Inspecting extended school provision

Briefing for section 5 inspection

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# Extended service schools

1. An extended service school provides a range of services and activities beyond the school to help meet the needs of pupils, their families and the wider community. The school may work with local providers, agencies and other schools to provide access to a core offer of integrated services including:

* childcare, 8am to 6pm in primary schools (five days a week and 48 weeks a year), or through local providers
* a variety of activities in a safe place, including study support. In secondary schools this means offering young people a safe place to be from 8am to 6pm in term time and more flexibly in the holidays
* wider community access to the school’s facilities
* swift and easy access of or referral to targeted and specialist services

parenting support, for example parenting programmes or family learning sessions.

1. Some schools are referred to as ‘full service’ extended schools and these schools deliver or provide access to the full range of extended services (the five elements of the core offer). The target set by the previous government was for all schools, by 2010, to provide or enable children to access a core offer of extended services. The expectation was that schools would work with other schools, the local authority and other partners to offer a range of services and activities which support and motivate children and young people to achieve their full potential.
2. Providing access to extended services is increasingly becoming part of normal business for schools. It is not just about extending the school day, but recognising that pupils may need additional provision to achieve their full personal and academic potential. By offering extended services, schools are providing both personalised learning opportunities and increasing parental involvement and support for their child’s learning.
3. Benefits may include:

* improved pupil attainment, learning and progress, self-confidence, motivation and attendance
* positive impact on pupils’ personal development, especially the potentially vulnerable and those at risk of underachievement
* re-engagement of hard to reach pupils and reduced exclusion rates
* improved parental engagement with the school and their child’s learning

family learning programmes which have an impact on the achievement of both children and adults.

# Extended school provision and section 5 inspections

1. Section 5 inspections are not expected to evaluate each of the extended services provided by schools. However, where the school offers any extended services inspectors will want to consider how far these are enabling pupils to overcome specific barriers to learning and promoting improvements for all pupils and groups of pupils.
2. The before- and after-school clubs will only be registered if children under the age of three attend or if none of the children attending (up to the age of eight or older if the school has registration on the voluntary part of the Childcare Register) are pupils of the school. The Early Years Foundation Stage must be delivered in any childcare that contains children of Early Years Foundation Stage age. However, this does not imply a continuance of the kind of activities provided during the normal school day. Children’s needs will be different after school, and activities should reflect this. The childcare must however meet all of the welfare requirements set out in the Early Years Foundation Stage. The childcare provision must also have regard to the requirements set out in regulations for the Childcare Register where it is for children older than the Early Years Foundation Stage.
3. Inspectors should take a proportionate approach to inspecting extended services and check that activities are appropriate for all ages of children attending and that health and safety requirements are met. Inspectors should establish the extent that the governing body and delegated senior staff have ensured that registered childcare complies with all necessary registration requirements in setting up and operating the clubs and activities.
4. The school inspection report should summarise any extended school provision under Information about the school. Inspection findings are reported where it may be appropriate to refer to the provision and impact of extended services. Inspectors do not report on the quality of the work of the integrated services, such as the work of health professionals and family support workers. However, where there is clear evidence of outcomes, then these should be reported.

**Further information**

*Extended services in practice: A summary of evaluation evidence for head teachers,* (DFE-RR155)Department for Education*,* 2011;

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR155](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR155).

*Good practice in extended schools: A short survey to examine effective practice in a small sample of the most successful full core service extended schools serving disadvantaged communities* (080242)*,* Ofsted, 2009;

[www.ofsted.gov.uk/resources/good-practice-extended-schools](http://www.ofsted.gov.uk/resources/good-practice-extended-schools).