schools for the
future

designing schools for
extended services

Acknowledgements

foreword

The vital role of schools in implementing the Every Child Matters vision is a challenging one, but one that will greatly benefit all children, young people and their families. The provision of extended schools can have a number of benefits including supporting improvements in school standards.

The prospectus *Extended schools: Access to opportunities and services for all* sets out the Government's clear aim for all schools to provide access to a core offer of extended services by 2010:

- High-quality 8am-6pm year-round childcare.

- A range of study support activities.

- Parenting support, including family learning.

- Swift and easy referral to a wide range of specialist support services.

- Wider community access to learning and recreational facilities for adults.

A key success factor in delivering this vision will be to make sure that where services are provided on the school site, they take place in an environment that is safe, adaptable and welcoming. Much of this can be, and indeed already is, provided in existing accommodation, most often by opening the school for longer hours. In some cases, local authorities and schools join with other agencies to provide specialist services such as health clinics. However, in many cases additional investment may be needed. The Government is making this available.

Capital funding for schools has increased dramatically in recent years, with a total of £17.5 billion for school buildings and ICT between 2005 and 2008. Much of this goes directly to schools and authorities so that they can invest in their local priorities. Additionally, the General Sure Start Grant provides £140 million capital funding over the period 2006-08 to support extended schools services. Further funding can be secured by joining up with other programmes such as children's centres, and agencies such as Primary Care Trusts.

I am very pleased to introduce this guide at a time when schools and local authorities are developing their extended school services, including where this forms part of Building Schools for the Future plans and the forthcoming primary capital programme. It will be valuable both to those schools looking at expanding services in their existing premises and to those planning major refurbishments or new schools.

The guide will help to ensure that the most effective use is made of our school sites so that they are vibrant and welcoming places, well and sustainably designed for the future needs of their communities.

Rt. Hon Beverley Hughes, Minister of State for Children and Families

Department for Education and Skills

contents

introduction

This publication advises schools on how best to use their buildings to benefit their wider communities. Whether they are making available existing spaces to run breakfast and after-school clubs, looking for additional funding to provide community spaces, or creating a brief for a new full-service school, we have highlighted a range of areas to consider and included a series of practical case studies to stimulate ideas.

The Extended Schools prospectus, published in June 2005, set out the Government's vision for all schools to offer a core set of extended services by 2010. Schools are uniquely placed to sit at the heart of the communities they serve. Many are already lively and vibrant places outside school hours, providing learning and leisure opportunities for their pupils, their parents and the wider community. The challenge for all schools and their local authorities is to consider whether they can also provide a focus for the local delivery of children's services.

The Children Act 2004 establishes new duties to ensure that child welfare is given priority by all relevant agencies in their own work and in the way they work together in practice locally. The Act also requires local authorities to have in place arrangements that produce integrated working at all levels, from planning through to delivery, with a focus on improving outcomes. These arrangements will help local authorities and schools to determine how their extended services sit within the wider local strategic framework. Local authorities have started to anticipate the effect of these changes and are now involving key stakeholders in thinking about the location of facilities, as well as their design and the services they provide.

Schools cannot work alone in helping children, young people and their families to achieve their potential – they need to work in partnership with private, voluntary and community sector providers and other agencies such as Primary Care Trusts (PCTs) and social services, which have an interest in outcomes for children, young people and families.
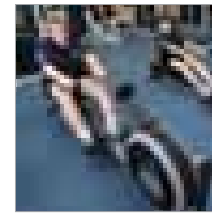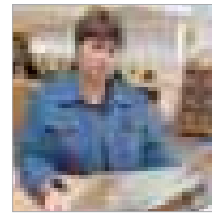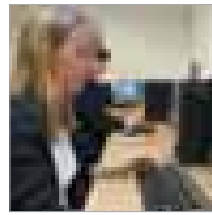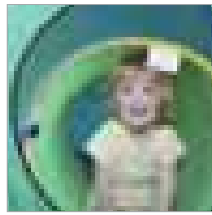
Through the Government's Building Schools for the Future programme, local authorities are developing ambitious local plans for their secondary schools to support the delivery of better outcomes for pupils. Extended schools are a crucial part of these plans. Primary schools will be an important community resource and children's well-being must be at the heart of any school's capital work, underpinned by a clear educational vision and shared outcomes across local services. This publication includes three local authority case studies, looking at their coordinating role and how they are developing a strategic approach to the provision of children's services through their schools – and how this fits with their schools' capital strategy.

This publication sets the policy context and provides advice on how local authorities and schools can design facilities in partnership with their communities, other agencies and the private and voluntary sectors. It includes key questions which all schools can ask themselves as they think about the future and how best

they can use one of their main resources – their buildings. Schools which are only open during the school day and term are a wasted resource. Making better use of the buildings not only serves the community, but is also beneficial to the school. For example, research shows that one in eight schools nationally suffers some form of arson attack each year. Two thirds of these attacks occur outside school hours. Many extended schools, including case studies in this publication, report reductions in vandalism due to increased use and ownership of the school spaces by the local community.

Many schools have been successfully delivering extended services for some time. Others are starting to think about how best to meet this challenging agenda. We have included a spread of case studies to illustrate how primary, secondary and special schools are using their buildings to deliver a wide range of extended services – from small-scale provision to full-service extended schools.

There is no one model of an extended school. How services look and are delivered will vary from school to school. In consultation with its stakeholders, every school should assess local needs and decide what part it could play in meeting them. This publication shows that schools which have successfully extended their services to meet wider needs retain a clear focus on their primary stakeholders – the pupils in their classrooms. In so doing they have benefited their pupils and found a richer and more productive relationship with their communities and their partners. The clear message is that the design of school buildings can greatly enhance and facilitate community use, supporting the wide and varied set of community relationships successful extended schools have developed and nurtured.

the policy context

What is an extended school?

