering the services itself or in partnership with a third party provider. Of course, it should be stressed that there is no necessity to deliver services on site. Many primary schools in particular, may struggle to identify space and this would be a benefit of working in partnership with other schools or service providers that may have more appropriate facilities. Where a third party is delivering the services on school premises, the governing body should be clear about the basis on which the third party is using the premises and any agreement or contract should cover this, including, for example, any letting or licensing arrangements.

The local authority will also have a capital allocation to support larger projects. This ensures that capital funding streams for primary schools, Children's Centres and children's social care complement each other. Sure Start (or the Early Years and Childcare section of the local authority) is also a source of funding for primary schools to overcome barriers to the development of extended services.

In the long term it is worth bearing in mind the new capital strategy for primary schools – a long-term commitment to rebuild, refurbish and upgrade the fabric of at least half of all primary schools in England, starting in 2008 and lasting for around 15 years. An essential element of this will be ensuring that they support the delivery of extended services.

For secondary schools, the Building Schools for the Future (BSF), Academies and Targeted Capital Fund (TCF) programmes will rebuild or remodel the building stock of all secondary schools that need it over the next 10 to 15 years. Again, as part of the business case approval, BSF, Academies and TCF will look at how schools intend to offer the core of extended services.

The governing body controls the use of school premises both during and outside school hours. The exception is where a trust deed allows a person other than the governing body to control

the use of the premises, or if a transfer of control agreement has been made.

Schools may adopt a range of systems to manage the use of school buildings and facilities. These will be influenced by a number of factors such as the type of activity/service, when and how long they need to use the premises for. Typical procedures include:

- Induction process – applies mainly to use during school hours by other professionals. They are informed about the running of the school, protocols, etc
- Booking form – mainly used for out-of-school-hours activities such as sports clubs, scouts, etc. The form sets out terms and conditions of use and is legally binding
- Partnership agreement – many schools are developing a basic document along the lines of a protocol, that sets out the responsibilities of the school and the third party and is signed by both
- Transfer of Control agreements – governing bodies can enter into a Transfer of Control agreement to share control of the school premises with another body or transfer control to it. The governing body must obtain local authority consent before entering into an agreement that transfers control during school hours

More detail on these procedures is available at www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow

The hours of opening of a school are set by the governing body. In a PFI contract the local authority sets these hours out as an Authority requirement. Similarly, the aggregate hours of Community Use of a PFI school are set out as an Authority requirement in the PFI contract. If these hours are to be changed significantly (such as changing the hours of opening to allow for an extended school or increasing the hours of Community Use across the academic year) then this is negotiated by the Authority with the private sector partner. There may be a charge for the extra hours of opening. In the first instance, when a governing body decides to increase the hours of opening of the PFI school for any reason, it should discuss the matter with the local authority to allow the appropriate negotiations to take place between the Authority and the private sector partner.

The clauses concerning the Use of Schools can be found in section 29 of the schools standard PFI contract, accessible electronically from www.teachernet.gov.uk/pfi

It is important that governors have a clear health and safety policy, with a section for out-of-school hours and information on the availability of a First Aid kit and the addresses of nearby hospitals. All accidents should be recorded. This policy should be given to all managers of the extended school's services.

Site security is another key consideration. Governing bodies should ensure they have a clear policy which sets out their expectations including access, use of equipment, use of resources, opening up and closing down and respect for other users of the site – in

particular, day use by the school. All managers of extended services will need a copy of the policy and should be told about any particular concerns. In some local authorities, responsibility for locking and unlocking the school premises can be delegated to other individuals (eg. a residents' association official or a leader of a user group) subject to conditions agreed by the governing body and implemented, with their knowledge and agreement, by the headteacher. This allows for more flexibility in the use of the premises and avoids undue pressure on the workload of existing staff. Careful zoning of the premises and location of activities can help to avoid undue risks to the security of the school. Many schools that have opened their premises to the community have reported reductions in vandalism and damage through a greater feeling of ownership by members of the community.

