Research Report DCSF-RW037

Extended Schools

Testing the Delivery of the Core Offer in and Around Extended Schools

Final Report

Ipsos MORI

department for
children, schools and families

Research Report No DCSF-RW037

Extended Schools

Testing the Delivery of the Core Offer in and Around Extended Schools

Final Report

Ipsos MORI

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Children, Schools and Families.

© Ipsos MORI 2008

ISBN 978 1 84775 162 1

Contents

Introduction **2**

1. Development of services to meet needs **10**

1.1 Types of information used 11
1.2 Organisations contacted 13
1.3 Consultation methods 13
1.4 Understanding of local needs 14
1.5 Meeting needs identified 15

2. Details of services provided and take-up **17**

2.1 Monitoring information – overview 19
2.2 Childcare and activities 19
2.3 Parental support services 28
2.4 Community access 30
2.5 Swift and Easy Access 33

3. Models of delivery **36**

3.1 Communicating about services 36
3.2 Awareness of services 37
3.3 Involvement in delivery of services 37

4. Service funding **40**

5. Challenges to developing and delivering services **42**

5.1 Barriers to developing and delivering services 43
5.2 Specific challenges in delivering each of the services 44
5.3 Future development of extended services 46

6. Support for extended schools **48**

6.1 Sources of support 48
6.2 Satisfaction with support provided 48
6.3 Gaps in support and improvements 49

Introduction

The Department for Children, Schools and Families (DCSF) commissioned Ipsos MORI to undertake a two-stage programme of research to explore the delivery of the core offer of extended school services in England.

This chapter sets out the background to the research, discusses the research objectives and details the methodology and sample.

Research Background

Extended schools are at the heart of Every Child Matters (ECM), raising standards and ensuring that children: are healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

It is understood by the DCSF that many schools have been providing a range of extended services for a long time. These schools wanted to find ways of tackling the underlying causes of underachievement by some pupils, to improve children's resilience, and to enrich the learning experiences of children and families. The current approach to extended services has been developed by building on the experience of these schools.

Informed by an evidence base of early success, the Government set out a core offer[1] of the extended services that all schools should be able to deliver by 2010 (with half of all primary schools and a third of all secondary schools doing so by 2008).

The core offer comprises:

- A menu of activities, including study support and homework clubs, sport, music, arts and special interest clubs, combined with formal, 'wraparound' childcare in primary schools;
- Parenting and family support, including family learning;
- Swift and Easy Access to targeted and specialist services (for example, speech and language therapy, behaviour support);
- (If appropriate) community access to school facilities such as sports grounds, ICT and adult and family learning.

At the time when this research was undertaken, around 8,400 schools in England were delivering the core offer with a further 11,000 working towards this. By April 2008 the number of schools in England delivering the core offer has reached 10,000. Many other schools are delivering parts of the offer.

DCSF guidance states that the provision of extended services in schools should complement existing services in the local community. How these services look and are delivered in or through a particular school will vary. There is also no expectation that every service will be delivered on every school site. Cluster working across local schools is seen to be important, as is working in partnership with local private, voluntary and independent providers

[1] "Extended Schools: Access to Opportunities and Services for All". DfES, 2005.

to ensure that children and parents have access to the services they need. Often the school will act as the "host" to services provided by other agencies or children's services - health care for instance might be provided through a health centre or childcare by a private or voluntary organisation using the school site as the venue to make the best use of facilities schools currently have, and to increase accessibility.

The Development arm of the Training and Development Agency for Schools (TDA-D) has been appointed by the DCSF to provide support for schools and local authorities in developing extended services. The TDA-D has a team of Regional Advisers (RAs) supported by a London based team who work with and support local authority appointed Extended Schools Remodelling Advisers (ESRAs) to help schools to lead reform. At school level the ESRA works closely with the extended schools co-ordinator to help plan and develop extended services. Local authorities will be a major partner in helping and supporting schools to provide services and facilities on site, and will be able to help take a strategic view of local needs and gaps in provision. Local authorities will help schools engage in and benefit from the planning of children's services including the local authority assessments of the sufficiency of childcare provision.

The DCSF has pledged to support existing extended schools, and those schools that will start providing access to extended services by 2010, by a significant increase in investment from 2008 to 2011. Start up and sustainability funding, considered together, reflect the current stage of extended school development across the country, highlighting both the need to continue the drive towards every school an extended school by 2010, but also the need to ensure both new and existing services are supported to become sustainable[2]. Separate funding streams have also been allocated to enhance delivery of aspects of the extended schools core offer: access to a range of activities for disadvantaged children and young people, parenting support[3] and resources to support study support. The total value of funding is £1.3bn.

[2] Sustainability funding, devolved to schools, will support the appointment of extended service co-ordinators in clusters of schools. This will help schools create and embed the infrastructure necessary to deliver in a sustainable way the extended schools offer. This will involve, in particular, co-ordinating services and building the effective links with local agencies, businesses and other educational institutions on which a full menu of activities and services depends.

[3] Following the successful piloting of Parent Support Advisers, funding to promote the Parent Support Adviser (PSA) role nationally is available through the Sustainability Standards Fund allocation. Parent Support Advisers work with parents, in a schools context, to help improve behaviour and attendance; overcome barriers to learning; and increase the number of parents involved in their child's education, both at school and at home. In part, PSAs will help broker access and signpost to relevant specialist services (including evidence based parenting programmes) for parents who otherwise would not have access.

Evaluation work to date has demonstrated how access to extended services through schools can have positive benefits to children, families and local communities, including not only pupil motivation, behaviour, attendance and attainment, but also parents' own engagement with learning, and supporting a sense of community locally[4].

This piece of research has been undertaken to provide evidence on extended services from the perspective of schools to shape policy and delivery as the remaining schools work towards delivering access to the full core offer of extended services.

Aims and objectives

The overall aim of the research was to better understand the provision, usage and implementation of extended services within English schools.

More specifically, the objectives of the research were:

- To provide insight into how families and other interested parties are consulted in the planning and evaluation of extended schools services;
- To explore how sustainable extended services are (e.g. how are they funded?) and what barriers, if any, there are to their success (e.g. issues relating to funding, resourcing, support or service take-up);
- To identify which elements of the extended schools core offer are being provided and how this varies across schools;
- To indicate the level of take up of extended services in schools;
- To examine what models of provision / delivery are being used (e.g. are services provided by schools themselves, in partnership with Local Authorities or via the private, voluntary and independent sectors?; are services delivered by schools alone or in clusters?).

A further key objective of the first stage of the research programme was to inform the design of the questionnaire to be used in the second, quantitative phase.

[4] For example see: Evaluation of the Full Service Extended Schools Initiative (DfES Research Brief and Report 852) June 2007; Ofsted report - 'Extended services in schools and children's centres' July 2006; Evaluation of the Extended Schools Pathfinder Projects (DfES Research Brief and Report 530) April 2004

Stage One Methodology, Sample and Recruitment

Methodology

The first stage of the research programme consisted of 25 semi-structured in-depth qualitative interviews, each lasting around 45 minutes.[5]

The interviews covered 10 regions in England; interviews were conducted face-to-face in five of these regions and by telephone in the other five.

The fieldwork took place between 25 January and 15 February 2008.

The table below shows the regions and Local Authorities covered in this stage of the research as well as the interview method used.

Region	Local Authority	No. of interviews	Interview method
London (inner)	Southwark	4	Face-to-face
London (outer)	Bexley	2	Face-to-face
East Midlands	Derby	2	Face-to-face
West Midlands	Birmingham	2	Face-to-face
North East	Sunderland	2	Face-to-face
South West	Devon	3	Telephone
South East	Oxfordshire	2	Telephone
East	Norfolk	3	Telephone
North West	Cumbria	3	Telephone
Yorkshire and Humberside	Lincolnshire	2	Telephone

The majority of participants were sent a proforma to fill in, in advance of their interview to enable them to give fuller and more accurate responses during their interviews. The proforma summarised the topics to be covered, and included several questions requiring factual data relating specifically to funding and service up-take. This ensured that participants were able to consult colleagues / records in advance of their interviews if necessary.

Sample

The participants were recruited from a sample database provided by DCSF, detailing the schools currently delivering the full core offer of extended services.

The participants were the people with the most detailed knowledge of extended school services within each particular school. Participants included Extended Schools Co-Ordinators (ESCOs), Headteachers, Deputy Headteachers, a couple of P.E. teachers and a school Business Manager.

Across the 25 interviews, the sample was constructed as follows:

[5] Some changes were made to the topic guide after the first two interviews had been carried out, and as a result, these respondents were not asked a particular question which was later added. This is reiterated at the relevant point in the report.

School Phase: 11 interviews with primary schools, 11 with secondary schools and 3 with special schools. At least one interview with a primary school and one with a secondary school were conducted within each of the ten geographical areas.

Type of School: 3 interviews with Voluntary-aided and Voluntary-controlled schools, 22 with other types of school.

Rurality: 3 interviews with rural primary schools, 3 with rural secondary schools; 4 interviews with mid-rural / urban primary schools, 4 with mid-rural / urban secondary schools; 4 interviews with urban primary schools, 4 with urban secondary schools.

The 'Rural' classification was based on the 300 most rural primary schools and 300 most rural secondary schools within the whole sample population. 'Mid-rural / urban and 'Urban' classifications were based on having divided up the rest of the sample into two groups with an equal amount of schools in each.

Deprivation: 3 interviews with deprived primary schools, 3 with deprived secondary schools; 4 interviews with mid-deprived / affluent primary schools, 4 with mid-deprived / affluent secondary schools; 4 interviews with affluent primary schools, 4 with affluent secondary schools.

The 'Deprived' classification was based on the 20 most deprived primary schools and 20 most deprived secondary schools within the selected Local Authorities sample. 'Mid-deprived / affluent' and 'Affluent' classifications were based on having divided up the rest of the selected sample into two groups with an equal amount of schools in each.[6]

Size of School: 3 interviews with small primary schools, 3 with small secondary schools; 4 interviews with medium-sized primary schools, 4 with medium-sized secondary schools; 4 interviews with large primary schools, 4 with large secondary schools.

We defined a 'Small' primary school as one with fewer than 100 pupils and a 'small' secondary school as one with fewer than 500 pupils. The 'Medium-sized' and 'Large' classifications were based on having divided the rest of the sample population into two groups with an equal number of schools in each group. This was done separately for primary and secondary schools.

A 'Medium-sized' primary school was therefore defined for the purposes of this research as one with 101-230 pupils, a 'Medium-sized' secondary school as one with 501-622 pupils. A 'Large' primary school was defined as one with 231+ pupils and a 'Large' secondary school one with 623+ pupils.

[6] Deprivation scores were obtained by adding the school postcodes to data from the Indeces of deprivation (IMD).

Recruitment

All participants for the in-depth interviews were recruited over the telephone. The recruiter was fully briefed by the project team and was provided with a screener questionnaire.

Headteachers at all sampled schools were sent an invitation letter prior to the recruitment period. This outlined the background and objectives of the research, invited them to take part and asked them to pass on the letter to the person with the most detailed knowledge of extended services within their school, if this was someone other than themselves.

Stage Two Methodology and Sample

Methodology

The second stage of the research programme consisted of 100 telephone interviews with senior managers responsible for the delivery of extended services in schools. Interviews lasted around 15 minutes.

Sixty interviews were with senior managers in primary schools while forty were in secondary schools.

The fieldwork took place between 25 February and 14 March 2008.

Prior to fieldwork taking place, all schools in the sample were sent a letter about the survey, encouraging them to take part, along with a copy of the proforma. They were asked to fill in the proforma to enable them to answer the more difficult questions more swiftly during their interview.

Sample

As with stage one, the participants were recruited from the sample database provided by DCSF. Any schools contacting during the recruitment of stage one were excluded from stage two.

A random stratified sampling approach was used for stage two. The sample was stratified by government office region, school size and rurality, and a 1 in 'n' approach was used to select 300 schools (150 primary schools and 150 secondary schools) to ensure a representative sample.

The Topic Guide and Questionnaire

The topic guide and questionnaire were developed in consultation with the DCSF. The stage one depth interviews were critical in highlighting which questions worked well and which were more difficult for respondents to answer. As a result, some of the questions for the first stage were either amended, or removed from the stage two questionnaire. Others remained the same, and were asked in both stages of the survey. In addition, some new questions were introduced at stage two.

Interpretation of the data

Where questions were the same in both stages of the questionnaire, data have been combined, and are presented as a combined percentage for stages one and two. Data from questions asked in the second stage only are also presented in percentages, while data from the first stage only are presented in whole numbers due to the small base size. All qualitative findings presented in the report are from the first stage of the research.

When interpreting the findings, it is important to remember that the results are based on a sample, rather than the entire total population of senior managers responsible for the delivery of extended services in England. Consequently, results are subject to sampling tolerances.

Please note that caution should always be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. Due to small base sizes in this survey, the scope for subgroup analysis has been somewhat limited. Statistically significant differences from stage two of the survey, and indicative differences from stage one, are highlighted where relevant.

A table for statistical reliability is included in the Appendices.