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. The Government recognises that many schools are providing extended services and that there is no one model of what an extended school should be like. More importantly, each school needs to work with its local community and partner agencies to determine what provision is required and to plan how it might best be delivered.

The Extended Schools prospectus[1], published in June 2005, sets out the Government's vision for all schools to offer a core set of extended services by 2010 with half of all primary schools and a third of secondary schools doing so by 2008. The prospectus also includes a number of case studies and covers the key aspects of extended school development, and should be used in conjunction with this guidance.

The core offer for mainstream and special schools is:

- High-quality 8am-6pm year-round childcare.

- A varied menu of activities on offer such as homework clubs and study support, sports, music tuition, dance and drama, arts and crafts, special interest clubs.

- Parenting support, including family learning.

- Swift and easy referral to a wide range of specialist support services such as speech and language therapy, child and adolescent mental health services, intensive behaviour support and, for young people, sexual health services. Some of these may be delivered on school sites.

- Wider community access to ICT, sports and arts facilities, including adult learning.

1 *Extended Schools: Access to opportunities and services for all*, DfES June 2005
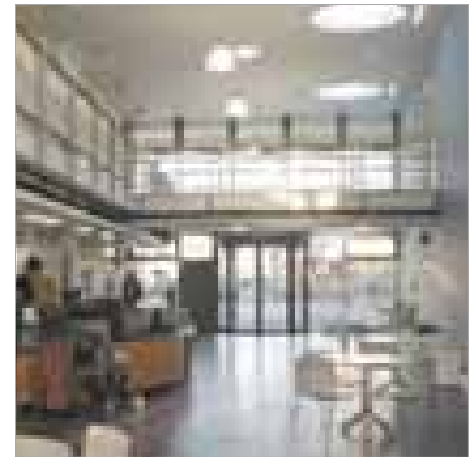
Setting out this core offering, DfES has made clear that there is no blueprint for an extended school – but the offer ensures that all children and parents have access to a minimum of services and activities. Some of these services, such as health and social care, will be funded by local authorities and other agencies. Some services can be delivered in partnership with existing private and voluntary sector providers, or by clusters of local schools.

Every Child Matters: Change for Children sets out the Government's aim of ensuring that every child and young person has the opportunity to fulfil his or her potential, and that children's services work better together, and with parents and carers, to give children more opportunities and better support. It contains the five outcomes that children and young people have said are key to childhood and later life, which services should work towards: being healthy; staying safe; enjoying and achieving; making a positive contribution; and economic well-being.

It also sets out the national framework for local change programmes to build services around improving outcomes for children and young people, through Children's Trusts.

Every Child Matters sees schools as being the most likely bases for the co-location of services, to be the hub of services for children, their families and other members of the community. The Government expects that many schools will go beyond providing the core offer and deliver a range of other services, such as hosting multi-disciplinary teams from health, social care, the youth service and others. Indeed, this is already happening at extended schools around the country.

To support schools and local authorities in developing extended services, the Government has put in place a package of support including:

• Funding: a total of £680 million will be made available over the period 2006-2008 to support the development of extended schools. Of this £680 million, £140 million will be specifically to support capital projects in primary schools.

• Every local authority has appointed an Extended Schools Remodelling Adviser (ESRA) to support their extended services. ESRAs will build on the work done in implementing the National Agreement on workforce reform and enable schools to apply the remodelling tools and processes they have developed to grow their extended services. Further support and expertise on developing extended services will be provided by The Extended School Support Service delivered by ContinYou www.continyou.org.uk and 4Children www.4children.org.uk

• The Extended Schools website www.teachernet.gov.uk /extendedschools has information and advice on extended schools, including the Extended Schools prospectus, local authority funding allocations and 'know how' leaflets covering a range of specific issues.

Why extended schools?

The provision of extended services can have a number of benefits including supporting improvements in schools standards, encouraging greater parental involvement in children's learning, and making better use of school facilities by opening up sports, arts and ICT facilities to the community. In addition, there may be opportunities for school staff to develop skills in areas such as childcare.

Children's wider needs can also be addressed through support from multi-agency teams working at, or visiting, the school site. Activities such as before- and after-school clubs can also help children develop new interests and skills, and may support parents by providing enhanced childcare options so allowing them to return to work. Schools should look at how they can use their facilities to add real value to their core aims and to meet the identified needs of their communities.

How are schools creating extended facilities?

While schools which are to have new buildings or undergo major refurbishment as part of Building Schools for the Future (BSF) will be expected to develop their extended facilities as part of the programme, our case studies prove that schools do not need to wait for major capital spend to start delivering a wider range of activities and facilities to their communities. Schools are:

- Making use of existing spaces outside the school day to run breakfast and after-school clubs, provide childcare and adult learning, or are offering their sports and arts facilities after hours to local users.

- Remodelling or extending their existing spaces to deliver additional services during the school day.

- Building major extensions or new buildings to deliver additional services during the school day, such as Sure Start or nursery provision with additional funding.

Many schools that have been delivering extended services for a number of years have used several of these methods to upgrade their facilities, developing their school campus as funding has become available.

In new-build schools, the funding offers opportunities to those developing the brief to create facilities that can be used both to deliver high-quality education, and to enrich the lives of their wider communities. While this may seem the ideal opportunity for schools to create the spaces they need, they must work co-operatively with their stakeholders and a range of partners and other service providers if they are to take maximum benefit from their new investment.

Section four of this guide looks at the key design issues associated with creating extended schools.

establishing extended facilities

Role of the local authority

The local authority role is crucial for extended schools to develop and maximise their potential. As part of the Children and Young People's Plan, from April 2006 every authority needs to show how it intends to achieve the Government's targets for each school providing childcare and sports opportunities outside school hours.

Local authorities are also developing Children's Trust arrangements to integrate front-line services, backed up by integrated processes, planning and inter-agency governance. Trusts will work together with local partners from the public, private and voluntary sectors to assess local needs, agree priorities and commission local services to meet those priorities.

