

# Extended services: supporting school improvement

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Every Child Matters

Change For Children

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

## Extended services

**This brochure aims to encourage schools, alongside delivery partners, to plan and develop extended services in a way that is integral to school improvement. The brochure also presents a variety of examples of schools that have successfully used extended services to improve pupils' achievement.**

Providing access to extended services, building on the best that schools and their partner organisations already do, is increasingly becoming part of normal business for schools. This is not just about extending the school day, but it is about recognising that pupils need additional support which can be provided by a range of other professionals and services to remove barriers to learning that exist outside the classroom and which prevent too many children from achieving their full potential.

By offering access to extended services, schools are providing more opportunities for personalised learning and increasing parental involvement and support for their children's learning, which research is telling us is the most important factor in driving up standards.

Children who do not achieve well at school are most at risk of being involved in and becoming the victims of crime, unemployment and living an unhealthy lifestyle, and continuing on this cycle of disadvantage with their own children.

A key determinant, therefore, of the success of extended schools will be whether we have raised attainment in schools for all children, particularly the most vulnerable.

Extended services should not sit as an 'add-on extra' but be developed as an integral part of school improvement planning and School Improvement Partners will play a key role in helping schools make this happen. The emphasis should be on the outcomes that extended services can deliver for children and the barriers, identified as part of schools' self-evaluation, those services can overcome.

This is not about schools tackling these issues on their own and services should not be developed in a way that undermines the National Agreement and workforce remodelling. Partnership working is key. Local authorities and their partners such as health, using the children's trust approach, are working with schools to plan the delivery of specialist support services across the community.

The voluntary and private sectors also have an important role to play in working with schools to develop services. Building on existing school improvement partnerships with nearby schools is also important for developing sustainable extended services across the community.

## What schools already offer

Many schools have long-established extended services that help underpin achievement in the classroom and which are integral to their school improvement plans. After-school activities, study support and breakfast clubs, as well as existing partnerships with other agencies and organisations, all offer examples of school-accessed activities that can raise achievement by motivating pupils and tackling a range of barriers to learning and achievement.

In 2005 the DfES published *Extended services in schools: Baseline survey of maintained schools* (Clemens *et al*) which examined the range of extended services undertaken by schools. The survey paints a picture of schools offering a wide range of extended services, which support teaching and learning by helping to ensure that children arrive in lessons ready and eager to learn.

The core offer of extended services is designed to bring together and extend existing practice to ensure that all pupils and their families have the opportunity to benefit from the development by 2010. The significant impact extended services can have on school standards is reflected in the unprecedented Government investment of £840m up to 2008 to support the development. More details on funding are available at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