Where percentages do not sum to 100%, this is due to computer rounding, the exclusion of "don't know" categories, or multiple responses. An asterisk (*) denotes a value of less than 0.5% but greater than zero.

Publication of the data

As with all our studies, these findings are subject to Ipsos MORI's standard Terms and Conditions of Contract. Any press release or publication of the findings of this research requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misinterpretation of the findings.

Acknowledgements

Ipsos MORI would like to thank Frances Forsyth, Nina Hughes, Nicole Malabre, Jonathan Robinson and Charlotte Sowerbutts at DCSF for all their assistance with this project. We would also like to thank the participants who gave up their time to participate in the research.

1. Development of services to meet needs

Key Findings:

- Most schools have used a wide range of information sources and methods to gain an understanding of local needs when planning their extended services.

- Consultation - carried out by schools rather than other local agencies - plays a key role in this process. Research among parents conducted by the school is the most popular method of gaining information overall, closely followed by research among pupils conducted by the school.

- Detailed information about other relevant services already available is also used by the vast majority of schools, especially by those delivering services in a cluster. Local pupil and population and profile data is another widely used source of information, consulted by around three quarters of schools, and just under half of schools use the Local Authority Childcare Sufficiency Assessment.

- Most schools believe that they have been successful in building up a full picture of needs, though it is noted by some schools that they may simply not be aware of the gaps in their understanding. For this minority of schools, it tends to be the needs of the wider community rather than the school community which they have failed to identify. Understanding parents' needs also presents problems for a small minority of schools.

- Across the board, there is some acknowledgement that understanding needs is an on-going process, informed either by further research or through engagement with existing service users.

- Schools acknowledge that whilst the extended services they deliver fulfil many of the local needs they identified, they are not able to meet all needs across the board. Parental support services and Swift and Easy Access services are the two core areas that many schools believe they are not delivering adequately.

1.1 Types of information used

Research among parents conducted by the school is the most popular method of gaining information to build up a picture of local needs among stage two respondents (86%). This is closely followed by research among pupils conducted by the school and looking at detailed information about other relevant services already available (85% in both cases).

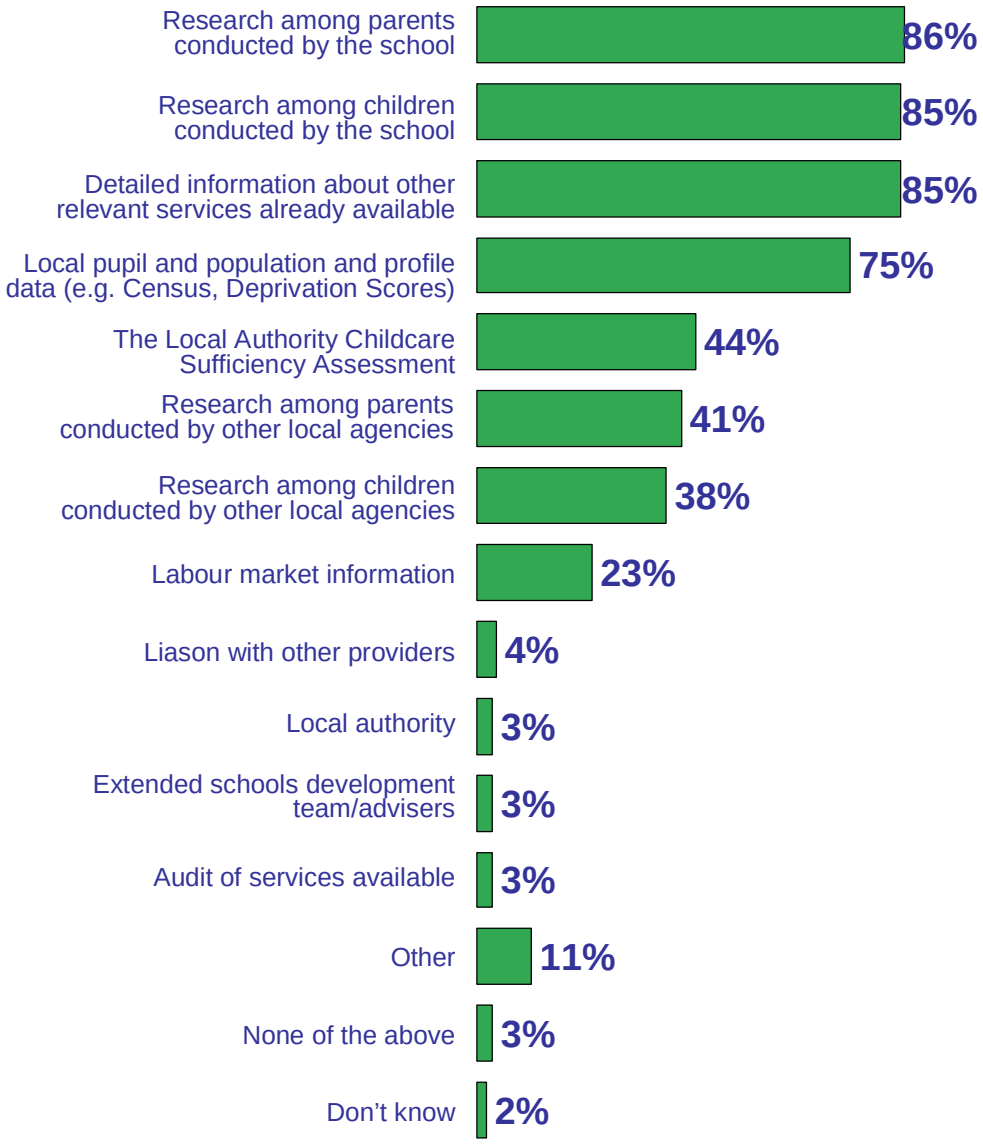
Three quarters have consulted local pupil and population profile data such as the census (75%), but fewer than half (44%) have used the local authority childcare sufficiency assessment.

Consulting research conducted by other local agencies among parents (41%) and children (38%) is far less popular in schools than conducting their own research, while under a quarter (23%) have looked at labour market information.

Ipsos MORI

Information used to develop extended service provision

Q I would like to ask about the types of information you might have used to build up a picture of local needs when planning services. From the following list, which sources have been used?



Base: All Stage 2 respondents (100)

Schools that deliver services in a cluster are more likely than average to have looked at detailed information about other relevant services already available (90% of cluster schools vs. 85% of all schools surveyed in stage two). This may be due to the fact that they are able to consult and share ideas with other schools in their cluster, whereas schools operating independently may have fewer examples of similar services available in their area.

Respondents in the first stage of the research were asked in some detail about the development of services to meet needs. They were questioned on the type of information used[7], organisations contacted and consultation methods.

The majority of stage one schools (22 out of 25) say that they used detailed information about other relevant services already available in order to gain an understanding of local needs. The second most popular information source was local pupil and population and profile data, used by 16 schools, followed by the Local Authority childcare sufficiency assessment, used by around half of schools (13).

Only a minority of schools consulted other research that local agencies had conducted with parents or children (eight and five respondents respectively).

1.2 Organisations contacted

The majority of schools in stage one of the research (21 out of 25) have contacted their Local Authority Children's Services for information, or involved them in discussions about local needs and service planning. Also commonly consulted are the Local Authority education services (18) and health services such as the PCT (17). Around half have contacted other big providers such as Connexions (13) and voluntary sector organisations (13).

Fewer have consulted a children's centre (11) or youth offending teams (10) while only five have involved Jobcentre plus in discussions about service planning.

1.3 Consultation methods

Every school bar one surveyed in stage one (24 out of 25) has conducted research with parents in the form of surveys or discussion groups, while almost as many (22) have conducted research with pupils. These forms of research are mentioned spontaneously by many respondents and are clearly seen as valuable sources of information about local service needs. Research with the wider local community has been carried out by around a third (eight) of schools surveyed.

Other popular methods of consultation include schools or class councils (21 out of 25) and meetings for parents (19). Open public meetings (eight) and open consultation such as consultation forms (seven) or adverts in the local paper (three) are far less widely used.

The vast majority of schools surveyed in stage one consult with their pupils to find out which activities they should provide. The approach tends to be formal with schools either conducting surveys or discussing provision in School Councils or during class time. A minority of schools adopt a more casual approach and gain an understanding of preferences for activities through informal chats with pupils.

[7] The list of response options on information used was different for stage one respondents than for stage two respondents. It did not include any consultation methods – these were asked about separately.

1.4 Understanding of local needs

Most schools surveyed in stage one have used a wide range of information sources and methods to gain an understanding of local needs when planning their extended services and believe that they have been successful in building up a full picture of needs.

For the minority of schools that acknowledge there are gaps in their understanding, it tends to be the needs of the wider community, rather than the school community which they feel they have failed to identify. One reason for this is that some schools are prioritising the needs of the school community, especially pupils, over those of the wider community and wish to dedicate time to pushing through services for these users first. Some of those who are more willing to look into the needs of the wider community still fail to research this user group, either because they are unsure about how to determine their needs or because they anticipate barriers to delivering the services once these needs have been identified, due to a lack of school facilities for example.

> *We offer them [the local community] something that we've got rather than researching. I think the word 'community' at a school level is interpreted as the children and families that are involved in the school.*
>
> Primary, large, urban, deprived

> *We have tried to involve the wider community, but again it's how to get them involved and what we can provide for them. And how we can get that information out to them and they respond to us. We haven't done as much as we could do in that area to get that information from them. We've concentrated on how to get our facilities up and running and then how to contact them.*
>
> Primary, small, mid-urban / rural, affluent

A small minority also acknowledge that it is difficult to understand the needs of the parents of pupils at their schools. Whilst parents tend to be fairly responsive to consultation exercises used to develop services for their children, it seems they can be far less willing to participate in consultation exercises used to determine their own needs and preferences.

> *We provide a lot of things for the children and we tend to get a good response there. But it's really difficult to get a response from parents.*
>
> Primary, small, mid-urban / rural, affluent

Although most schools are confident that they have a full understanding of local needs it should be noted that they may simply not be aware of the gaps, or of what they don't know. Certainly there is some acknowledgement of the fact that the identification of needs is an on-going process and that further needs can be determined either purposefully through up-dating research or by chance through engagement with existing users.

You've done it once and think, 'we've done that'. And then you forget about it. We're now at the stage that we're there, but we need to do one year a parents' consultation and then a pupils' one.

Secondary, large, mid-rural / urban, affluent

Some of the needs have evolved since providing some of the services… Mainly through working with the parents… The one I'm thinking of is that there is a significant debt issue that wasn't originally identified.

Primary, medium-sized, rural, mid-deprived / affluent

1.5 Meeting needs identified

Schools surveyed in stage one are able to offer many examples of the ways in which they are able to meet the local needs identified when planning their services.

Childcare: One school identifies the fact that many students have nowhere to do their homework. As a result, the school now provides drop-in homework sessions in the evenings.

Activities: One school identifies a great demand for drama, arts and film activities and now provides twelve sessions on the school's 'Enrichment Programme'.

Parental support: One school recognises that the parents of their pupils wanted to be able to help their children with their learning, but were not always capable. This school now offers basic skills training for parents.

Parents of the children here want to be able to help their children with their learning, but a number of them feel they are not quite capable of doing that. So what we offer them is basic skills training to allow them to understand the terminology used, the way the teaching is done. So that anything we do in school they can support at home… It gives them a bit more confidence in terms of what they can do to support their children's achievements.

Primary, medium-sized, mid-rural / urban, mid-deprived / affluent

Community access: One school's research has suggested that there is a high level of demand for a sport's hall in the local area. Eight clubs now use the school's sports hall in the evenings. It is particularly popular due to its central location.

Most schools acknowledge however that whilst the services they deliver fulfil many of the local needs they identified, they are not able to meet all needs across the board.

The two core services that many schools feel they are not able to deliver adequately are parental support services and Swift and Easy Access services. The key reasons for this are covered in the following chapter.

2. Details of services provided and take-up

Key Findings:

- Schools adopt a wide variety of approaches to monitoring the provision and take-up of the services they deliver, ranging from those that hold no monitoring information whatsoever to those that are rigorous in their collation and analysis of the data.

- The majority of schools at least have details of the services that they offer access to, the number of places that are available and figures in some format on the levels of take-up, though this varies service by service.

- Schools tend to hold most monitoring information on their childcare and activities offer, with more than three quarters of senior managers keeping a register for each activity and many schools carrying out some analysis of the figures. Schools seem to be less rigorous in their monitoring of parental support services and community access. The usage of Swift and Easy access services tends to be kept on file for individual pupils and only a minority of schools log the number of children they help through the system.

- Monitoring information is generally collated and held locally by the senior manager within schools who oversees the services. The information is mainly fed back to school governors, where relevant, or to Extended Schools Co-ordinators.

- The vast majority of schools (98%) provide activities for children after school - whilst most of these schools offer these services on-site, around a third offer them off-site. In addition to this, most schools (86%) provide some form of childcare after school - although the majority is provided on the school site, one quarter of schools have off-site provision. Childcare before school is also widely provided (70%) with two thirds of schools offering this service on-site and only a small minority (7%) off-site. The provision of childcare and activities in the holidays is less common, but these are still provided by around two thirds of schools.