Devon County Council: central resourcing for extended schools

In Devon, an extended schools manager, administrator and finance officer were appointed to a central team and extended schools coordinators were recruited via regional appointment panels to work with local Learning Communities. These panels consisted of the Extended Schools Manager, local headteachers and a representative from the area LPIG (Local Policy Implementation Group). Line management of these staff is vested in the Extended Schools Manager but each Learning Community has been asked to nominate one headteacher who will be the local contact for the Extended Schools Coordinator.

A short video/DVD was produced to help teaching staff, governors and other interested parties familiarise themselves with the principles behind the Devon Extended Schools programme. An Extended Schools website, accessed via the Council website, has been set up and gives up-to-date information on national and local developments.

The Government expects that Children's Trust arrangements will be developed in all areas by 2008. This means:

- Children's Trust arrangements involving schools in local partnerships so that they can feed their views into local service planning and, if they wish, provide services individually or in partnership with other schools.

- Children's Trust arrangements and schools working together to find places for hard-to-place pupils.

- Local authorities working closely with schools in fulfilling their duty to promote the educational achievement of looked-after children.

Alongside these planning and governance changes, the Government has introduced Building Schools for the Future (BSF) to help transform secondary education through new and remodelled schools. Each local authority will have to set out a vision for educational transformation that is appropriately robust, meets Ministers' expectations of BSF and delivers for local children and learners.

Faith schools

Each school receiving BSF investment also has to set out its individual vision and strategy, including how it will contribute to the authority's overarching vision and plans for extended schools. Every LEA will work with its BSF schools to determine which extended facilities and services they will provide. The primary capital programme, funding for which starts in 2008, is likely to have similar requirements, with the aim that every child and family will have access to a primary school in their locality which is a focus for local services.

As part of the procurement model for BSF, most authorities are entering into Local Education Partnerships (LEPs) with strategic partners to deliver the building programmes. The strategic partnership and local authority sign up to supporting extended schools developments; the LEP will therefore be a key player, alongside the local authority, in discussions with Children's Trusts about the planning and implementation of extended schools provision.

Faith schools play an important role in the community. The faiths involved in running maintained schools have come together to share their stories and to make a joint statement of their commitment. It states: *"We will work together to further our shared commitments to: excellence in all our schools; enabling all children to achieve their full potential; celebrating achievement and valuing people; and developing effective partnerships between home, school, and the wider community"*.

It should be remembered that there are different legal and governance arrangements for faith schools, which need to be considered carefully in the context of extended schools.

Further details and case studies of faith schools that are providing extended school services are on Teachernet at www.teachernet.gov.uk/wholeschool /faithschools/

North Tyneside Borough Council: multi-agency training

In North Tyneside, the Extended Schools Model is focused on two secondary schools with adjacent catchment areas, Churchill Community College and Norham Community Technology College. So that they could establish common policy, practice and procedures among key services, a training programme, funded through the Regional Workers' Federation in association with the Primary Care Trust, brought senior managers from public health, the police, social work and education together to examine the possibilities of multi-agency working. Presentations promoting the extended schools idea were made to a wide variety of local groups and partnerships. The six-day training programme for senior managers explored relationships, constraints, objectives and working practices.

Academies

Minsthorpe Community College, Wakefield: delivering services through school companies and charities

Minsthorpe Community College has been offering a wide range of additional facilities and services for over 10 years in Wakefield. With 1,860 pupils aged 11-19 on roll and 3,000 adults regularly involved on site, Minsthorpe provides for a variety of local needs.

Principal Richard Brown explains that they have adopted several models of delivery to make sure they get the best from their facilities. They have set up a private company to run the conferencing and sports facilities and a charitable trust for the childcare provision, but Richard stresses that the Principal and governors have ultimate responsibility for both the company and the trust.

He highlights the need for checks and balances for governors in schools like his. For example at Minsthorpe the company Board includes the Principal, a governor and a finance officer in order to ensure propriety and accountability.

Academies form part of local provision and serve their local communities, working with other schools, business and the community to provide education that meets the needs of the community. Academies often have innovative buildings with facilities that match the best in the maintained sector and one of the responsibilities of an Academy is to share its facilities with the community.

There is more information on Academies at www.standards.dfes.gov.uk/academies/

Consultation and involvement

Crucial to the development of extended services is the consultation and involvement of children, parents and the wider community, including private, voluntary and community sector service providers. This will help schools establish what resources will be needed to set up and provide activities, as well as making sure that the services they offer meet particular needs.

There is more advice on who to consult and involve about the extended services a school should offer in the Extended Schools prospectus (pages 17-18) and on the Extended Schools website.

Advice on how to develop a consultation and involvement strategy for aspects of school building design is included in **section four** of this guide.

Funding for extended school buildings

Many extended schools have harnessed a range of different funding streams to develop their community facilities. This can be a challenge and schools need to link potential funding sources carefully to their educational vision and the range of services their local community needs. They also have to consider the sustainability of services provided on their sites, including how they will be funded in the future.

Working in partnership with other agencies means that schools can develop collaborative funding streams. Many schools have established clear business plans around their extended provision to ensure the ongoing sustainability of services. Some have established charities, not-for-profit companies or private companies to administer their additional services, while others have provided services on the basis that they pay for themselves or generate additional income for the school.

Any school that wants to provide extended services needs to look carefully at the full range of funding options for modifying or upgrading their buildings to meet additional need – and to think about the maintenance and facilities management of community spaces. DfES and Partnerships for Schools have issued funding guidance which covers extended school provision.[2]

On the next page we have set out the main categories of capital funding to support the Extended Schools agenda.

2 *Guidance for local authorities on improved joined-up planning and funding*, www.bsf.gov.uk/documents

Building Schools for the Future (BSF)

BSF is more than a bricks-and-mortar programme. It represents a once-in-a-lifetime chance to drive reform of the secondary system and improvements in educational standards through radical improvements in the quality of school buildings. BSF will in turn contribute to the wider regeneration efforts of local authorities.