During the early stages of planning, it is important that the governing body considers the premises in which extended services will be delivered, and consults with the premises staff throughout the process. Ofsted has particular standards for the regulation of under eights care, which give clear guidance on a range of issues including accommodation (www.ofsted.gov.uk/daycare).

Insurance

As the model for delivering extended services can vary widely, it will be necessary for schools to check the insurance arrangements that are in place.

Liability may arise in a number of ways, but could result from, for example:

- Injury to a user of the services caused by a defect in the school premises or
- Negligence on the part of the provider of the services and their staff which cause injury to a member of staff, pupil or user of the services

Where the services are directly provided, schools will normally have insurance arrangements to cover liabilities arising from normal school activities. The school's local authority may provide cover or, where the local authority has delegated the money for school insurance to its schools the school a) may have bought back into the authority's insurance arrangements or b) it may have arranged its own insurance.

It would normally be expected that a local authority's insurance should cover liability arising from extended school services, but in either case the school should check to ensure that the services are covered. It may be in some cases that an additional premium is required.

Where the extended services are provided by external providers, a school should ensure that the agreement for those services makes clear who is responsible for the various liabilities and for insuring the risk.

An accident while using the school premises for extended services could result in:

- Damage to the school premises (for example, from a fire started by an external user)
- Injury to school staff
- Injury to pupils, visitors or the user themselves.

Subject to the terms of the agreement, responsibility for injury or damage usually depends on who is to blame for the accident – the school or the providers.

If the school or a member of its staff is liable for the damage or injury, the insurance arrangements referred to above should cover the situation:

- Damage to school premises: material damage insurance – providing the cause of the loss or peril (eg. fire) is covered by the policy
- Injury to staff: employers' liability
- Injury to pupils, providers or others: public liability

If the provider is liable (and where the service has been contracted out, it would be normal for the external provider to bear this responsibility), it, or its insurer, should be responsible for paying any compensation.

If the provider causes damage to the school premises, whilst the local authority or school's own insurer may initially bear the cost of repairing the damage, if the provider was liable for the damage, it should ultimately be responsible for meeting the costs (either on its own behalf or through any school hirer's insurance which may be available).

If the provider or its staff cause injury to staff, pupils or other users of the services, responsibility for the claim will fall on the provider's own public liability insurance.

Clubs, societies and business organisations usually have their own public liability insurance. However, some do not and private individuals are often uninsured. In this case the risk is usually covered by the school's own hirers' liability insurance, if this cover is included. It is therefore important to check what cover both the hirer and the school have. If the provider does not have adequate insurance, check that the school's own policy covers "external providers' liability". If not (as is common in the case of commercial organisations) make sure the providers arrange their own insurance.

It is critical that governing bodies ensure that the insurance cover – including that arranged by external providers – is adequate and up to date. Failure to ensure adequate insurance cover could open the school to the risk of uninsured liability.



Inclusion

Schools offering extended services to the wider community will also be covered by Part 3 of the Disability Discrimination Act 1995, which relates to the avoidance of discrimination in relation to access to goods and services. From 2004, the part 3 duties have included a requirement for schools to take reasonable steps to make changes to the physical features of school premises in areas to which members of the community, including parents with disabilities, have access and that make it unreasonably difficult for people with disability to use a service.

In some cases the nature of a child's needs or impairment may lead to increased staffing or other costs. Where services are charged for, any such additional cost should not be passed on to pupils and their families and should be met through other means.

The Council for Disabled Children (CDC) and Continyou are working together on a new project, supported by the DfES, focusing on how schools can ensure children and young people with disabilities or special educational needs are able to access extended services. The Extending Inclusion project will look at the difficulties disabled children face in accessing facilities, and find ways to overcome these barriers in the new extended schools system. A range of guidance and training materials will be available from the National College for School Leadership (www.ncsl.org.uk).