### What are the benefits?

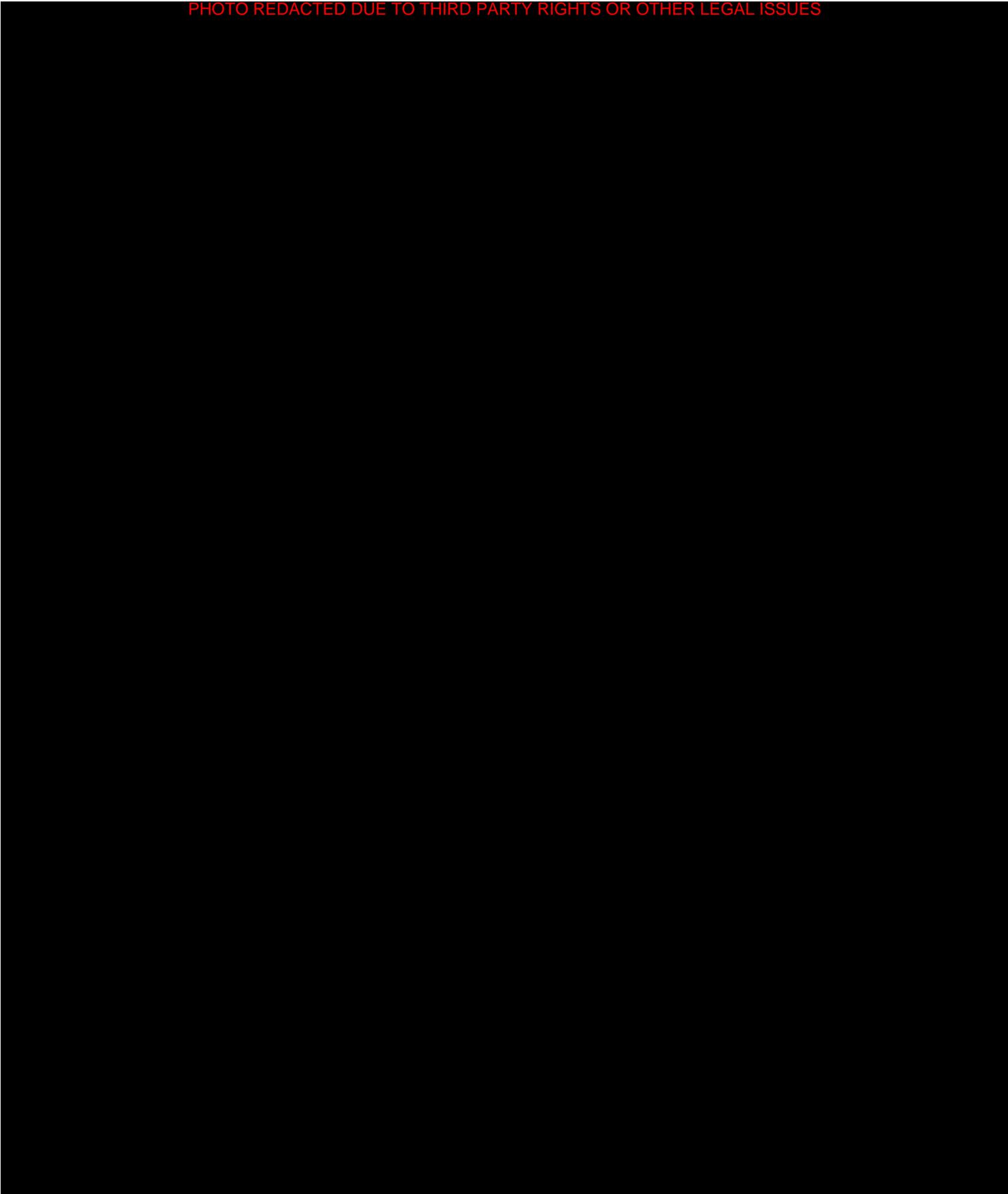
By developing extended services schools can:

- improve pupil attendance and motivation, and therefore potential for impact on achievement
- re-engage hard-to-reach pupils
- respond to pupils' individualised needs with a personalised offer
- enhance children's and families' access to services
- improve parental engagement with the school and with their children's learning
- enable teachers to focus on teaching and learning

*"The major benefits of extended services were the gains children, young people and adults made in their self-confidence and the development of more positive attitudes to learning and to what they might achieve."*

Ofsted, *Extended services in schools and children's centres*, July 2006

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## New Silksworth Infant School, Sunderland

New Silksworth Infant School began developing extended services four years ago, when a strong need for after-school activities was revealed in a broad stakeholder survey of the south Sunderland area that was led by the city council.

Subsequent consultation with the local community reinforced this finding. In response, the school has developed a wide range of services – including breakfast, after school and holiday clubs and study support – some of which are delivered in partnership with the voluntary sector, the

police and other providers. With the opening of a children's centre on the school site in September 2006, the school now provides and facilitates services for young people aged 0 –19 years.

The measures are already having an impact on standards of attainment at key stage 1, with average attainment going, for example, from 7% above the national average in reading three years ago to 12% above in 2006 (96%).

## Framwellgate Secondary School, Durham

In September 2004, Framwellgate opened its 'Achievement Centre' in a specially refurbished wing of the school. The centre is a base for the school's SEN staff, the Inclusion Coordinator, the Connexions service, the Anti-Bullying Service and peer supporters, as well as providing services for a diverse group of students, including the disengaged, disruptive, vulnerable, those with autistic spectrum disorders and others.

The school has a well-established system for continuous self-evaluation, and one assistant headteacher has been put in charge of standards and data gathering. Senior managers are trained in self-evaluation and make regular reports on their areas of responsibility.

Standards have been steadily improving over the past five years. The Achievement Centre has made its mark, in particular on those pupils who might have been expected to do less well in this high-achieving school.