Within the local authority's educational vision, schools funded through BSF will need to consider how they might deliver the following.

Access to school facilities by the wider community: including facilities such as ICT and library areas, drama and performance spaces, art, design and technology facilities, sports areas and any other areas identified at local level. Access to these areas could be addressed through the design and management of the building with limited cost implications.

The core offer of extended services (as set out in **section one**): including access to the school facilities, both during and outside school hours, by a range of stakeholders such as other young people not pupils at the school, parents, specialist support service professionals, private, voluntary and community sector providers and other members of the wider community.

Major areas of accommodation for dedicated non-educational services: provision of these would require the joining up of other funding streams such as with Sure Start, Primary Care Trusts (PCTs), Department of Culture, Media and Sport (DCMS) or the Office of the Deputy Prime Minister (ODPM). Where different funding streams become available at different times, it is important that the design of the school allows for the new facility to be added later.

Likely funding sources for these activities are set out on page 48 of the DfES's Building Bulletin 98 *Briefing Framework for Secondary School Projects*, at www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/designguidance/sbareaguidelines/

A significant part of funding for BSF projects is through Private Finance Initiative (PFI) credits, so schools which are completely or substantially rebuilt are likely to be funded in this way. This has particular implications for out-of-hours use of a school building.

We have provided more guidance on this issue in **section four**.

Primary Capital Programme

The primary capital programme offers the chance to design primary schools and primary-age special schools that inspire. Delivering the Government's vision of primary schools at the heart of the community will mean joining up this new investment with capital from a range of other sources. Projects will range from large-scale new build and refurbishment projects, to small school-led building works.

Single capital pot

Conventional capital support, including support for borrowing for capital and capital grants, is largely being delivered by DfES and other Government departments through the single capital pot so that resources are effectively delivered in a joined-up way, enabling local decision making. Some capital funding relating to children's social services has now been transferred from the Department of Health to DfES and is being allocated through the single capital pot. The Department of Health also distributes a parallel capital funding stream for adults' social services, paid through the single capital pot.

Other funding streams

Capital support for the development of extended services in primary schools is available to all local authorities through the General Sure Start Grant. The General Sure Start Grant also makes provision of capital funding to support the creation and expansion of Children's Centres, out-of-school childcare, early education and childcare services. Funding is allocated to local

authorities, who have the flexibility to plan their delivery of Sure Start and extended school services to achieve targets and get the best possible value from the available resources.

The Children's Service Capital Grant is for the development of information technology to support the implementation of the Integrated Children's System for children's social services. This is £5 million in 2006-2007.

PFI credits are available from ODPM, DCMS and Department of Health (DH) for schemes which involve extended schools. Funding is available for the whole range of adult social services, library or sports or Joint Services Centre projects. The latter funds projects that improve access to local authority and partner agency services in an integrated, joined-up way. DCMS expects to allocate all of its available PFI credits for 2006-2007 and 2007-2008 and does not expect to invite further bids during the current spending review (SR04) period.

Governance and legal issues

The governing body of each school has ultimate responsibility for deciding whether it should offer additional activities and services and what form these should take.

Governors' legal responsibilities regarding setting up and providing extended services can be found at www.governornet.co.uk under the 'Guide to the Law' section.

developing the vision

In **section one** we set out the policy context for the Extended Schools agenda. There is a clear focus on local authorities as the strategic lead on developing the educational vision for their areas and this should be underpinned by:

- The local context, including wider plans for Children's Trusts and integrated service delivery.

- The aspirations of the local community in terms of education and wider service provision.

- The full range of Government policy and its likely implications for schools now and in the future.
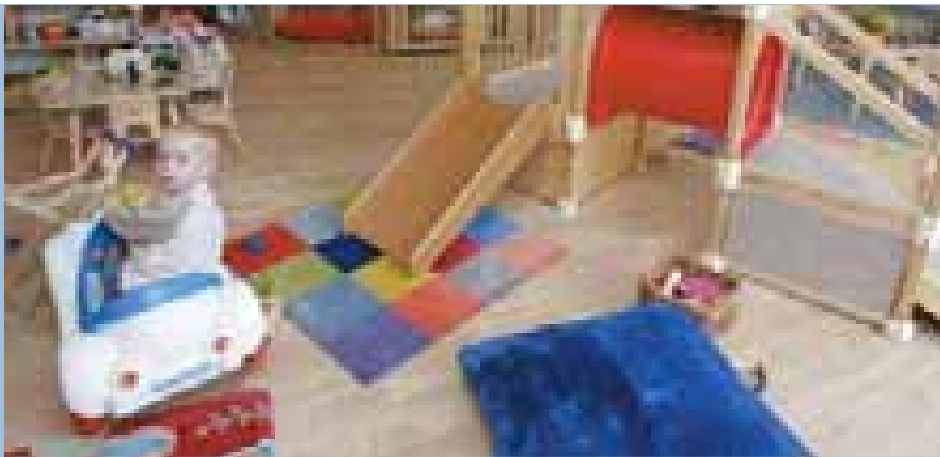
Four Acres Primary School, Bristol: shared visioning

Four Acres Primary works closely with the Children's Centre on its site, using a Foundation Stage coordinator, who is an Advisory Teacher, to link between the two. The Children's Centre Manager, Maggie Proom, is a governor at the primary school. She has responsibility for child protection issues on the governing body and this is proving to be a very valuable source of expertise to governors. While the Four Acres site provision is adding value to the work of both the Children's Centre and the primary school, both recognise that they need to develop protocols for sharing information and this is an area for further work.

The primary school further encourages a close working relationship by including the Children's Centre development plan objectives in the school development plan. Both the Children's Centre and the primary school are looking forward to a shared 'Vision' day where staff can discuss how best to continue to work together in future.