As schools offer access to extended services they also need to be mindful of their obligations under the Race Relations (Amendment) Act 2001 and the Sex Discrimination Act 1975 (extended and amended 1986).



Resources and support

There are a wide variety of organisations and services that can offer support to schools as they begin to develop extended services including:

Local authorities

Local authorities have a critical role in the development of extended services. Following the Children Act 2004, local authorities are working with key partners as part of Children's Trust arrangements to plan and commission services strategically. They will already have an understanding of what is available in your area and what local community needs are. Indeed they may already have plans in place for developing this provision, so it is critical that schools are in touch with the local authority at the earliest stage. Arrangements will vary from authority to authority, but key contacts will be:

Extended Schools Remodelling Adviser (ESRA)

Every local authority has now appointed an extended schools remodelling adviser (ESRA) to lead the development of extended schools across the local authority using remodelling tools and processes. The postholder (usually known as the "ESRA"), is the main link between the local authority and the NRT. They are supported by a number of Extended Schools Remodelling Consultants (ESRCs) who work directly with schools.

Children's Information Service (CIS)

Local authorities are funded by the Sure Start Unit to make a Children's Information Service (CIS) available in their area. The CIS provides parents with up-to-date information on the availability of nursery education and childcare. It also plays a key role in providing information to local authorities to support planning and evaluation progress against delivery targets. They will be a key source of information to ensure there is no duplication of services in your area.

Business Support Officer (BSO)

Local authority Business Support Officers (BSO) will also be able to offer advice on how to construct charging regimes and on differing charging methodologies, for example the billing cycle and administration of charges. BSOs work in each of the 150 local authorities, advising potential and existing providers on a range of business issues. BSOs are also able to give advice on who can provide specialised help, support and information.

Governor Services

A governor services team can be found in each local authority. They aim to ensure that governors are supported in their strategic management of schools. They can provide information, advice, support and training for governors, governing bodies and clerks. They will be a key source of information on the new implications for governors.

The National Remodelling Team (NRT)

The NRT was established in 2003 and is hosted by the Training and Development Agency for Schools (TDA). The NRT acts as a change agent, facilitating schools as they deliver cultural change and embrace new ways of working.

Following its work on the implementation of the National Agreement, the NRT is now working with local authorities to support over 4,000 schools in the development of core extended services in line with the government's extended schools prospectus. Fourteen regional remodelling advisers support extended schools remodelling advisers (ESRA) in every local authority. The NRT is working closely with ContinYou and 4Children at both national and regional level to ensure a comprehensive package of support to authorities and schools.

4Children

4Children is the national charity dedicated to creating opportunities and building futures for all children. Formerly Kids' Club Network, the charity was established over 20 years ago, to promote the needs of children out of school. Over the last decade it has had a major impact – supporting an increase in out-of-school childcare schemes from just 500 in 1993 to over 10,000 today. Re-launched in 2004, 4Children has broadened its scope – striving to place every child's and every parent's needs at the heart of the community.

4Children is also about change – refocusing services onto the needs of children and their families. It has an extensive track record of working with local authorities and communities to develop and sustain high quality childcare through strategic and practical support. 4Children has long been at the forefront of the campaign to open up schools to the community, and is now working in partnership with ContinYou and the NRT on shaping and delivering the extended schools agenda.



ContinYou

In 2003 the community learning charity ContinYou began providing technical support to the first designated full-service extended schools. Since that time the Extended Schools Support Service (TESSS) has developed a very broad base of expertise and experience in the field of extending schools, including encouraging and facilitating the building of partnerships with voluntary and community organisations, and with health and social services. TESSS also advises schools and local authorities on the specifics of extending schools, including technical matters such as VAT, health and safety, insurance, governance and funding sources.

Below is a list of some of the websites governors may find useful as they develop extended services in and around their school.