- During term time, the majority of schools offering childcare before and after school and activities after school run these services every week. During holidays the level of childcare and activity provision is more mixed.

- The number of after-school activities provided by schools in a typical week is wide-ranging, though just over a third of schools provide six to ten different activities. The size of a school determines the number of after-school activities provided.

- Schools appear to provide a good variety of activities. Sports activities, ICT clubs, drama clubs, arts, crafts or cookery clubs, music tuition, groups or clubs and academic support are all commonly provided.

- The numbers of children making use of childcare and activities each day varies greatly. Most schools have between ten and 30 children attending

various childcare and activities each day. Only a small minority of schools - mainly small, rural schools - have less than ten children attending. Childcare and activities run after school are more widely used than childcare before school.

- The majority of schools provide a range of parental support services, the most common being information sessions for parents before their children enter primary or secondary education (98%). Information for parents about where they can get advice and support is also widely provided (94%) as are tailored individual family interventions (82%). Fewer schools run structured parent programmes and family learning sessions.

- Attendance at the various parental support services is varied. The information sessions for parents before their children enter primary or secondary education are the best attended, whilst the other, more specialised, services tend to have lower levels of participation.

- The majority of schools (88%) have opened at least one of their school's facilities for public use during the last 12 months. In the majority of cases, if facilities are available, they are already open to the public.

- The majority of schools are working with a wide range of services and professionals in order to support children and their families. In most cases the relevant professionals come on-site to deliver their services. The majority of schools are using the Common Assessment Framework to support their Swift and Easy Access services.

2.1 Monitoring information - overview

There is little consistency in the monitoring information that is held across schools; whilst some schools are rigorous and analyse as well as collate the data, a minority hold no monitoring information whatsoever.

The majority of schools surveyed in stage one do seem to at least have details of the services that are available, the number of places that are available and figures in some format on the levels of take-up, though this varies service by service. Some take this further and analyse the take-up figures. A minority also hold information on the impact of their services on their pupils (e.g. whether there is an improvement in behaviour / attainment / motivation) and on levels of satisfaction with the services on offer.

Monitoring information is generally collated by the senior manager within schools who oversees the services or, less frequently, by the Extended Schools Co-ordinators (ESCOs).

The data tends to be held at each individual school and is often fed back formally to school governors, where relevant, or to ESCOs. In a few cases, the ESCOs do not appear to have access to the monitoring information. Less commonly it is also distributed to other schools within the cluster and in a few instances to members of school staff or to parents.

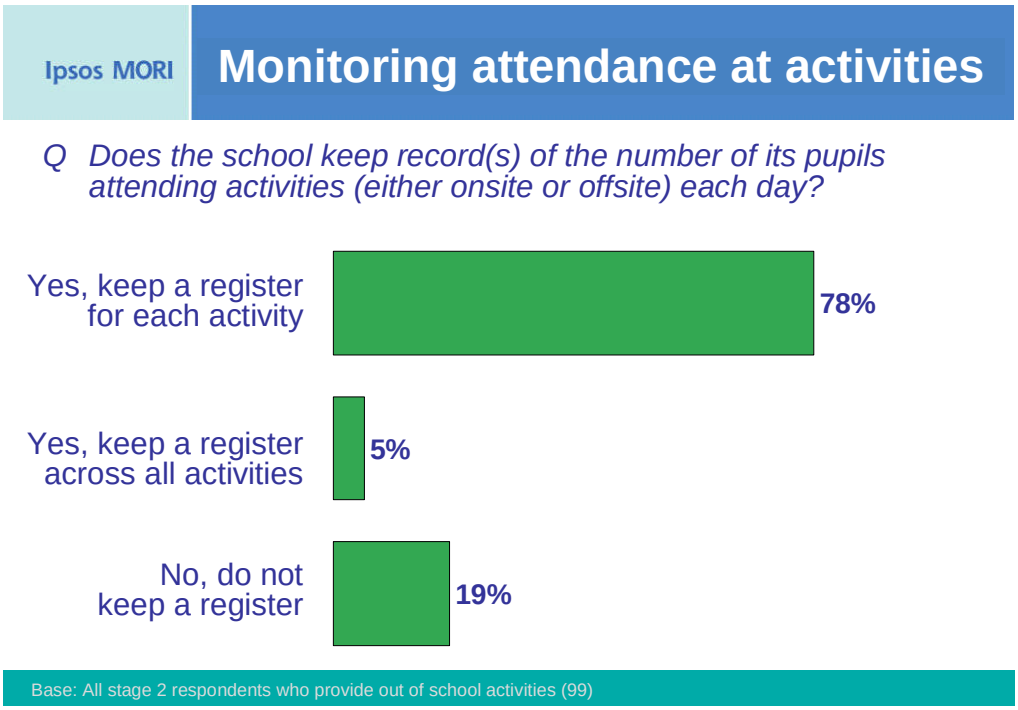
As noted above, the monitoring information held by schools varies service by service. The approaches taken to monitoring usage for each of the core services is detailed over the following pages.

2.2 Childcare and activities

2.2.1 Monitoring childcare and activities

The vast majority of stage one schools say that they take registers to monitor attendance for both childcare and activities. Take-up of these services is therefore recorded in these schools, at least in the first instance, at an individual service level.

This finding is mirrored by data from the second stage of the research, which shows that more than three quarters (78%) of senior managers keep a register for each activity. Five per cent keep a register across all activities, either in addition to their individual registers, or as an alternative. Only one in five (19%) does not keep a register at all.



Primary schools are more likely than average to keep a register for each activity (88% vs. 78% overall), whereas secondary schools are more likely than average not to keep a register at all - one third of secondary schools (33%) do not keep a register, compared to 19% overall.

Findings from the first stage of the research suggest that while attendance figures tend to be recorded daily, schools take a variety of approaches in terms of how these numbers are collated and eventually reported - this can be on either a weekly, monthly, half-termly or termly basis.

Around half of schools surveyed in stage one analyse the figures in terms of the proportion of pupils using services, the level of usage of services and/or the number of places available versus number of users. As noted above a minority hold information on levels of satisfaction with these services.

2.2.2 Provision of childcare and activities

Childcare and activities are popular and well-used services, with the vast majority of schools surveyed across stages one and two providing activities for children after school, and most providing some form of childcare before or after school in addition to this.

With regard to childcare, or activities used as childcare before school, seven in ten schools provide this (70%), usually in the form of a breakfast club. Two thirds provide the service on the school site (66%), while seven percent provide it off-site, either in addition to the on-site provision, or as an alternative.

Childcare after school is more widely provided, with 86% of schools providing the service. Again, the majority of after-school childcare is provided on the

school site (82%) but one quarter (24%) of schools surveyed have some off-site provision.

The most widely provided service is after-school activities - 98% of schools surveyed offer this with 96% providing activities on the school site. Just over three in ten schools surveyed (31%) offer after-school activities off-site. This figure increases among primary school respondents - just over four in ten (41%) provide activities after school off-site.

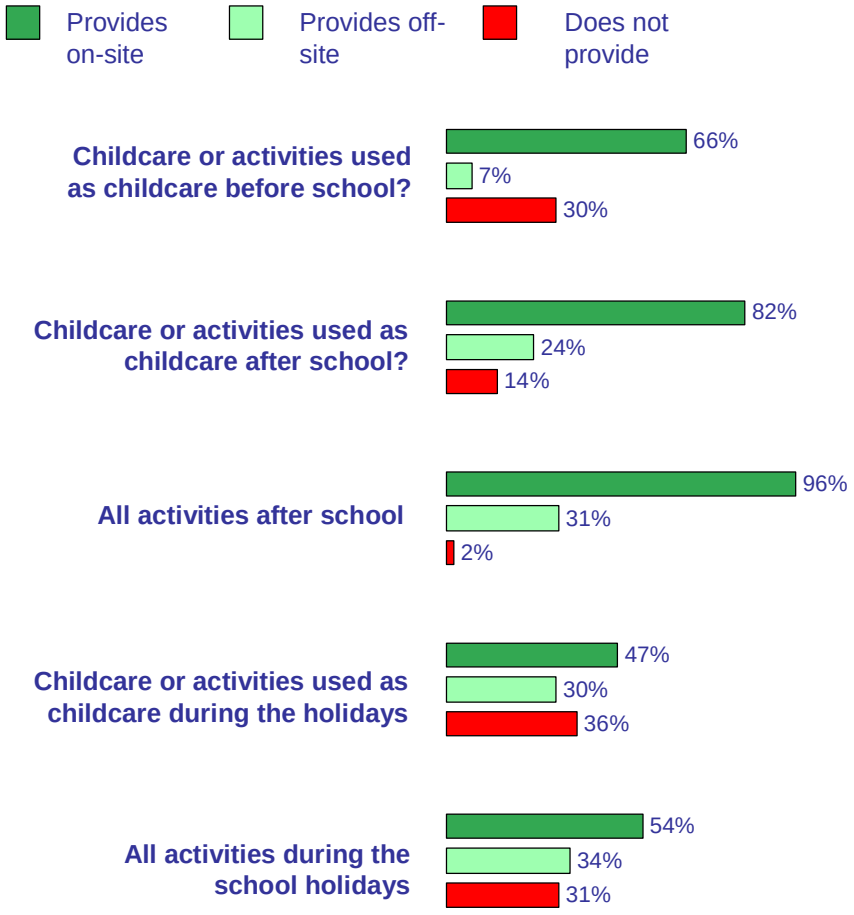
Service provision in the holidays is less common, but is still provided by around two thirds of schools surveyed across stages one and two; sixty-four per cent provide childcare, or activities used as childcare during the holidays. Just under half (47%) run these services from the school site, while three in ten (30%) provide them off-site. Schools that provide extended services in a cluster are more likely than average to provide childcare during the holidays offsite (35%) - this may be down to schools sharing facilities.

With regard to activities during the holidays, just over two-thirds (68%) of schools say that they provide this service. More than half (54%) provide this on-site, while a third (34%) run activities from elsewhere. In this case, secondary schools are significantly more likely to provide holiday activities on-site than average (82% vs. 54% overall). Primary schools are more likely than average to not provide activities during the school holidays (45% vs. 31%).

Ipsos MORI

Provision of Childcare and Activities

For each of the following types of service I read out, please tell me whether you provide it or not, and if so, whether it is offered on the school site, off-site, or both.



Base: All respondents (125)

Findings from the first stage of the research suggest that among those who offer some childcare and activities off-site, around half provide transport for the children to reach the activities, while half do not. The reasons for not providing transport include the difficulty of funding transport provision or because the off-site location is within walking distance.

Stage one respondents whose schools provide childcare and activities off-site were also asked to give the proportions of children using these services on-site, at another school or elsewhere.

Respondents had some difficulty answering this question, with three out of 25 respondents unable to give a breakdown with regard to childcare, or activities used as childcare, and four unable to give a breakdown for activities.

However, among stage one respondents who did give an answer in relation to childcare, or activities used as childcare, it seems that most children access these services on school sites. Children at one school attend childcare services at another school in the cluster, while children within four schools access it at another location -however, less than half of children accessing childcare do so off-site.

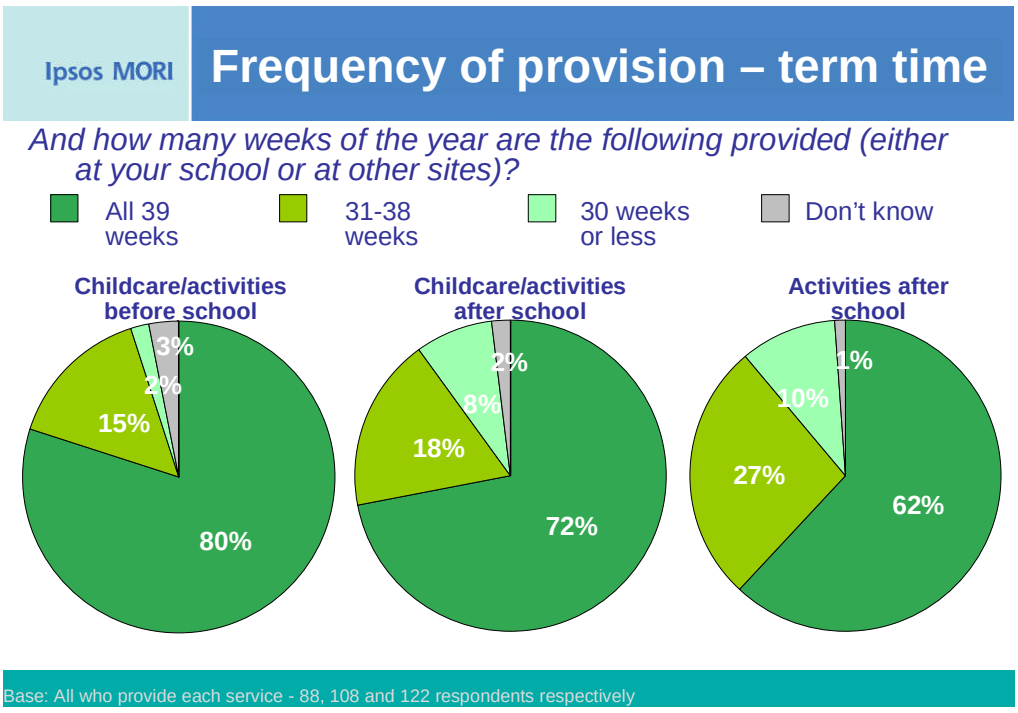
The findings for activities are similar - the majority of children access activities on the school site, while less than half of children access activities at another school or at another location.