## Where we are now

In June 2005 the DfES published *Access to opportunities and services for all – An extended schools prospectus*, which set out a core offer of extended services which the Government expects to be available in or through all schools by 2010:

- A **varied menu of activities** (study support) including fun and stimulating activities which motivate and re-engage children and young people
- **Parenting support** – including information sessions and family learning sessions
- **Swift and easy referral** to a wide range of specialist support services
- High quality, 8am-6pm, **childcare** provided on the school site or through other local providers
- Wider **community access** to school facilities

Schools increasingly are recognising that they cannot consider a child's educational requirements without due regard to the impact of the broader range of issues, such as physical, social and emotional well-being. Put simply, this acknowledges that how a child performs in the classroom depends on more than what happens in the classroom. It is important that children's services professionals consider these issues together rather than in professional silos.

Working with other agencies and organisations to offer access to extended services will help to drive school improvement and ensure schools make an important contribution to the *Every Child Matters* outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve (including school achievement)
- Make a positive contribution
- Achieve economic well-being

The extended schools prospectus is available on teachernet: <http://publications.teachernet.gov.uk>

*"What parents do with their children at home through the age range is much more significant than any other factor open to educational influence."* Desforges and Abouchar, *The impact of parental involvement, parental support and family education on pupil achievement and adjustment*, DfES, 2003

### Goddard Park Community Primary School, Swindon

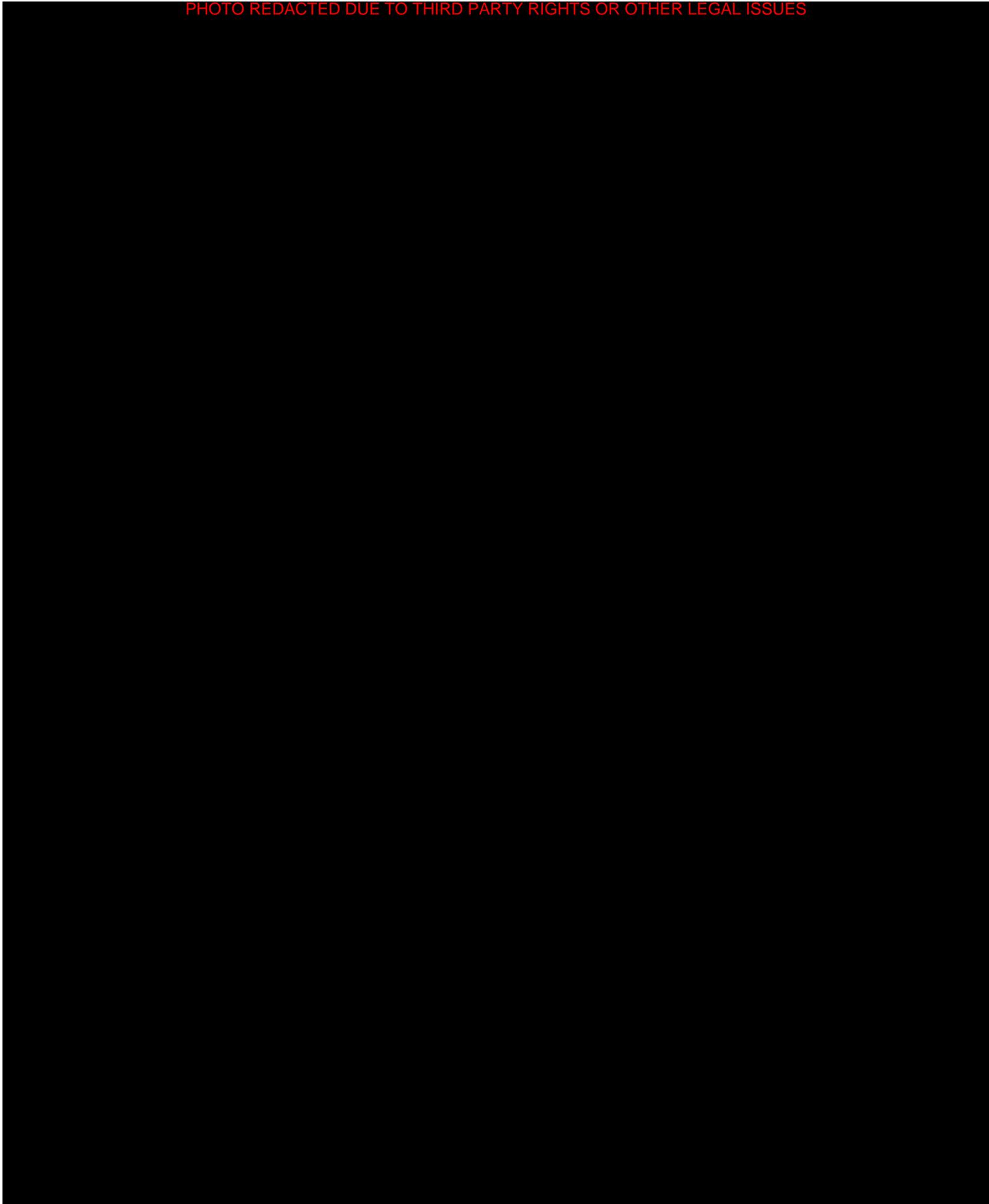
The school's self-evaluation processes have become the principal vehicle for continuous monitoring. "Whole-school self-evaluation has given us an even clearer focus on how well we are doing. We spent a lot of time collectively as a leadership team working on it and updating it."