Every Child Matters and the Building Schools for the Future programme mean local authorities are working with their schools to determine how they can support the delivery of local services. It will be important that each school understands how it will work with the local authority, other schools, local agencies and the voluntary and private sectors to ensure it is providing a range of extended services and facilities which meet identified needs.

This will inform each school's own vision for the future and, in turn, the brief it creates for extended facilities. It will also help schools determine who to involve in the creation of that brief, as both service providers and users will need an opportunity to contribute to the design process.

The vision for an extended school will draw on the needs assessment from a range of stakeholders. But it is important that the extended services support and contribute to the wider school objectives. Opening up a school to provide a wider service should enhance opportunities to raise standards, promote the culture and ethos of the school and contribute to a range of Government policies, including those set out in this publication. In every case a school should be able to see the benefit of providing extended services in helping to achieve its vision and in turn that of the local authority. If the extended provision does not have a direct impact on the achievement of the school vision, it is likely to detract from the core business of staff and pupils.

Schools should be sure that the vision they have agreed takes full account of the Extended Schools agenda and core offering. It is important that schools can reach out to their communities so that the school vision is widely owned and that stakeholders understand how they can support its achievement.

Great Torrington Bluecoat CE Infant and Nursery School, Devon: providing for the whole community

Great Torrington Bluecoat School has a toy library and a scrap store which support clubs as well as forming a resource for the school. The Torrington Family Project has opened a craft shop in the local town to extend what the school is already doing. Workers at the shop show parents how to craft with their children and take crafting to the community in the surrounding rural areas. According to headteacher Mary Pearson, *"All the work we do supports the Torrington Vision. Governors have decided not to charge clubs for using school space and additional funding is being raised to provide an extra building for clubs and daycare".*

design

Why is design important?

Well-designed extended facilities, which support the school vision and have ownership from the local community, can enable and promote community use. Below we have looked specifically at some of the key issues that have particular significance when designing for a wide range of potential users and for buildings that will be open for longer than the normal school day.

Many of the issues covered in this section are features of all well designed schools. Where facilities are to be opened to a wider range of users there may be a greater emphasis on some aspects of the building, and these have been highlighted.

Creating an extended facility may mean, for example, creating access which allows young parents with pushchairs to easily reach the nursery, or ensuring secure boundaries between pupils and adult users, or simply thinking about providing wider doors to the school hall to allow it to be used for a range of activities from school performances to trade exhibitions, fashion shows to wedding receptions. Understanding who will use the building, how and when, will create design issues which can be addressed early in the process.

A: The design and building process
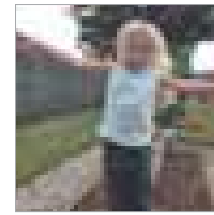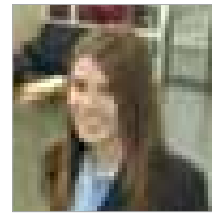
Introduction

Being involved in the process of designing new buildings can be very enjoyable and rewarding. But it is also very time-consuming for the client – getting to the finished building often takes much longer that expected and it is enormously frustrating and disappointing if the end product does not live up to expectations. So to be successful and get the best from the invested time and money, a good understanding of the whole design and construction process and the roles of all the individuals involved is essential. This can be particularly necessary where there is a large number of stakeholders with a range of needs and expectations.

A good introduction to the process is the CABE Client Guide[3], which explains the whole process in great detail, as well as simpler summaries in the RIBA's *Guide for School Governors*[4] and Part A of DfES's *Building Bulletin 98: Briefing Framework for Secondary School Projects* and *Building Bulletin 99: Briefing Framework for Primary School Projects*.

For the purposes of this guide, the various design stages can be summarised in the following way.

Understanding how to be a good client of the design process
The design team will translate the school's requirements into building proposals. This is usually an iterative process, with sketch schemes being presented for comment and modification. It is the design team's job to make sure that design quality and value for money are both achieved. It will fall to the school to ensure that successive iterations carry both client and design team forward towards the achievement of the extended school vision.

Writing a brief
In the preparation of designs for an extended school, it is important to consider the whole range of activities that are planned to take place in the school throughout the whole day, week and year. Armed with this information, the designers can fully understand how the building operates and can ensure the optimum use of all available space. The brief therefore needs to describe in detail the organisation of the extended school and the nature of all the different activities.

Procurement and construction
In a traditional building programme, once the design is complete the process of selecting a building contractor takes place and construction work can begin. Where the work takes place around an operational school, it is especially important to choose a builder with a good track record for considerate working and safety. For new schools being built under the Private Finance Initiative (PFI) or Building Schools for the Future (BSF), after the briefing stage a consortium will be procured to design and build the new school or schools.

On the following pages we have given some detailed advice on how to get the best from the design stage as a client, and how to approach brief writing. We have not covered procurement and construction issues in detail in this publication.

Being a good design client

Working with the design team

The various stages in the design of a building are described fully in the RIBA *Plan of Work*[5]. This is an industry-standard description of the various tasks normally undertaken by the different members of the project team at each stage.

The first step is to assemble a design team. Depending on the scale and complexity of the project, additional disciplines may need to be brought in – such as structural and services engineers, landscape architects and quantity surveyors. The CABE Client Guide gives advice on this.

A particular issue with an extended school project is getting all the stakeholders to sign off the design at critical stages, since it wastes a lot of time and design fees if design decisions are changed after certain stages have finished and the next started.

The critical stages for sign off are usually after completion of RIBA stage C, outline proposals, and RIBA stage D, detailed proposals. The design team needs to present the information in a form that can easily be understood by the various client and user groups. It is important that all the potential user groups are kept involved right through the design process and sign off all stages to confirm that they satisfy their requirements.