2.2.2.1 Provision during term time

During term time (for 39 weeks of the year), the majority of schools surveyed across both stages offering childcare or activities used as childcare before school do so every week (80%). Fifteen per cent run the service between 31 and 38 weeks of the school year while only two per cent run it for 30 weeks or less.

The story is similar with regard to childcare and activities after school -the majority of schools surveyed that offer these services do so every week (72% and 62% respectively).

Some of the respondents from the first stage of the research explained that the reason they do not provide services every week is that they often exclude the first few weeks of each term, either because the children and staff are still settling back into the school routine or because of staff training weeks.

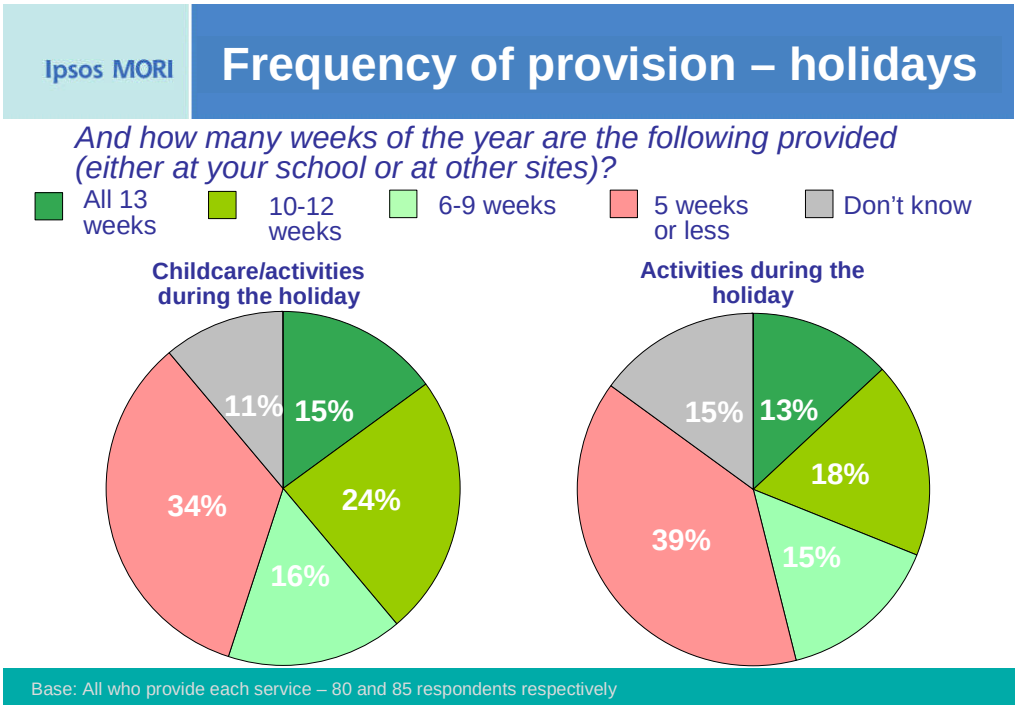


2.2.2.2 Provision during holidays

During holidays the level of childcare and activities provision is more mixed. For childcare, or activities used as childcare, 15% of schools surveyed that offer these services do so every week of the 13 'holiday' weeks each year. Around a quarter (24%) provide holiday childcare between 10 and 12 weeks of the year while 16% run the service between six and nine weeks. The largest proportion however, 34%, only provide the service for five weeks or less each year.

It is a similar story with regard to all activities during the holidays - the largest proportion of schools (39%) run activities for five weeks or less while only 13% run the service every week.

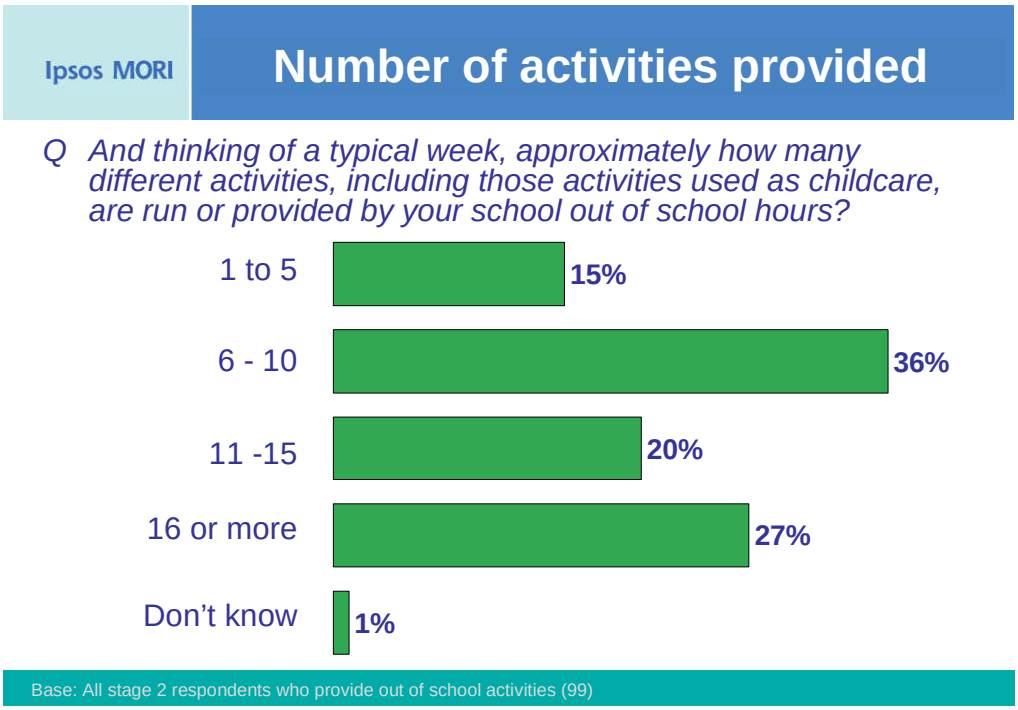
Findings from the first stage of the research suggest that those who run a more complete service in the holidays, tend only to stop their childcare and activities over the Christmas break.



2.2.2.3 Provision of activities out of school hours

Stage two respondents were asked how many different after-school activities they provide in a typical week. Among schools that provide after-school activities, the mean number of activities provided is 15 per week. Just over one third of schools (36%) provide six to ten different activities after school. Fewer schools (27%) provide 16 or more activities, one in five (20%) provide 11-15 while a minority of 15% only have one to five different activities.

Schools size is the determining factor in how many different activities are provided. Among primary schools that provide after-school activities, the mean number of activities is 12 per week, whereas the mean number in secondary schools that provide after-school activities is 19 per week.



2.2.3 Types of activities provided

Stage one respondents were asked about the type of activities they provide, and there is certainly a wide range and variety. Sports activities are provided by every school, and range from team games such as football and netball, to dance and kickboxing, to more adventurous activities such as rock climbing.

Also particularly popular and commonly provided are ICT clubs (provided by 22 out of 25 schools), drama (20) arts and crafts or cookery (19) music tuition, groups or clubs (18) and academic support (15).

Activities involving indoor games (12), volunteering (11), business enterprise activities (nine), homework club (eight) and English language support (eight) are less frequently provided by schools.

2.2.4 Attendance at childcare and activities

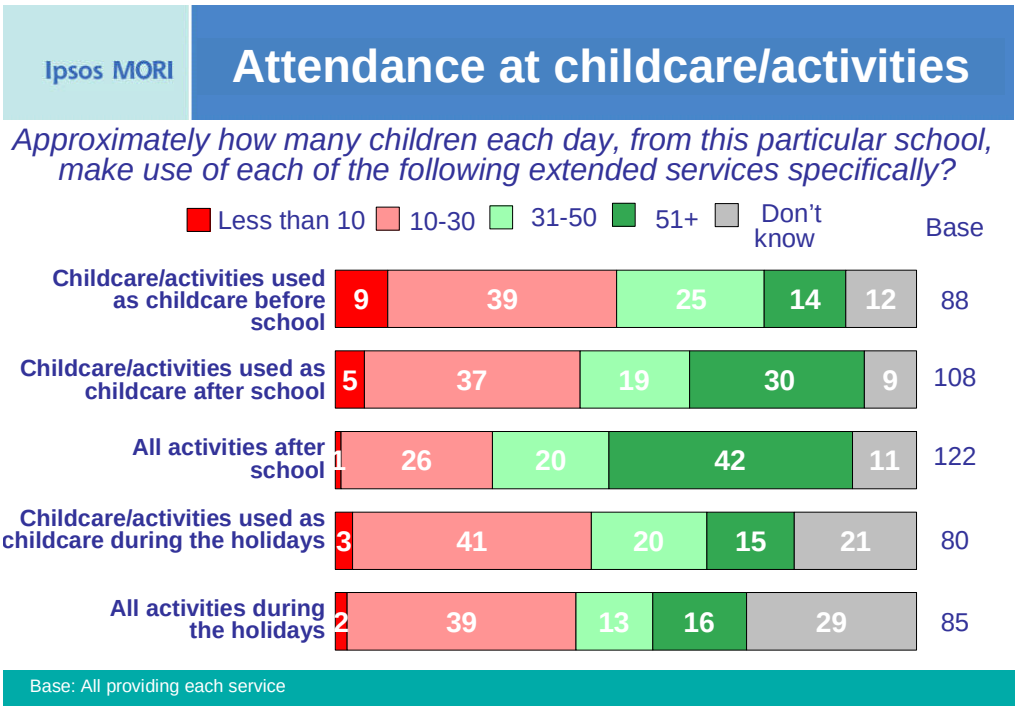
The numbers of children making use of childcare and activities each day varies greatly, and, as the first stage of the research revealed, is often dependent on the size of the school.

As illustrated in the chart below, schools across stages one and two of the research are most likely to have between ten and 30 children attending various childcare and activities each day, both during term time, and during the holidays.

Only a minority of schools have less than ten children making use of their childcare and activities each day - these are primarily small rural schools that have fewer students to cater for.

Childcare and activities run after school are more widely used than childcare before school, and school holiday provision. Activities after school are the most popular service - just over two in five schools (42%) have 51+ children taking part each day.

It is notable that a relatively high proportion of respondents are unable to give a figure for daily usage of childcare and activities. Around one in ten are unsure how many children per day use term-time childcare and activities, and this rises to two in ten (21%) with regard to childcare or activities used as childcare during the holidays, and three in ten (29%) in relation to holiday activities in particular. This difficulty is likely to stem from the fact that attendance at childcare and activities can vary greatly depending on the day.



2.2.5 Meeting needs for childcare and activities

In terms of whether or not the childcare and activities schools provide meet needs or not, most stage one respondents believe that their services are serving children and their parents well. This is illustrated in the table below[8]:

Type of service	Service meets needs	Service does not meet needs	Don't know	Do not provide service
Childcare, or activities used as childcare before school	13	3	1	6
Childcare, or activities used as childcare after school	12	7	1	3
All activities after school	13	9	1	NA
Childcare or activities used as childcare during the holidays	8	4	NA	11
All activities during the holidays	9	4	NA	10
Base: 23 Respondents from Stage 1. Findings reported in whole numbers. *Source: Ipsos MORI*				

2.2.6 Barriers to using childcare and activities

The key reason cited why some children are prevented from using the childcare and activities they want is transport. Around half (13) of respondents mention this as an issue, particularly those in small, rural schools, where it may be more difficult for children to get to and from activities out of school hours. As noted earlier, this may be due to the fact that there is no reliable public transport, or because parents are unable to drop their children off / collect them at certain times. In addition, many schools are unable to provide the transport required.

Cost is perceived to be the other key factor in the low take-up of services (mentioned by ten out of 25 schools). The dilemma for some schools is being unable to provide services for free, but having parents who are unable to afford to send their children if there is a charge.

[8] Please note, totals add up to 23 as 2 respondents were interviewed using an older version of the questionnaire in which this question was not included.

2.3 Parental support services

2.3.1 Monitoring parental support services

Schools surveyed in stage one seem, on the whole, to be less rigorous in their monitoring of parental support services than they are with childcare and activities.

Some do take registers however and some of these analyse the figures in terms of the proportion of parents using services and / or the number of places available versus number of users.

One school also keeps information on the number of parents attending from Black and Minority Ethnic groups so as to monitor whether or not these groups need to be targeted specifically.