Extended services are also carefully monitored and measured. "We see the core offer as an entitlement and are building evidence of their effectiveness so that we know what direction we need apply ourselves to."

Two examples of the positive impact of the integrated community offering are:

- Attendance at speech and language therapy sessions – up to nearly 100% from the 60–70% attendance rate typical before the services were based at the school
- Children's reading levels improving by increased regularity of reading to parents and grandparents, whose confidence had risen following involvement in family literacy groups

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## Examples of links between extended services and school improvement priorities

Self-evaluation findings	Barriers	School improvement plan actions	(Target) Outcomes	Evaluation
Relative weakness at KS1 in reading	Amount of access to reading materials in some pupils' homes Parents' level of skill in supporting their children Parental attitudes to supporting children at home Amount of access to a quiet space to read	Parent and children joint support sessions focused on parents reading with children  Develop a programme with local library aimed at foundation stage children and families	Raise level of attainment for KS1 pupils	Track the reading achievement of children whose parents are attending the programme
Lack of local development opportunity for children with identified talent in art and music (identified through consultation)	Lack of specialist resources and transport	Develop targeted programme with support from local arts and cultural organisations to run after-school programme	Improved personalised offer to meet the needs of this group of pupils	Track attainment of these children, and early signs of improvement such as attendance and behaviour
Low level of physical activity among identified group of pupils – corresponding with general motivational issues among same group	Offer of full range of sports activities and other physical programmes limited by resources in school (unsuitable outdoor space and restricted indoor facilities)	Targeted out-of-school sports offer to be developed in response to pupil interests (following consultation) through the local specialist college and Sports Partnership (in line with PESSCL – Physical Education School Sports Club Links)	Improved participation and general motivation among targeted group	Track impact on children's attainment at sport but also other signs such as improved motivation and attendance Work with health services to monitor impact on health indicators, eg. child obesity

These examples highlight how a broad range of services and activities can contribute to children's development and the school improvement plan without relying on teachers or other school staff.

*"Study Support activities contribute to the successful achievement of these five outcomes, by improving children's and young people's social skills, emotional well-being, attitudes to learning, attendance at school and overall attainment. Those who experience success during a Study Support activity are more likely to attend other activities and to develop the habit of choosing to learn. Study Support programmes also provide opportunities for parents/carers and young people to influence the provision offered."* Study Support – A National Framework

## Self-evaluation and extended services

As schools and their partners develop extended services in line with the core offer, the key emphasis is on provision that meets the needs of pupils, families and the community. Schools are unique, as are their communities, and that is why the nature of extended provision is best defined by schools working closely with pupils and families and others who work closely with them, supported by local authorities.

Developing extended services should form part of schools' ongoing self-evaluation processes, which recognise the contributions of a much wider range of services and activities often provided by non-school staff, such as voluntary and community sector providers, to children's development and to school standards. As schools and partner organisations measure, monitor and review their strengths and weaknesses, they will identify gaps in existing provision, or areas where attainment could be improved. These can best be addressed through a combination of action during the school day and by developing extended services in partnership with other schools and other agencies and organisations.