Developing a user consultation and involvement strategy

There is considerable evidence that the involvement of building users in the design process leads to better designed buildings. Not only will it help to inform design considerations, helping schools to develop their long-term plans on upgrading or adding to existing school spaces, but it will also lead to greater satisfaction with the completed project.

Who to involve

The critical issue for schools developing extended services and facilities is who should be involved. As with all aspects of school building design, it is crucial to involve school stakeholders in thinking about how best to meet their needs. Pupils, staff, parents and community users all have a valuable contribution to make by commenting on how best to deliver spaces that work for them. There is a good deal of information available on who to involve, at which stage and to best effect:

- CABE has published a guide to *Being involved in school design*[6].

- School Works has developed a Toolkit on participation and school design[7].

- For Sure Start facilities, there are publications such as *Building for Sure Start*[8].

- DfES and PfS have a range of material.

3 *Creating Excellent Buildings: A guide for clients*, CABE 2003, www.cabe.org.uk

4 *A Guide for School Governors*, RIBA 2004, www.architecture.com

5 *The Architect's Plan of Work – for the procurement of feasibility studies, a fully-designed building project, employers' requirements or contractors' proposals,* RIBA 2000

6 *Being involved in school design: a guide for school communities, local authorities, funders and design and construction teams,* CABE 2004, www.cabe.org.uk

7 *The School Works Toolkit,* School Works, www.school-works.org

8 *Building for Sure Start,* DfES 2004, www.surestart.gov.uk/publications

The Meadows School, Sandwell: user involvement in the design brief

The Meadows School, which opened in 2003, is the first of three new special schools to be built in Sandwell to meet the needs, aptitudes and aspirations of individual children and young people. Headteacher Angela Duncan stresses the importance of multi-agency working at the school, where health and social services work alongside school staff and colleagues from the voluntary sector, Leisure Trust, students on work-experience and West Bromwich Albion Football Club, who provide sports coaching. Staff from partner organisations have dedicated work space in the school to allow them to come together and share experiences. The school had a multi-agency partnership, which started to develop the accommodation when the school was being designed. In addition, young people at the school designed all the outside areas themselves through whole-day projects in every class.

Identifying stakeholders
With the help of the local authority, schools will need to take a wide view of their stakeholders and the potential users of the services. A useful way to start is suggested below.

Firstly: Map out the range of potential stakeholders and users. This may include the people who learn and work in the school already, governors, parents, local residents, local agencies, local private and voluntary sector organisations, potential users from further afield, local press and potential funders. Many schools are now providing facilities for groups they would never previously have considered as potential users. For example, school ICT suites provide excellent facilities for local businesses to train staff, and school halls are hosting business fairs in the holidays.

Secondly: Assess how much is already known about the needs and interests of these individuals and organisations. Does the school have a relationship with them already or is there a need to develop a dialogue with them? Who might be responsible for taking that work forward?

Thirdly: Develop a participation plan showing who to involve, how best to engage them, and at what point of the decision-making process. For example, schools may decide to carry out an audit of the local community to gather their views about the range of services the school might provide. This could be undertaken in conjunction with other local agencies, or with support from voluntary or private sector organisations. Once this baseline audit is complete, schools might want to form governor working groups to decide how feasible it is to deliver the services requested, drawing in local providers and members of the staff and community to the process.

Finally: An extended services plan can be useful, setting out the range of services to be delivered, when they should be in place, who they will need to work in partnership with, and how they will be funded. Many extended schools develop in stages, starting with a small range of additional services and building on them over time. It is important for each school to decide whether the incremental approach is right, which services to prioritise initially, and how they can be added to as additional funding becomes available or new needs arise.

Writing a brief

The need for a masterplan

Whether a school is planning to remodel, refurbish or extend its buildings – or if it is fortunate enough to be planning for a new school – it will need to develop a design brief for those spaces.

It is sometimes better to prepare the brief in two stages. The first is a strategic or outline brief, which sets out the broad requirements. This can then be tested by means of an options appraisal, a feasibility study from which a business plan can be derived, where appropriate. The next stage is developing a detailed brief, which becomes a definitive reference document for the whole design team.

One of the first stages in developing the detailed brief might be carrying out a feasibility study. Where the creation of an extended school is a longer-term project, this study could take the form of a masterplan. Many schools will develop their extended schools activities on an incremental basis over several years. At the same time there may be other development projects being planned, such as replacements for mobile classrooms or new ICT facilities. It is vital that all these projects are coordinated, so that one does not compromise a later phase due to its location or design. In these circumstances the value of a school masterplan cannot be over-emphasised.

The DfES has been working with the Construction Industry Council (CIC) to develop a Design Quality Indicator (DQI) for schools. Read more about the DQI on page 47.

It is intended that the DQI for schools will be used at all three stages on BSF projects from wave 2 onwards and its use will be encouraged on all other schools projects costing £1 million or more.

Woodlands Primary School, Medway: multi-purpose spaces designed by the community

In January 2004, Woodlands Primary School opened a multi-purpose space providing a recording studio, dance space and portable rehearsal studio. £650,000 was spent to transform part of a recently closed secondary school and the community was closely involved in the design decisions. The school also provides a range of sports facilities and makes its hall available for community use. Even classrooms are multi-functional, turning into music practice rooms in the evenings.

Woodlands involved its local community in developing the facilities. A Steering Group of local people with a particular interest in the arts and music developed the brief for the multi-purpose music, dance and drama space, adding their specialist knowledge to the discussion.

Jo Richardson Community School, Barking and Dagenham: using exemplar design schemes

Barking and Dagenham LEA and headteacher of Jo Richardson Community School, Andy Buck, worked closely with a Commission for Architecture and the Built Environment enabler and architectural consultants to design an exemplar scheme for their new school and community facilities. The scheme was used to inform the PFI procurement process. Andy Buck identified the following key points as critical to the success of the process:

• Early involvement of the key stakeholders in determining user needs.