General

National Remodelling Team

The National Remodelling Team is an organisation set up with Government funding to support local authorities and schools with the implementation of the National Agreement and the development of extended services.
www.remodelling.org

4Children

4Children is a national charity dedicated to creating opportunities and building futures for children. It was formerly known as Kids' Clubs Network.
www.4children.org.uk

ContinYou

ContinYou is the result of the merger of two well-established charities, Education Extra and CEDC. They have a major role to play in the implementation of the extended schools agenda.
www.continyou.org.uk

Daycare Trust

Daycare Trust is the national childcare charity. It has been working since 1980 to promote high quality affordable childcare for all. The site is useful for more information on childcare.
www.daycaretrust.org.uk

Governornet

This is the DfES site for governors. It contains key information and links useful to governors.
www.governornet.co.uk

National Association of School Governors

This site provides information and useful advice for all governors. It also includes access to its responses to government consultations.
www.nasg.org.uk

National Governors' Council

This site contains information about the activities of the NGC as well as useful information for governors.
www.ngc.org.uk

The website for the newly formed National Governors' Association is currently under development. It will be available at
www.tgna.org.uk

National Childminding Association

The National Childminding Association (NCMA) is the only national charity and membership organisation that speaks on behalf of registered childminders in England and Wales. Working in partnership with the Government, local authorities, Early Years Development and Childcare Partnerships, Ofsted and other childcare organisations, it aims to ensure that every registered childminder has access to services, training, information and support to enable them to do a proper job.
www.ncma.org.uk

National College for School Leadership

The National College for School Leadership (NCSL) provides career-long learning and development opportunities, professional and practical support for England's existing and aspiring school leaders.
www.ncsl.org.uk

Parenting Education and Support Forum

The Parenting Education & Support Forum is the national umbrella body for those who work with parents.
www.parenting-forum.org.uk

Sure Start

Sure Start is the government programme to deliver the best start in life for every child. It brings together early education, childcare, health and family support.
www.surestart.gov.uk

Every Child Matters

www.everychildmatters.gov.uk
This site gives a helpful overview of the Every Child Matters agenda, as well as guidance on delivering services, strategy and guidance. Schools may find the multi-agency toolkit helpful
www.everychildmatters.gov.uk/deliveringservices/multiagencyworking/

TeacherNet – Extended Schools

TeacherNet is a DfES site for schools. It contains a lot of useful information, including access to DfES publications. This link takes you directly to the Extended Schools site.
www.teachernet.gov.uk/extendedschools

[The Extended Schools Support Service \(TESSS\)](#)

The Extended Schools Support Service (TESSS) offers focused support to schools, local authorities (LAs) and others involved in providing extended services in schools.

It is currently part of ContinYou.

www.continuity.org.uk/content.php?CategoryID=270

[Pre-school Learning alliance](#)

The pre-school Learning Alliance supports 15,000 member early years providers across England, providing care and education for pre-school children, and support and advice for their parents.

www.pre-school.org.uk/extended_schools

[Training and Development Agency for Schools \(TDA\)](#)

The TDA works to improve the training and development of the whole school workforce. Formerly the Teacher Training Agency (TTA), the TDA had its remit extended in September 2005. It is now responsible for the professional development of teachers and support staff as well as the National Standards for teachers and Higher Level Teaching Assistants (HLTAs).

www.tda.gov.uk

Government Agencies related to running a business/charity:

[Charity Commission](#)

www.charity-commission.gov.uk

[Companies House](#)

www.companieshouse.gov.uk

[Inland Revenue](#)

www.inlandrevenue.gov.uk

[Small business service/Business link](#)

www.businesslink.gov.uk

[Extended Schools Publications](#)

Extended schools: access to opportunities and services for all (Prospectus)

publications.teachernet.gov.uk/wholeschool/extendedschools

[Extended Schools guidance](#)

www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/

Useful publications can also be found at 4Children, ContinYou and on the National Remodelling Team's download site.