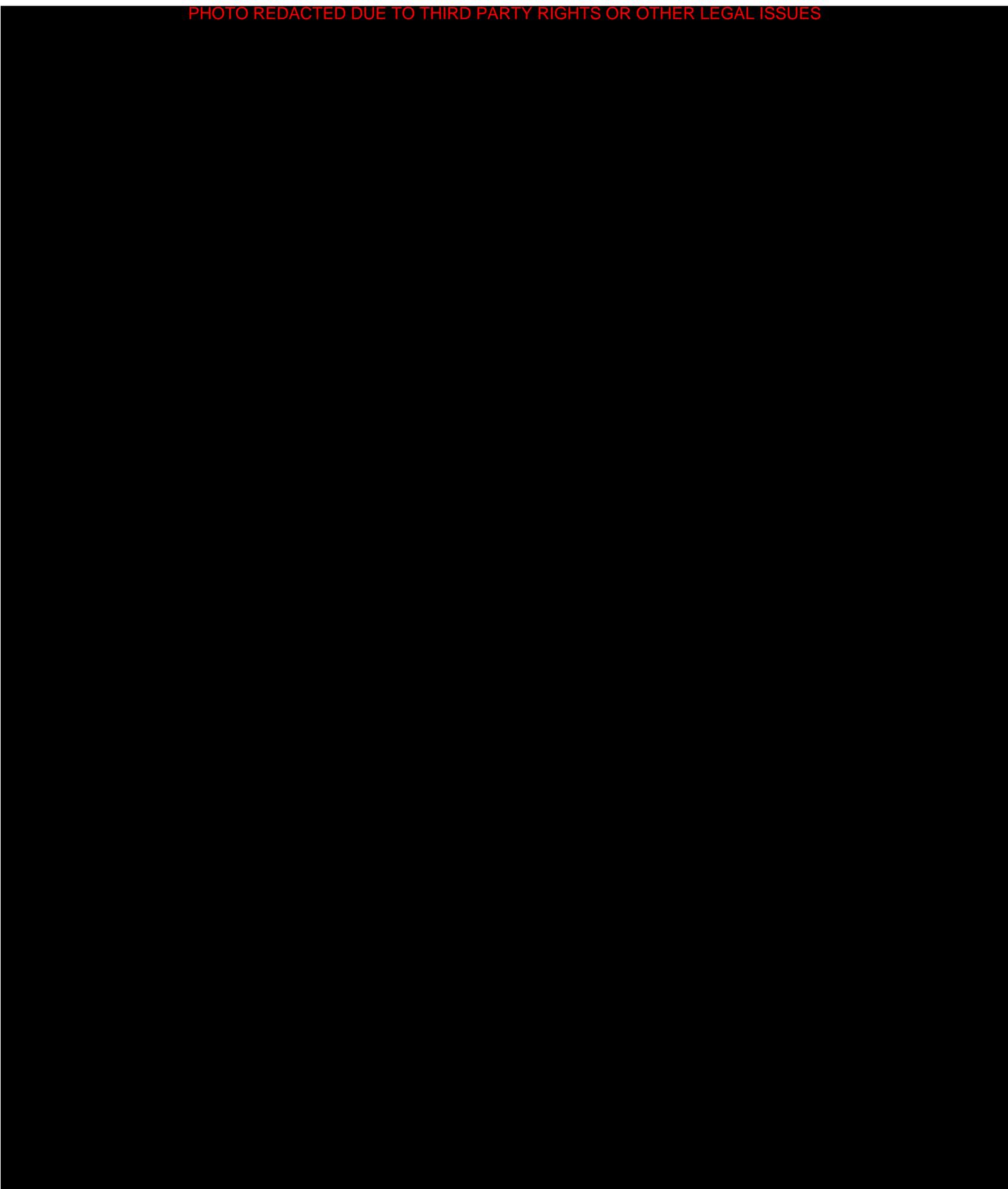
School self-evaluation will also involve tracking individual pupils and cohorts of pupils and will naturally suggest ways in which extended services can be targeted to support pupils' needs, just as teaching can be targeted, and to counteract the barriers encountered by those facing disadvantage as well as offering stretch activities for more able pupils.