> *So that we can open wider and see if we're creating a barrier there to stopping others [BME groups] from accessing what we're trying to offer.*
>
> Primary, medium, mid-rural / urban, deprived

2.3.2 Provision of parental support services

The majority of schools surveyed across both stages of the research provide a range of parental support services, with the most common being information sessions for parents before their children enter primary or secondary education - this is something provided on-site in 98% of schools. Twenty-two per cent of schools provide information sessions for parents off-site.

Information for parents about where they can get advice and support is also widely provided (94%). Nine in ten schools surveyed (90%) have this information available on the school site while 23% provide it off-site. Only six per cent of schools do not provide any information for parents at all. Large primary schools are more likely than average to have information for parents on-site (97%) while secondary schools are more likely to have off-site information available (33%).

Eighty two per cent of schools hold tailored individual family interventions. Three quarters (74%) run these on-site while 31% take place off-site.

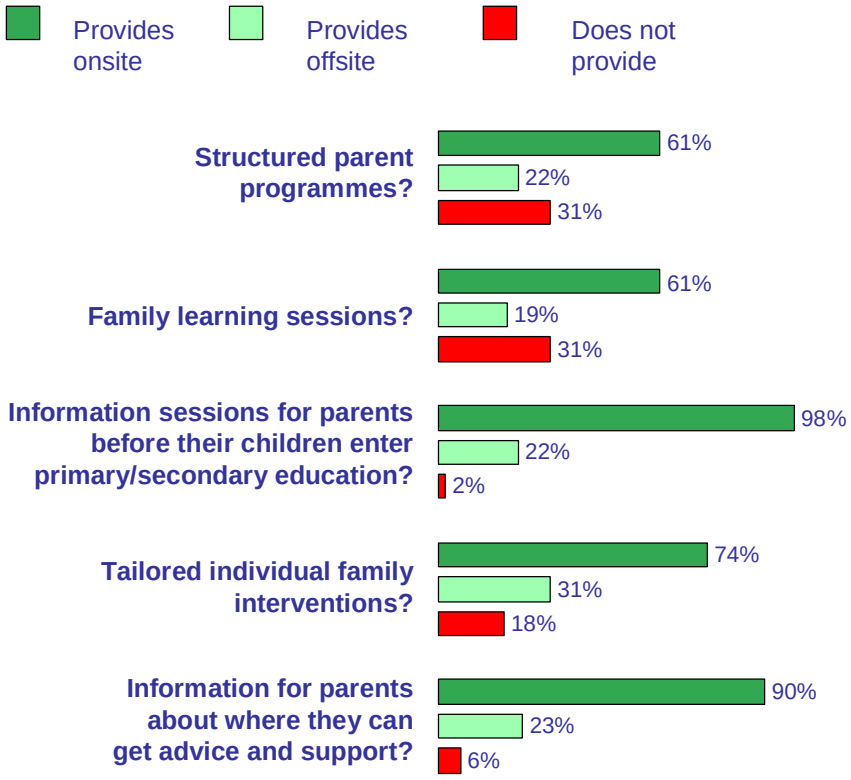
Fewer schools surveyed run structured parent programmes and family learning sessions (69% and 68% respectively) than individual interventions. In both cases, the majority of schools run these services from the school site (61%) while around one in five (22% and 19% respectively) provide them off-site.

Primary schools surveyed in stages one and two are more likely than average to provide structured parent programmes (76% vs. 69%), particularly large primary schools with 150 pupils or more (79%). Schools that provide extended services independently are more likely than average not to provide structured parent programmes (47% vs. 31% overall).

Ipsos MORI

Provision of Parental Support Services

For each of the following types of service I read out, please tell me whether you provide it or not, and if so, whether it is offered on the school site, off-site, or both.



Base: All respondents (125)

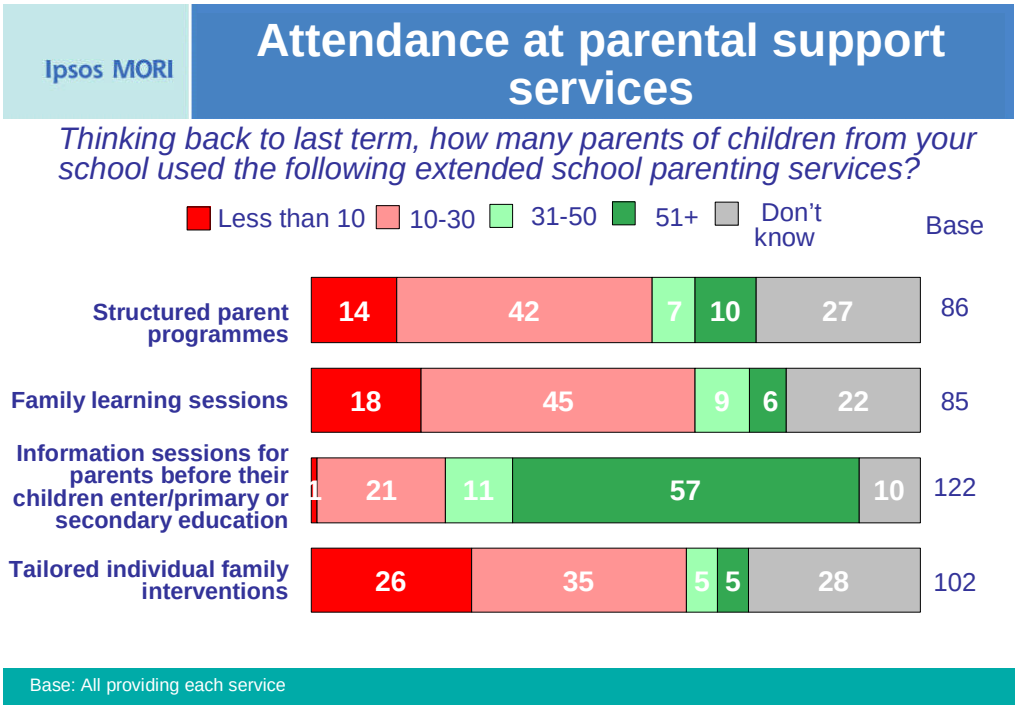
2.3.3 Attendance at parental support services

Attendance at the various parental support services provided by extended schools is varied and depends on the size of the school, and the nature of the service provided.

The information sessions for parents before their children enter primary or secondary education are the best attended, with almost three in five schools that provide parental support services (57%) having over 50 parents taking part in these sessions last term.

Structured parent programmes, family learning sessions and tailored individual family interventions tend to have lower levels of participation, possibly because they are services that many families do not (or think they do not) require. Schools are most likely to have between 10-30 parents attending these services each term. However, many respondents find it

difficult to give a figure for attendance parental support services with quite a high proportion giving a don't know response.



2.4 Community access

2.4.1 Monitoring community access

Whilst they are aware of the different groups using their facilities, those managing the delivery of extended services do not appear on the whole to monitor the number of people from the community using them. Several schools surveyed in stage one mention that any bookings or queries from the public about using school facilities are dealt with by the school reception, while payments go through the bursar.

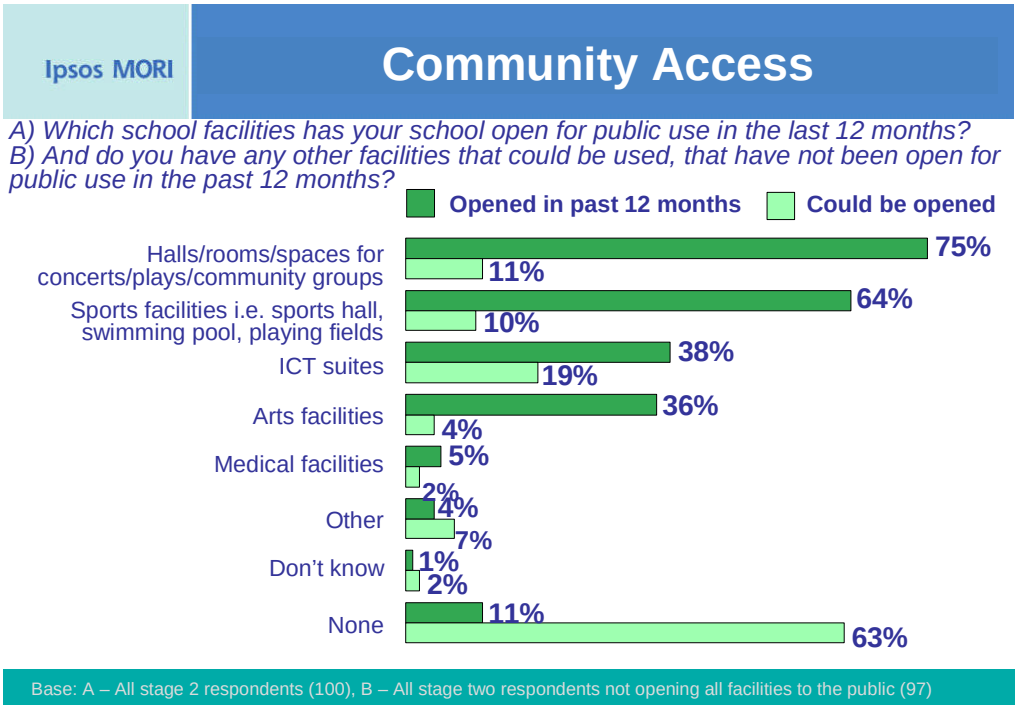
2.4.2 Provision of community access

The majority of schools surveyed in stage two (88%) have opened at least one of their school's facilities for public use during the last 12 months - on average, they have made two school facilities available. Three quarters of schools (75%) make halls, rooms and spaces available while 64% open sports facilities. Fewer schools open their ICT suites (38%) or arts facilities (36%) to the public. Very few open their medical facilities (5%) or library (two per cent).

Secondary schools are more likely than average to open their sports facilities (93% vs. 64%) and their arts facilities (53% vs. 36%) while primary schools are more likely than average to have no facilities open to the public (18% vs. 11%).

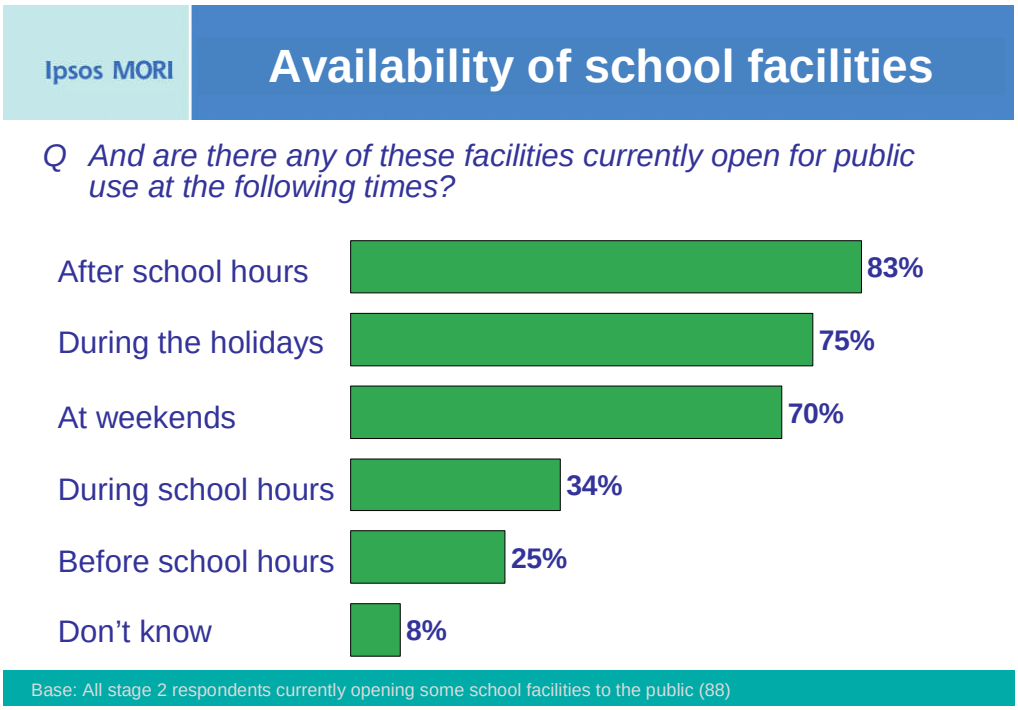
In the majority of cases, if there are facilities available, they are already open to the public. Of the schools not currently opening all of the facilities listed, the majority (63%) say that they could not offer any more than they already do.

This might be because the facilities do not exist, or because they are too small / unsuitable for public use. However, there are a few schools not opening facilities even though they have them available - most notably, ICT suites - one in five schools (19%) say they have ICT suites available which they could open to the public.



The majority of schools that open their facilities to the public make them available after school hours (83%), during the holidays (75%) and at weekends (70%).

Fewer open facilities to the public during school hours (34%) while only one quarter (25%) open them before school begins.



2.4.3 Community usage of school facilities

Stage one respondents were also asked about facilities they open to the public, but were asked to think more generally, and not focus on the last 12 months only. In addition to this, they were asked about the numbers of parents and general public members using their facilities on a daily basis. The majority of respondents found it very difficult to give figures - more than half of those who open their facilities (11) were unable to say how many parents use the school facilities on a daily basis, while even more (15) were unable to give a usage figure for the general public.