• Understanding the access needs of the different user groups – although Andy Buck recognises that this can be a challenge for a new school where potential users may not be part of the existing school community.

• Getting to grips with community aspirations – his advice to other schools is *"Start a conversation with the community about their aspirations, not just what they have now"*.

• Stakeholder representation in contractor selection.

Designing the masterplan
Without designing the individual components in great detail, the masterplan can identify:

• the location of the different elements

• the phasing

• arrangements for access and decanting during construction

• broad cost levels for each phase.

The masterplan may need to be revised as the different phases are implemented but it will ensure that a coherent building exists at the end of all the work. It will also help to prioritise how the school uses their resources to get the best from their buildings.

Analysing existing use of school buildings
There will already be information available to help schools and local authorities create a comprehensive brief. Key documents and sources of data include site plans, building survey plans, Asset Management Plans and condition surveys. Early discussions with key individuals such as planners, especially where a school has listed buildings or is in a conservation area, will be vital. Appointing a consultant or

▶ **Right**
Master planning:
phasing diagram for
a secondary school

remodelling | new-build

		Phase 1
		Phase 2
		Phase 3
		Phase 4
		Phase 5
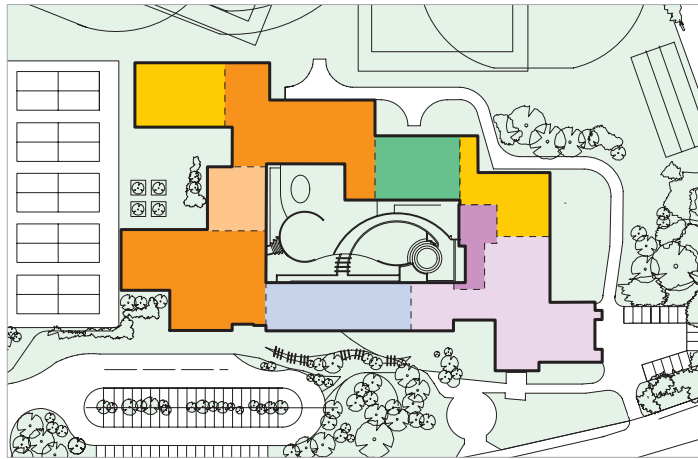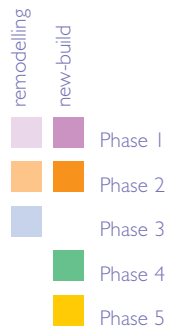
client adviser at this stage, or using local authority architects to help, will provide additional professional advice and make sure important issues are not overlooked.

There are three different ways of achieving an extended school:

1   Using and adapting, if necessary, the existing school buildings to get better use out of them outside the school day.

2   Using surplus space, extending existing buildings or creating a new school on the same or a different site to provide non-school or support facilities for use during the school day. Where surplus space is created by falling rolls, schools should seek guidance from their local authority. Information is also available on the Teachernet website.[9]

3   Making use of, and linking with, existing facilities and services in the immediate neighbourhood of the school. This arrangement may be particularly relevant where the existing buildings and site are fully utilised and the extended school operates through other existing facilities nearby.

The first two options can be advantageous because any capital funds available can be used to improve existing buildings for the benefit of the school as well as the extended school activities.

To help decide which of these methods is the most appropriate, it is essential to carry out a careful audit of the usage and timetables for the existing site and buildings. The LEA should have information in their Asset Management Plan for the school, including:

• Sufficiency – to determine if there is spare space available for extended school activities at the required time, perhaps as a result of falling pupil numbers.

• Suitability – to identify if there are any significant existing problems with the school buildings, such as layout, access or security problems, which could possibly be resolved as part of the provision of extended school facilities.

• Condition – to find out about the condition of existing buildings – essential repairs may be necessary before remodelling or extensions can take place.

Dyke House School, Hartlepool: using existing buildings

Dyke House has been offering extended facilities since headteacher Bill Jordon arrived in September 1993. The school operates from a 1938 building and the closer relationship with the community has seen vandalism of the premises all but vanish. While the school has not had a great deal of capital investment to cater for the additional services, it has used its devolved capital and additional funding streams where possible to adapt the building as a real hub of the community. It has been a long process and there are still challenges.

But Bill Jordon feels they have made positive changes to the way the school relates to its community. He says that, "*A new building would not necessarily have solved all our problems overnight. The incremental approach adopted over the past 12 years has allowed us to create a long-term supportive partnership with our community and other providers*".

9 www.teachernet.gov.uk/management/fallingschoolrolls/

Developing the brief

If new schools are being created, the brief should include as much detail as possible about the range of services to be provided and how they may grow or adapt over time. The DfES *Exemplar Designs for Schools*[10] offer useful ideas on how new buildings can accommodate community facilities. The brief should also make clear where extended use is to be made of facilities, for example the wider use of a sports centre which will be provided anyway and whose main user will be the school – and where dedicated purpose-built accommodation such as a crèche is needed.

Ideally, the architects should help develop the detailed brief from the outline brief. Once it is completed, all the stakeholders should sign off the detailed brief and it is then effectively 'frozen'.

Contents of the detailed brief

The brief should be widely owned and developed in collaboration with a range of key stakeholders. The following are worth noting in its preparations.

1   Set out clearly what activities need to be accommodated in the relevant spaces and how many people will be involved. For example, if a school hall is to be used for a variety of functions, list the range of activities it will need to accommodate.

2   Establish the atmosphere the school wishes to create, linked to its culture and ethos. For example, if there is to be a new community entrance, it should be welcoming and inclusive, accommodating a range of specified users.

3   Provide details of longer-term plans for the whole school as well as new extended school spaces. It may be that the school wants to use a building for a short time to deliver extra services but in three to five years will want to raise additional funding for a new purpose-built facility – or that it wants to build an extension which can be added to over time.