Ofsted has produced guidance on *Improving performance through school self-evaluation and improvement planning*, available at: [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications)

The Ofsted self-evaluation form (SEF) can also serve as a useful tool in the development of extended services.

In each local authority there is now an Extended Schools Remodelling Adviser (ESRA) or another named role, dedicated to supporting the development of extended services. Local authority staff performing this role can also help schools with techniques that can be used during self-evaluation and point to potential local partner organisations for the development of extended services. These techniques can help with the process of benchmarking, monitoring, evaluation and review as schools and partner organisations develop extended services. Your ESRA can help with involving other agencies and organisations in school self-evaluation to create shared understanding and buy-in to priorities.

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## Evaluating impact

The DfES has produced a know-how leaflet, *Evidence and Evaluation*, that looks at why schools need to evaluate their extended activities and offers some tips around evaluation: [www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow](http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow)

Effective evaluation is vital to assess whether a particular extended service is achieving the desired outcome. This will help schools to reshape services where necessary and to plan further services to build on existing achievements. It is important that parents and, where appropriate, young people as the users of the services are involved in the evaluation.

Some tips on effective evaluation include:

- Where feasible, baseline quantitative evidence is established before the development of services
- The main aims of providing access to extended services are clear, eg. to improve the behaviour of pupils when in

the classroom; greater parental engagement in their children's learning

- Well-planned monitoring mechanisms
- Having clear indicators from which progress can be measured

When visiting schools, Ofsted will not be in a position to sample every extended service. Instead they will ask the school leadership team, parents and young people the following questions:

- Why were the particular extended services developed?
- What was the expected impact?
- What is the evidence for the impact that they are having?

Schools also will be asked to set out the range of extended services that they are offering on their self-evaluation form and to briefly set out the evidence base on impact. This is not intended to narrow the range of services schools provide, but establishing effective evaluation from the start of developing extended services will help schools and local authorities prepare for these inspections with minimum burden.

### Tenbury High School, Worcestershire

"The SEF was the key document for the inspection," says Stuart Cooke, headteacher. "We made sure that everything was in there and made substantial reference to the way that extended services are a central strand in our school improvement plan. We needed to explain the things that the inspectors would be observing – there were so many changes we made in the last year and the indicators are very positive. It was evident that actively developing extended services and embracing the whole community was having a direct impact on the school and we needed to document that."

When it came to writing the SEF, the school could point to a measurable improvement in standards of behaviour, with a better attendance record, fewer exclusions and fewer

detentions. "Interestingly, the figures declined to begin with as we were addressing the issues affecting pupils, but once we had started to sort them out, the indicators recovered and then improved."

Standards of attainment were also significantly improved. The school could point to the National Curriculum test results. The percentage reaching level 5 in English was up, from 84% in 2004 to 87% a year later and in science from 72% to 78%. Those reaching level 6 in English were up to 43% in 2005, compared to 31% a year earlier. There was a 16 percentage point improvement in science and a nine point gain in maths. "We knew this was a strong cohort, but the improvement in level 6 scores was more emphatic and higher than we had expected."

## Hengrove Community Arts College, Bristol

Hengrove Community Arts College went into Special Measures in January 2004 as a result of weaknesses in pupil attitude, behaviour and attendance, literacy, numeracy and oracy, and leadership and management.

The subsequent post-Ofsted action plan acknowledged the role that the extended school approach can play in supporting school improvement. Their major achievements and focus include:

- high quality childcare now on site – year 10 students work there as part of a Child Development course
- working towards a Healthy Schools Award. Much multi-agency work on prevention and intervention including a very popular "Drop-in". The school was awarded Healthy School status in October 2006
- extensive study support programme including Breakfast Club, Youth Challenges, Year 10 transition, Year 11 Study Support/Revision programme
- extended schools approach and specialist schools working in a joined up way

- prioritisation of parent support: drop-in and coffee facility in welcoming environment; encouragement of parents and children working together; much more positive staff attitude to parents – "Our relationships with parents are transformed"
- a clear behaviour improvement strategy which establishes choices and consequences for students
- working with primary schools to develop improved levels of numeracy and literacy on transition

On inspecting the school in March 2006, Ofsted reported: "extended school status has brought many benefits. The school works very effectively with external agencies, for example, the police, health and youth services. The school has been awarded the national quality mark for its study support." As a result of their significant achievements, Hengrove Community Arts College is no longer in Special Measures.