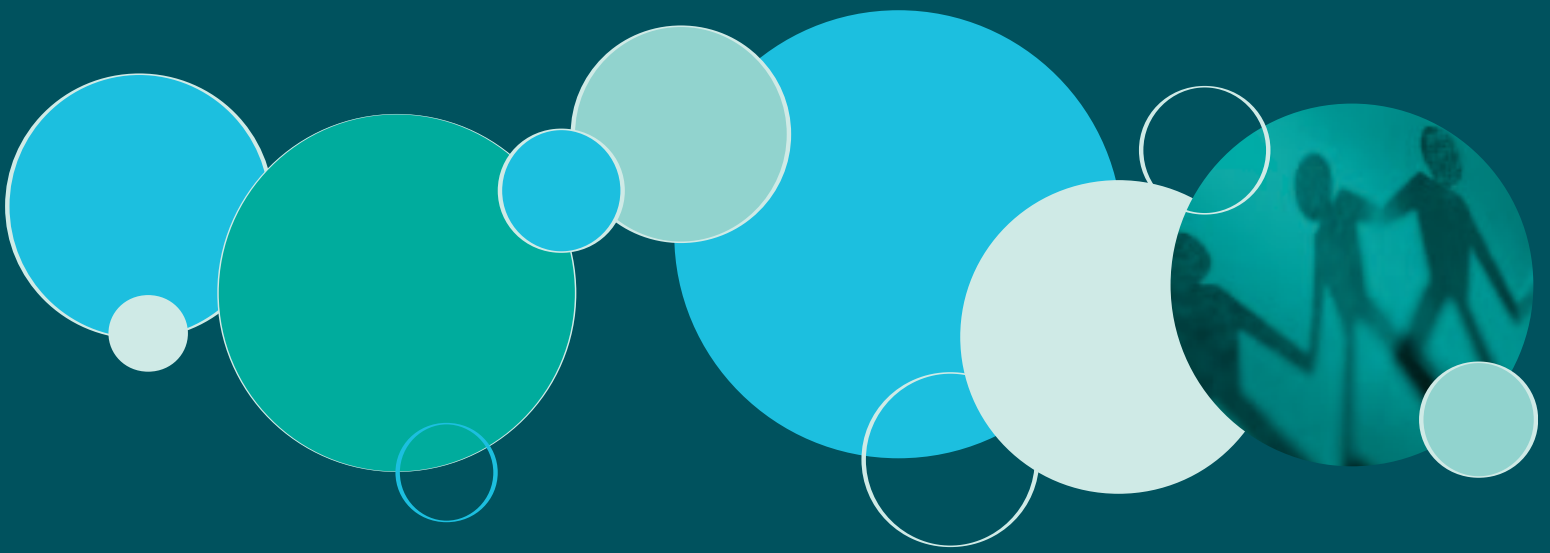
[Leadership issues](#)

Community leadership – an NCSL page dedicated to community leadership. See

www.ncsl.org.uk/community_leadership/communityleadership-index.cfm.

[Improvement Leaders' Guides](#) – These guides have been produced by the Modernisation Agency of the NHS. These guides can be downloaded at www.wise.nhs.uk/cmsWISE/Tools+and+Techniques/ILG/ILG.htm.

[NCSL leadership development site](#) – This site includes details of the leadership development programmes managed by the NCSL. It includes information on the National Professional Qualification in Integrated Learning Centre Leadership (NPQICL). See www.ncsl.org.uk/leadership_development/ldev-index.cfm.



For free and confidential advice and information for all governors in England, please contact GovernorLine on 08000 722 181

Further information can be found at:

National Remodelling Team
www.remodelling.org

National Coordinators of Governor Services
www.ncogs.org.uk

ContinYou
www.continyou.org.uk

For further hard copies of this pack, please contact:

National Governors' Association
2nd Floor, SBQI
Smallbrook Queensway
Birmingham B5 4HG

Telephone: 0121 643 5787
Fax: 0121 633 7141
Email: governorhq@nasg.org.uk

Or to download additional copies:
www.remodelling.org