One reason for this difficulty in gauging the usage of school facilities is that the figures vary day to day, As one respondent explains, on one day a few parents may come in to use the school pool, while on another day the hall might be hired out by the local church which is holding a community group for 20 people. Another reason is that the vast majority of schools do not hold information on the numbers using school facilities, as noted earlier in the report.

Of those who do give a figure, the numbers differ greatly and are often dependent on the size of the school. Two schools say that they do not have any parents using their facilities on a daily basis, three schools give a figure between three and six while two schools say the number is around ten.

In terms of general public usage, one school says that nobody uses the facilities on a daily basis, two schools give the figure as 15, one school says 20 while another says 50.

2.5 Swift and Easy Access

2.5.1 Monitoring Swift and Easy Access

The usage of Swift and Easy Access services and the details of the specific services used tend to be kept on file for individual pupils. Only a minority of schools surveyed in stage one appear to log the number of children they help through the Swift and Easy Access system.

2.5.2 Provision of Swift and Easy Access

Positively, the findings indicate that the majority of schools are working with a wide range of services and professionals in order to support children and their families. In most cases the relevant professionals come on-site to deliver their services, either on a regular basis to work with a particular child, or once a term or so, perhaps to give a presentation to a whole year group.

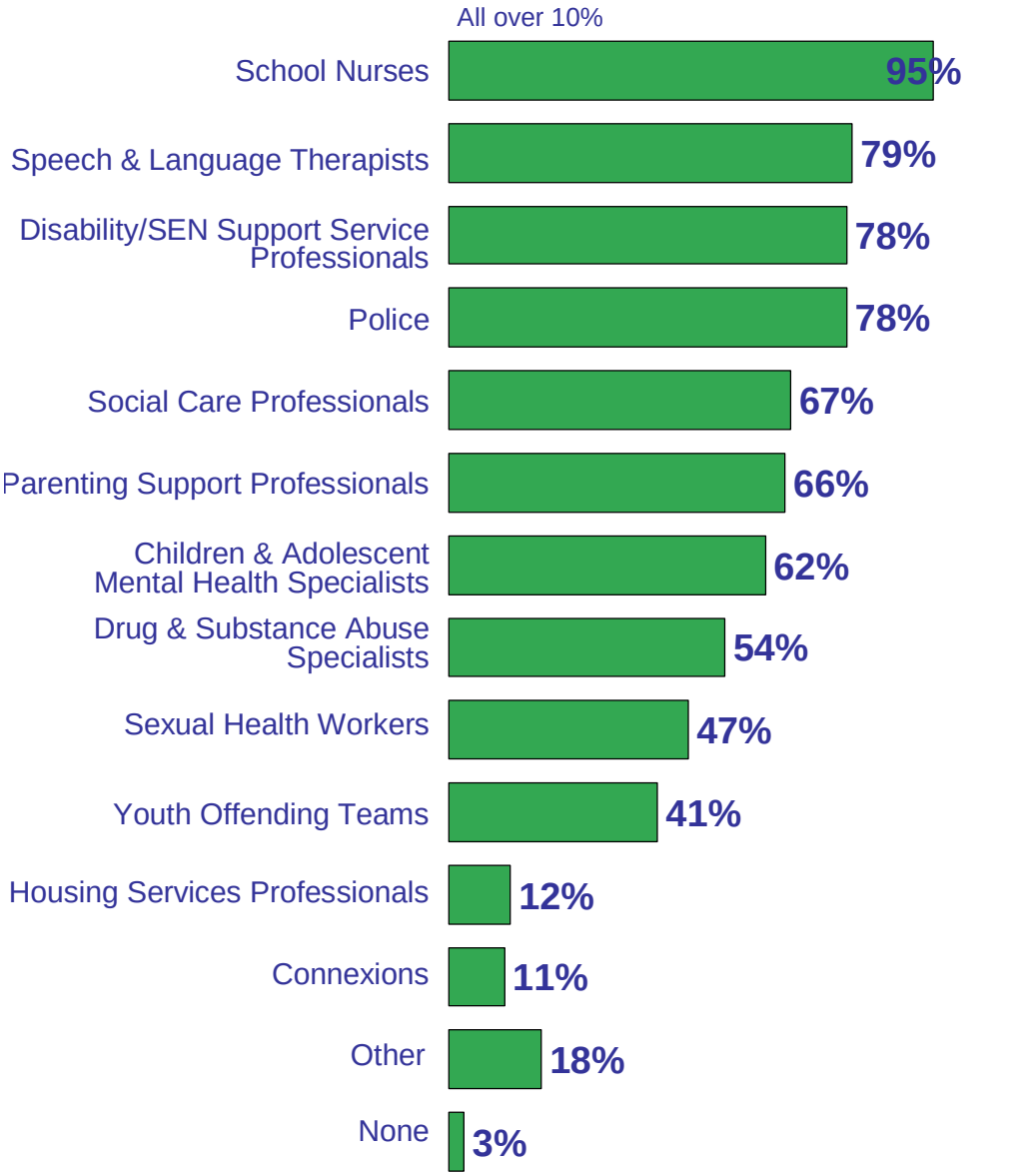
In terms of the professionals who come on-site to deliver services, school nurses are most commonly used - 95% of schools surveyed across stages one and two have a nurse on-site. Other professionals commonly delivering services onsite in schools are speech and language therapists (79%), disability and SEN support service professionals (78%), the police (78%), social care professionals (67%), parenting support professionals (66%) and children and adolescent mental health specialists (62%).

Of the services read out to respondents, housing services are delivered on-site least often (12%).

Several schools surveyed mention other services or professionals who deliver services on-site to help children and families, though these largely differ by area and may include, for example, area-specific youth or church groups. Services or professionals mentioned spontaneously by several respondents include welfare officers, education psychologists and counselling services (each mentioned by six per cent of respondents).

Delivery of services on school site

Q *Which of the following professionals deliver services for children and families on your school site?*



Base: All respondents (125)

Only four per cent of stage two respondents say that no professionals deliver services on-site. They were asked which professionals they worked with - all of these schools have contact with nurses, speech and language therapists, social care professionals and the police, while some are also in touch with disability and SEN support professionals and parenting support professionals.

2.5.3 Usage of Swift and Easy Access

Stage one respondents were asked about how many children and / or families they helped through the Swift and Easy Access during the Autumn term (September-December 2007). Many found this difficult to quantify, with half (13) unable to offer a valid response.

Of those who were able to give an answer, one school did not help any children or families through the service last term, eight schools helped between one and 49 children/families, while three helped 50 children/families or more.

2.5.4 The Common Assessment Framework

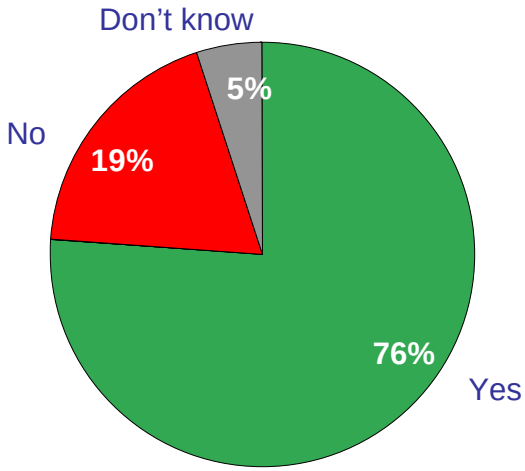
The Common Assessment Framework (CAF) is a tool which supports Swift and Easy Access by enabling school staff to see which additional services a child is receiving and enabling them to see what, if any, further help might be required on top of the universal services they are receiving. The CAF can facilitate agencies in joining up services, to provide a more holistic approach to each child's case. In the long term, it should help schools to tackle a wider range of social, emotional and behavioural problems.

Positively, the majority of schools surveyed in stage two say that they are using the CAF (76%) while 19% are not. Five per cent do not know if the school is using it or not.

Ipsos MORI

Usage of the Common Assessment Framework

Is the school using the Common Assessment Framework (CAF)?



Base: All stage 2 respondents (100)

Stage one respondents who said they were using the CAF were asked if they know the proportion of staff trained in using it. Many were unable to give a figure, but for those who could, the average is around ten per cent.

3. Models of delivery

Key Findings:

- The majority of schools that took part in stage two of this research provide extended services as part of a cluster, the 'mean' number of schools per cluster being ten.
- Schools have overall responsibility for the delivery of childcare, activities and community access in most cases. Whereas the majority of schools are also responsible for delivering parental support and Swift and Easy Access, local authorities are seen to play a key role in the provision of these services in a large minority of schools.
- Schools actively communicate with pupils, parents and staff about the extended services that they provide. Word of mouth is the most common channel for communicating with pupils and teachers about extended schools services, whereas posters, flyers and newsletters tend to be used to communicate with parents.
- Communication with the local community beyond the school and parents is less consistent, and is sometimes overlooked. It is therefore not surprising that awareness of extended services is perceived by many respondents to be low among the local community.

3.1 Communicating about services

Schools surveyed in stage one tend to use a variety of channels to communicate with actual or potential users about the extended school services they provide and use different approaches depending on the potential user group.

The most common way of communicating with pupils is via word of mouth, either during school assemblies, lesson time or School Council meetings. A minority of schools also use posters, flyers or newsletters to communicate with their pupils.

Perhaps unsurprisingly, the most usual way to advertise extended services to parents is via posters, flyers, newsletters or letters. Word of mouth is much less common and tends to take place at parents' meetings. Enrolment meetings and informal catch-ups also present opportunities.

Schools tend to communicate with their staff about extended services via word of mouth during staff meetings or staff training sessions. Posters, flyers and newsletters are further channels.

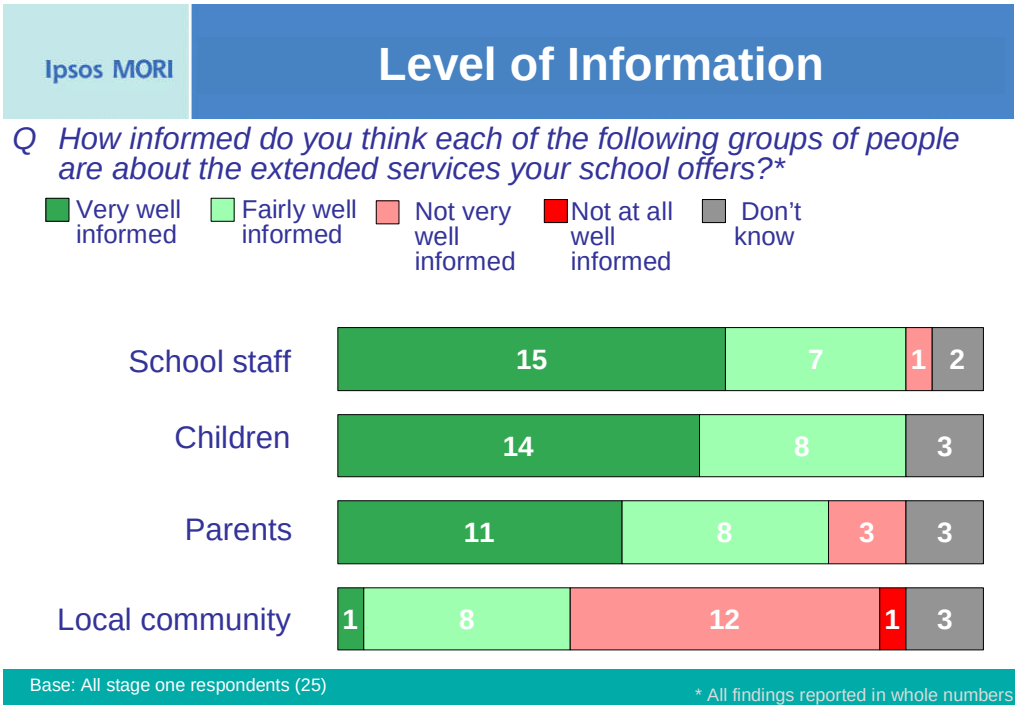
Whilst all schools surveyed in stage one actively communicate with their pupils, parents and staff about the extended services they deliver, not all advertise what they can offer to the local community. There is no consistent approach amongst those that do. Examples are advertising in a Local Authority publication, posters in school notice board / local shops / minibus windows.

3.2 Awareness of services

Stage one respondents were asked about awareness of their services. Unsurprisingly, schools believe that their own staff and pupils are the most informed about extended services. Twenty two out of 25 schools believe that these two groups are well informed.

Most schools (19) believe that parents are also well informed about extended services. But only nine schools feel that the local community is well informed about the services offered by the school.

These findings reflect the level of effort put in by schools to communicate about the extended services to the different potential user groups. They also reflect the fact that schools tend to focus on the needs of the school community over those of the local community.



3.3 Involvement in delivery of services

Seventy per cent of the schools who took part in stage one or two of this research project deliver extended services as part of a cluster, while 29% deliver them independently.