## How does it fit with school improvement planning?

The model of self-evaluation described here means that schools will be in a position to make decisions about the strategic objectives of extended services and build these into school improvement planning cycles. Integrating extended services into the school improvement plan also ensures coherence with other school priorities and initiatives.

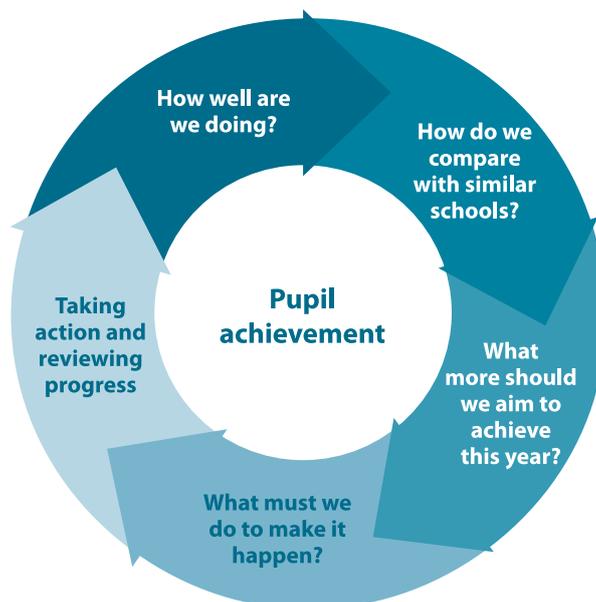
Some schools may have concerns around how to measure the impact on standards of extended services delivered partly or wholly by other organisations or agencies. Involving partner organisations throughout self-evaluation and in drawing up the school improvement plan, as part of a unified planning process, means that priorities and objectives are shared and equal value is placed on outcomes.

Local authority extended schools training programmes led by (local authority) ESRA will play a vital role in bringing together clusters of schools and other organisations and ensuring that extended services are co-owned and targeted at identified need, rather than being developed in isolation from pupils and their families.

By developing extended services in response to school self-evaluation, and by making them integral to the school improvement plan, schools will be best placed to harness the resources and expertise available in the community to support pupils' achievement and an improvement in school standards.

School Improvement Partners also will be significant in supporting cohesion in school improvement planning to include extended services and their targeted outcomes in response to self-evaluation findings. The School Improvement Partner can help a school with this planning, in three ways:

- The School Improvement Partner can help the school review how existing extended services fit with the raising of standards
- She or he can explore with the school the potential for extended services to support areas for improvement identified in their self-evaluation and refer them to additional support to help them develop extended services
- The School Improvement Partner can then help the school integrate the planning, development and evaluation of extended services with the rest of its school improvement planning, so that extended services fully support the school's priorities for improvement.



**A five-stage cycle for school self-improvement**

## Tidemill Primary School, Lewisham

Extended services are central to Tidemill's school improvement plan. One example of how parenting support activities are helping a rise in standards is the series of IMPACT (Involving More Parents and Children Together) workshops which actively engage parents and give them tools to support their children's learning. This forms part of the parenting support element of the extended schools core offer.

The IMPACT workshops allow Tidemill to focus on specific school improvement priorities and through offering targeted support to parents achieve measurable outcomes in a short time.

Participation in the IMPACT programme involves parents attending an introductory session that begins a five-week period during which pupils focus on a particular aspect of the curriculum. This initial session is held during the school

day and the small additional costs of running the workshop are funded by Lewisham Family Learning. There is also a clear expectation that parents will work with their children on homework tasks during this period and with classroom activities further supporting the outcomes of the programme.

The initial response has been very positive, with 98% of parents participating. Tidemill is also aware of the positive benefits that the workshops have brought to home-school relationships, in addition to the positive standards benefits. Lewisham Council is intending to roll out the project to an additional 10 primary schools and has further plans to use the programme to support pupil transition between key stages 2 and 3.

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