Of those delivering services in a cluster, the number of schools in the cluster is quite varied. The average number of schools in a cluster is ten. The following table highlights these differences:

Schools in Cluster	% of schools operating in a cluster of this size
Three to five schools	19
Six to eight schools	26
Nine to ten schools	23
More than ten schools	27
Don't know	4
Base: 88 respondents.	*Source: Ipsos MORI*

Stage one respondents were asked in more detail about how extended services in their school were delivered. The findings suggest that in the majority of cases, the school has the greatest responsibility for delivering extended services day to day - at least two thirds of respondents say that the school has responsibility for delivering community access services (17) and this figure rises for other extended services. Activities for example, are run by the school in the vast majority of cases (23).

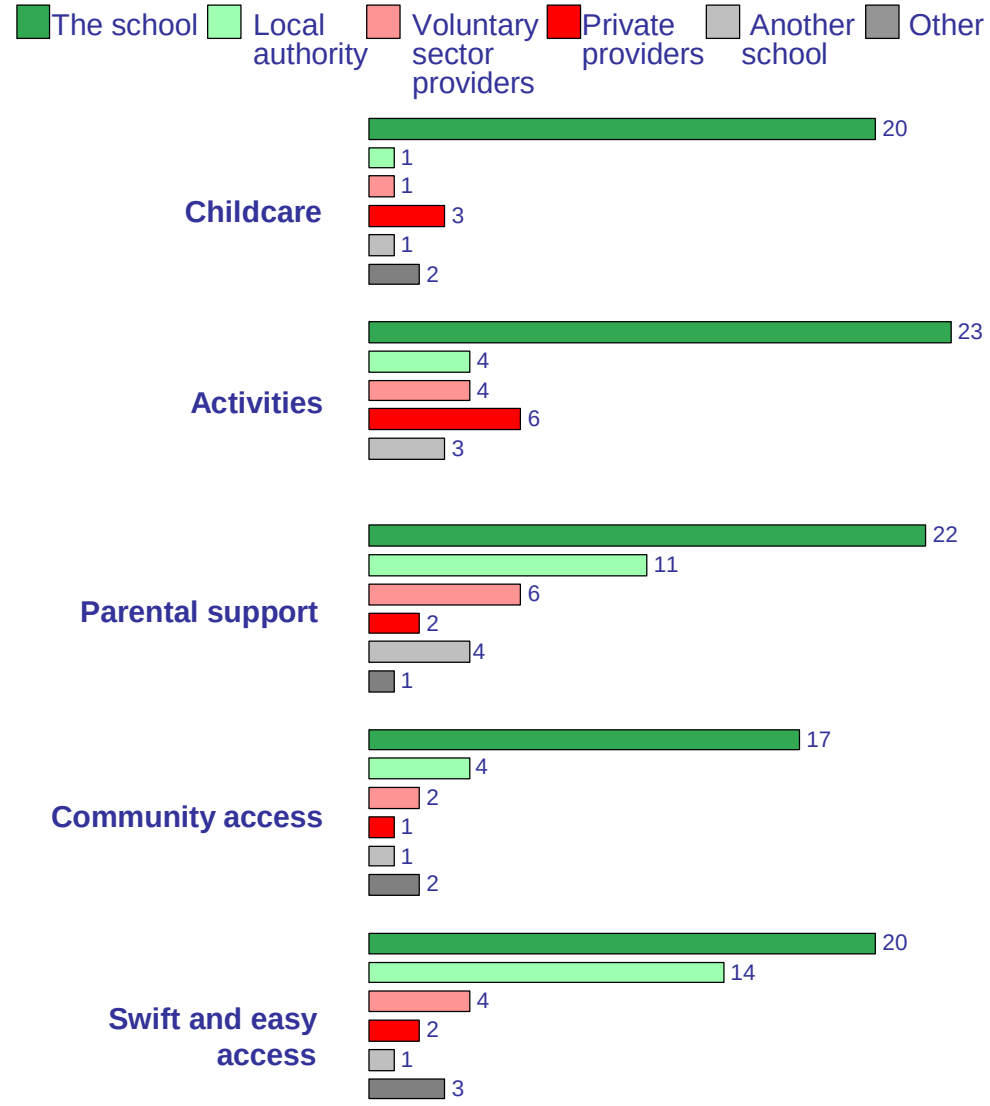
For several schools, responsibility is shared between the school and another organisation and, in rare cases, services are delivered by another organisation entirely. However, it is still usually the school that takes on the key management role.

When delivering childcare or activities, schools are more likely to work alongside private providers than any other organisation type - six schools work with them in delivering activities, while three do so for childcare.

However, for parental support services, community access, and Swift and Easy Access, the Local Authority is most likely to share the responsibilities with the school. This is particularly the case when delivering Swift and Easy Access services - more than half of respondents (14) say that they work with the Local Authority to deliver this service.

Delivery of services

*For each of the following core extended services, please tell me who is responsible for providing it day to day.**



Base: All respondents providing each service and giving a response
* All findings reported in whole numbers

4. Service funding

Key Findings:

- Extended services tend to be funded through a variety of means, depending on the particular service.
- Community access is most often paid for by users. For childcare and activities, costs tend to be split between service users and the school - although volunteers also play a key role. In contrast, parental support services and Swift and Easy Access tend to be funded by the local authority and/or the school.
- Where users pay for childcare, activities or parental support, most schools provide financial support for families where necessary. Schools also often charge different rates for community use of school facilities depending on the type of user group - for example businesses may be expected to pay more than community groups.

For each core extended service, funding tends to come from a variety of sources.[9]

For childcare, the most usual scenario is that costs are split between service users (77%) and the school (63%). Just over a third of schools surveyed in stages one and two say the service is provided for free by staff or volunteer workers (35%).

The story is quite similar for activities, with the majority of schools saying the users pay (63%) or the school funds the service (55%). Again, volunteer workers or staff are also used by some schools (39%),

Parental support services are funded quite differently; users rarely pay for these services, but the school still has an important role in funding (41%). Financial contribution from the local authority is also key in running these services (36%).

Community access, by contrast, is largely paid for by the users (71%), with minimal input from the school (25%), volunteers (13%) and the local authority (12%).

Funding for Swift and Easy Access comes primarily from the Local Authority (40%) and the school (38%).

Stage two respondents who said that users were charged for childcare, activities or parental support services were asked about their charging rates. The majority do not charge different rates depending on income or status. The usual approach is to charge a standard rate and then to support families

[9] N.B. In the first phase of the project, respondents were not given the response option of 'Provided for free by staff/volunteer workers' but several gave this response spontaneously. These responses were noted, and the option was then given to respondents in the second phase.

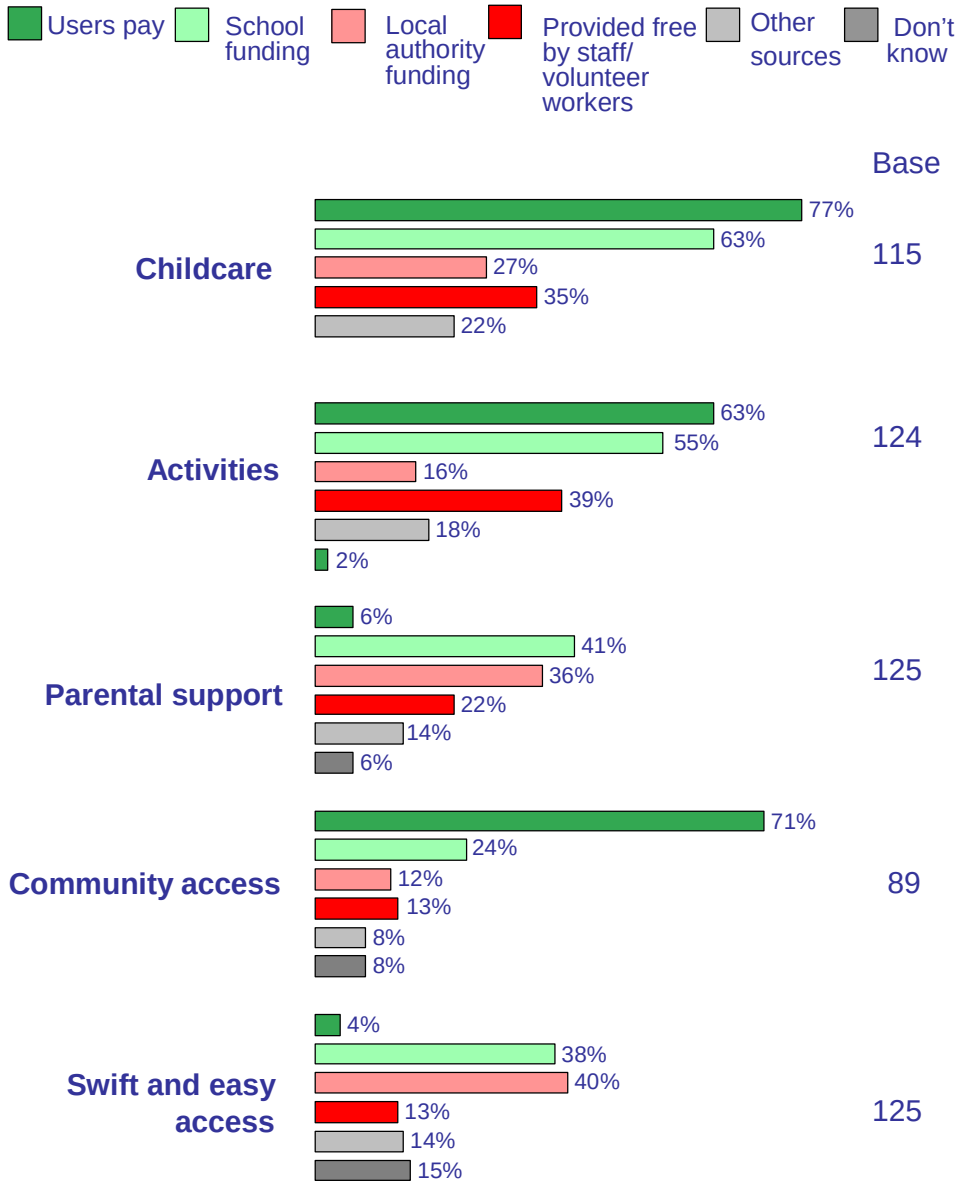
who make it clear that they are excluded from services due to financial constraints.

In terms of the community use of schools facilities however, schools tend to charge different rates depending on the user group, offering cheaper rates to community groups, such as churches, compared to businesses.

Ipsos MORI

Funding

For each of the core extended services that your school/cluster provides, please tell me how it is funded.



Base: All respondents providing each service

5. Challenges to developing and delivering services

Key Findings:

- The vast majority of schools believe that their extended services provision is likely to expand over the next three years. This is driven by several factors: the commitment amongst schools to the extended schools agenda, support and enforcement from central government; the opportunity for effective cluster working and the requirement to accommodate future needs.

- However, some barriers to service development and delivery are cited:

- Funding is thought to be a key barrier to the development and delivery of services by many schools, especially in relation to childcare and to a lesser extent, activities and parental support services. This is seen to be particularly problematic for small schools and schools in deprived areas that feel unable to raise sufficient revenue through the charging of users.

- The lack of space within schools is seen to be another key barrier, impacting a school's ability to develop and deliver services on-site. Again, this impacts the delivery of childcare services and activities in particular.

- A lack of time is a key issue for some schools where there is no dedicated extended school services post. Staff overseeing the extended school services - headteachers or deputy headteachers, for example - often need to juggle a wide range of responsibilities and are unable to dedicate as much time to the development of extended services as they would like.

- Whilst the vast majority of schools recognise the advantages of multi-agency working, there is some recognition that relationships with other organisations - schools or external agencies - are not as strong as they could be, often due to poor communications.

- For some schools, mainly those servicing a wide catchment area, transport to and from services is thought to be a significant barrier to developing and delivering services. This can have a significant impact on service delivery, particularly in relation to childcare and activities, but also in terms of parental support services and Swift and Easy Access services.

- In terms of parental support services, a lack of interest or engagement from parents is a challenge faced by many schools; establishing better links and relationships with parents is acknowledged as a priority area for the future.

- Long waiting lists are a key barrier prohibiting schools from helping pupils through the Swift and Easy Access service. A further challenge for schools in more rural areas is to get professionals to work with their pupils on-site.

5.1 Barriers to developing and delivering services

Funding is cited as a key barrier to developing and delivering services by many schools surveyed in stage one, especially in the long-term when services need to be sustainable. This appears to be a particular concern for small schools where the number of users is not always sufficient to sustain services through charging. Some schools, especially those in deprived areas also do not charge or are reluctant to charge for services since this excludes families who are unable or unwilling to pay.

The lack of space within schools is another main barrier, impacting a school's ability to develop and deliver services on-site, even when this need has been identified.

> *We've only got 14 working areas and 14 classes. We have one school hall.*
>
> Primary, large, urban, deprived

A lack of time is a key issue for some schools where there is no dedicated extended school services post. Headteachers and Deputy Headteachers for example, speak of the difficulty of juggling their various responsibilities and are frustrated that they cannot always give as much time to the development and delivery of extended school services as they would like.

The vast majority of schools recognise the advantages of, and embrace the concept of multi-agency working. Some believe however that the relationships they have with other organisations - either other schools in their cluster or external agencies - are not strong enough to develop and deliver services as effectively as they might. The main barrier is a lack of communication between the different agencies, for example around the services offered by each. Another challenge is the time it takes to build close and long-lasting relationships with other agencies.

> *Although we work within a cluster and have a children's centre… we don't know what each other can provide enough… Because the opportunity to sit down and say we do this, this and this, just doesn't happen. Each pocket knows what they do, but there has not been enough opportunity to all meet together… The joined up thinking is not there yet.*
>
> Primary, small, mid-rural / urban, affluent

For some schools, especially those servicing a wide catchment area (mainly rural and special schools), transport to and from services is felt to be a significant barrier to developing and delivering services. Parents are often unable to get their children or themselves to and from activities or appointments either using public transport or their own transport and schools find it difficult to provide transport, either due to a lack of funding or to the impracticality of transporting a few children over a wide area. As a result, some schools decide not to put on certain activities, or acknowledge that there is inequality of opportunity within their schools.

5.2 Specific challenges in delivering each of the services

5.2.1 Childcare and activities

Funding is a key challenge for many schools surveyed in stage one, mainly with regards to childcare, but also activities. Schools question their ability to offer these services long-term if their funding is reduced or if they do not receive additional funding.

Funding is a particular issue in schools that feel unable to generate adequate revenue through charging users, but do not feel they are getting or will get adequate funding from other sources. In some small schools, for example, where each service is used by only a small number of pupils, charging cannot generate the money needed to run the services and schools rely heavily on other sources. This is also an issue for schools in more deprived areas where many parents are unable to pay for services themselves; these schools do not want to risk excluding low-income families from services and either charge reluctantly or do not charge at all.

> *My big concern is the sustainability of childcare. It's alright when you've got funding support, but when that goes it's sustainability of that when you're talking small numbers.*
>
> Primary, small, mid-rural / urban, affluent

Many schools feel that at present they are relying too heavily on the good-will of their teaching staff who are running services, particularly activities, without being paid. There is a call for additional funding so that this situation can be avoided.

For some schools, especially those servicing a wide catchment area (mainly special schools and those in rural areas), transport to and/or from childcare and activities is felt to be a significant challenge.

The recruitment of staff is an issue for a few schools, particularly in relation to childcare. This is linked to the funding issue in that schools do not feel that they are able to offer the level of remuneration needed to easily recruit the staff they require.

> *We managed to recruit staff, but it was very, very difficult. Activities are not so bad as a lot of school staff provide those… But recruiting for childcare, because you want someone to work breakfast and after school it's a split shift situation. And the level you can afford to pay people in a week… it's not well paid.*
>
> Primary, small, mid-rural / urban, affluent

A lack of space within schools presents a significant challenge for some schools in terms of their ability to deliver childcare or activities. This is a cause of frustration for schools which are both keen to provide childcare and activities on-site and have all the other resources in place to deliver these.

I've got the staff, people who are keen to do it. I've got people who are teaching assistants here and go and lead after-school activities somewhere else which is crazy really.

Primary, large, urban, deprived

For a minority of schools, sourcing appropriate external service providers can be problematic. Some schools also complain of not being able to rely on external service providers to offer an appropriate level of service.

Circus schools… There was no one in school knowing anything about it, and then trying to find people outside the school that do know how to do it.

Primary, medium, mid-rural / urban, mid-deprived / affluent

5.2.2 Parental support

As noted above, many schools surveyed in stage one feel they may not be meeting the needs they have identified in terms of their parental support services.

A lack of interest in parental support services or engagement from parents is the main challenge faced by many schools. Although schools are putting on services to meet their perceptions of parents' needs, many are experiencing low take-up of these services. Some schools also speak of 'preaching to the converted' in this context - they acknowledge that the parents who are willing to engage and who access parental support services are often those that need the help the least.

We are offering services, but they are not taking them up.

Secondary, small, urban, deprived

Schools have some understanding of the emotional drivers behind this - for example, parents' feeling of alienation from school, a fear of being judged, a lack of community cohesion, but have some difficulty in knowing how to engage with these 'hard-to-reach' groups. Establishing better links and relationships is acknowledged as a priority area for the future by many schools.

Funding, resourcing (especially in terms of family intervention work) and transport issues are further challenges cited by a minority of schools.

We don't have the staff to do it [family interventions] within school, so we have to rely on the Primary Care Trust who do it very well, but there aren't enough of them.

Primary, large, urban, deprived

5.2.3 Community access

On the whole, sports facilities and halls/rooms/spaces are the most widely used facilities within schools.

Only a minority of schools speak of challenges in delivering the Community Access service, if they have the space / facilities required. One school refers to the lack of manpower to administer the service adequately and called for a dedicated post. Another feels unable to open up the school's facilities due to the security risk this would present.

5.2.4 Swift and Easy Access

As noted above, many schools surveyed in stage one believe that the Swift and Easy Access services they provide are not adequate to meet the needs of their pupils.

The key challenge faced by many schools in terms of helping pupils through the Swift and Easy Access service is the long waiting lists - as a result, it can take a long time for pupils to be able to see specialists; some believe this is due to a lack of resources. Child and Mental Health Specialists and Speech and Language Therapists are singled out in this context.

In addition, schools in more rural areas tend to find it more difficult to get professionals in to work with their pupils on-site than schools in more urban locations. This is particularly problematic if parents are also unable to take their children to appointments.

Other challenges cited by a minority of schools include the occasional lack of buy-in from parents and / or professionals and funding issues.

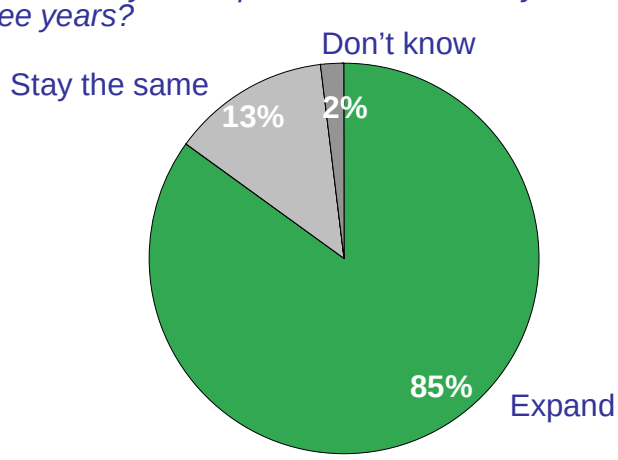
5.3 Future development of extended services

The vast majority of schools surveyed in stage two (85%) believe that their extended services provision is likely to expand over the next three years. None believe that there will be a decrease in the level of their service provision, but around one in eight (13%) think that things will remain the same.

Ipsos MORI

Future of extended services

Thinking about the extended services you provide as a whole, do you think that they will expand, contract or stay the same over the next three years?



Base: All stage 2 respondents (100)

Stage one respondents discussed the future of extended services in more detail, and identify several drivers to the expansion of their extended services. All appear to be convinced of the benefits of extended services and are, as a result, committed to the extended schools agenda and to driving this through. The fact that extended schools is a nationwide initiative with encouragement, support and enforcement coming from central government is also influential. Effective cluster-working is also viewed as a path to expansion. Finally, there is a sense that further needs will inevitably be identified and that services will need to be developed to meet these needs.

Barriers to the expansion of services focus on long-term funding. As well as fears about how to make services sustainable with current levels of funding, there are some doubts about whether central government is going to continue to provide funding in the future.

> *We need some sort of assurance that the funding will remain in place. From next year it looks as though there will be a reduction in available funds and that is quite a big issue… You do question whether there is the political will to maintain this in the long term.*
>
> Primary, medium, rural, mid-deprived / affluent

6. Support for extended schools

Key Findings:

- The Local Authority is the most commonly used source of support amongst extended schools, followed by other schools and the private, voluntary and independent (PVI) sector.
- Overall, the level of satisfaction amongst schools with the support received in developing and delivering extended services is high. Schools identify several key support gaps however, including inadequate multi-agency working (particularly with other schools), insufficient funding, over-complex and detailed information about extended services and a lack of 'benchmarking' data.

6.1 Sources of support

Stage one respondents say that the Local Authority is the source of support used most widely among extended schools (22 out of 25) to help develop and deliver extended services, followed by other schools and the private, voluntary and independent (PVI) sector (19). Around half of respondents say that they used online resources such as School Improvement Planning (13) while far fewer are supported by the TDA (five), Continyou (four) or 4Children (four).

On the whole, it was Extended Schools Co-ordinators who identified organisations such as Continyou and 4Children as sources of support – teachers had generally not heard of these.

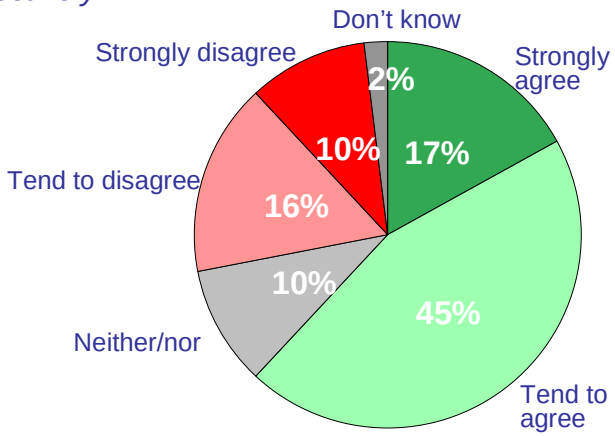
6.2 Satisfaction with support provided

Overall, the level of satisfaction with the support received in developing and delivering extended services among schools surveyed in stages one and two is high, with 62% of schools agreeing that they have received sufficient support and only 26% disagreeing.

Ipsos MORI

Sufficient support?

*And to what extent do you agree or disagree that you have received sufficient support to help you develop and deliver extended services effectively?**



Base: 125 respondents

* Stage one respondents were asked to think about their support from a list of specific sources, while stage two respondents were asked about support overall.

6.3 Gaps in support and improvements

Stage one respondents were asked to go into more detail about the level of support they received and some were able to identify some key support gaps.

Several schools believe that they have not received the level of support they could get from the schools operating within their cluster. This is largely due to a lack of communication between schools or a lack of cluster-thinking. This extends to their work with other external agencies. These schools value the input from other agencies highly and feel they could benefit substantially from more effective multi-agency working.

> *I've had sufficient support to help set up what I'm doing in school so far, but to take it beyond that I think there's a long way to go.*
>
> Primary, small, mid-rural / urban, affluent

Many stage one respondents feel that the funding they have received has been inadequate and that they have not been able to deliver services as effectively as they would have liked.

Some schools believe that although there is a vast amount of information available about extended schools, this needs to be simplified for the people overseeing the delivery of services on the ground, who often have limited time to dedicate to extended services. To reduce the burden on headteachers or deputy headteachers, for example, some schools suggest having more Extended School Co-ordinators who can digest the information about extended services, relate it to the unique situations of the schools in their area and feed information to senior mangers in a simplified way. There is some acknowledgement however that it may be difficult to have Extended School Co-ordinators in rural areas where schools are more geographically dispersed.

Some schools believe that they are delivering extended services effectively within their schools, but have little benchmarking information against which they can judge their performance. They call for information that can give them a sense of the bigger picture of extended school services, for example, best and worst practice examples from other Local Authorities.

Appendix

Statistical Reliability

The respondents to this survey are only a sample of the total 'population' of the senior managers responsible for delivering extended services in schools. This means that we cannot be certain that the figures obtained are exactly those we would have if all senior managers in the country had been interviewed (the 'true' values). We can, however, predict the variation between the sample results and the 'true' values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the 'true' value will fall within a specified range. The table below gives an indication of approximate sample tolerances.

Overall statistical reliability

Size of sample on which survey result is based	***Approximate sampling tolerances applicable to percentages at or near these levels***		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
50	8	13	14
125	5	8	9

Source: Ipsos MORI

N.B Strictly speaking, the tolerances shown here only apply to random samples; in practice however, good quality quota sampling, as was used in the first stage of the research, has been found to be as accurate.

For example, with a sample of 125 where 10% give a particular answer, the chances are 19 in 20 that the 'true' value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 5 percentage points from the sample result.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be 'real', or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is 'statistically significant', we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume the '95% confidence interval', the differences between the two sample results must be greater than the values given in the table below:

Statistical reliability between subgroups

Size of sample on which survey result is based	***Approximate sampling tolerances applicable to percentages at or near these levels***		
	10% or 90%	**30% or 70%**	**50%**
	±	±	±
71 vs 51 (Primary vs. Secondary)	11	17	18
125 vs 125	8	11	12

Source: Ipsos MORI

Ref: DCSF-RW037

ISBN: 978 1 84775 162 1

© Ipsos MORI 2008

www.dcsf.gov.uk/research

Published by the Department for
Children, Schools and Families

department for
children, schools and families