4   Do not prejudge the need for building. There may be surplus space in the school, in which case investment could be put into alterations or remodelling for extended school activities as well as resolving existing problems with the school buildings. Architects and design teams can identify these options. The running costs may also be reduced, as additional heating, lighting, cleaning and maintenance costs will be avoided.

5   Think about options for how the school might use existing spaces, if appropriate. There may be several potential community access points, for example, and the brief should set out the pros and cons of each option.

Remember, schools do not need to design their spaces themselves but should be able to articulate their needs and aspirations in a way that helps architects, designers and project managers to determine how best to deliver spaces which will work for them.

Funding issues

Funding arrangements need to be explained in detail as part of the brief. Clearly the designers will need to know the budget for the proposed project and it is helpful if they understand the sources of funding. Some types of funding have implications for the design, such as:

- What is the timescale for funding being made available? Extended school projects may well draw funding from a number of sources – check that the timescales all coordinate.

- Is the funding being provided by the LEA – and do they have any particular rules or conditions attached?

- Is the funding from external sources such as the lottery or regeneration budgets? Some of these have special rules, such as only funding projects in certain areas or which meet specific project targets.

The budget needs to be clearly established before developing the detailed brief so that the accommodation requirements

and subsequent designs are all affordable – this avoids designs having to be cut back significantly at a later stage because of funding problems.

PFI funding

Where a school has, or is about to, become part of a PFI contract, special rules are likely to apply and the PFI contractor will usually provide the design team. The PFI contract will certainly give 'availability hours', when the school is entitled to use the building. If they want to use it for additional hours, this will have to be negotiated and there may be an extra charge. The PFI contractor is likely to have a policy about letting to external users outside the school's availability hours and the contract may make provision for different charging rates depending on whether the user is a community organisation or a commercial business.

If it is proposed to develop a PFI school as an extended school, it is vital to discuss this with the Council's PFI contract administrator as early as possible.

Oaks Park High School, Essex: using PFI buildings

Oaks Park High School has a new PFI building which opened in September 2001. Headteacher Steve Wilks' advice for other schools, particularly those built and operated under PFI contracts, is to think carefully about what will be provided, how it can be integrated with the community, and to plan ahead as much as possible in terms of how the school would like the building to be used. He says, *"Be sure from the start that you know what you are likely to get out of the contract and liaise closely with the contractor on how it will work in practice. Don't be afraid to ask hard questions about how the new facilities can be opened up to the community and who will be responsible, and to discuss the benefits to all involved".*

10 *Exemplar Designs: Concepts and ideas*, DfES 2004

B: Important design issues

Introduction

This section describes a number of specific design issues that should be considered by schools offering extended facilities. It can be used as a checklist when writing the brief and to check detailed design to make sure no important issues have been overlooked.

When planning extended services, it is important to consider a school's accommodation holistically in order to make the most effective use of available space. Many school spaces can be used by pupils and the wider community for different activities after school hours and spaces dedicated to extended services can serve more than one purpose. A dedicated space can be multi-functional either by arrangement (for example accommodating a crèche for part of the school day and an after-school club for the remainder) or in an ad hoc way (used variously as a meeting room, crèche, adult classroom etc.). Examples of multi-functional spaces can be seen in the case studies.

Design issues in an extended primary school will be rather different from those in an extended secondary school. In particular, the parts of the school itself that are suitable for use out-of-hours are very different. In a primary school, the community is most likely to want to use the hall and dining facilities for meetings, for example. The classrooms are likely to have unsuitable furniture for adults and teachers may want to prepare teaching material after school and leave it out over night for the next day.

In secondary schools, many more of the spaces can be used out-of-hours. For example art, drama, music, language and ICT rooms may all have facilities that would be very useful for adult education. The sports facilities, indoor and out, are very commonly used by communities. And large halls with linked dining/refreshment facilities can be put to a very wide range of uses. Many of these activities have significant design implications for the rest of the school. There are particular issues associated with spaces that are used during the school day (see **Access and security**).
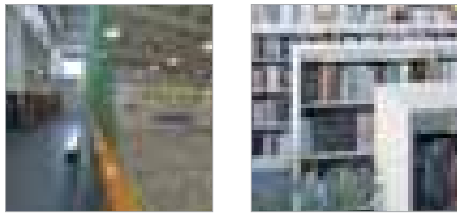
The table opposite shows which spaces are most often used for extended services. These are typical examples but each school will need to assess its own needs. The notes are a useful reminder of points raised elsewhere in this section.

● Spaces most likely to be used for extended services

● Spaces suitable for secondary only

* ie a space specifically for extended services, additional to main school spaces

SERVICE/ACTIVITY	SCHOOL SPACES												NOTES
	General classroom	Practical classroom	IT	Music/drama space	Sports hall	Main/assembly hall	Dining	Library	Group/seminar	Grounds	Parents' room	Dedicated*	
All services													1 some schools prefer separate community access 2 Primary: storage for adult furniture useful
Breakfast /after-school clubs	●			●	●	●				●		●	1 dedicated equipment store may be useful 2 dedicated space could be used for meetings /classes/ASC at different times 3 access without passing through main school preferable 4 need to avoid damage to pupils' work if use classroom 5 access to snack-making facility nearby useful
0-4s daycare										●		●	1 safety of inside and outside spaces particularly important
Crèche /parent and child drop-in										●	●	●	1 space depends on group size and frequency 2 dedicated space could be used for meetings /ASC at different times 3 safety of inside and outside spaces particularly important 4 access to snack-making facility nearby useful
School clubs /study support	●	●	●	●	●	●	●	●	●	●			1 need to avoid damage to pupils' work 2 need to assess H&S if using practical spaces 3 dedicated equipment store useful
Specialist services eg speech therapy									●		●	●	1 some SEN services require specialist facilities 2 specialist staff may need office space or secure storage 3 additional staff will be using social areas
Adult recreational eg sports				●	●	●				●			1 dedicated equipment store useful 2 Primary: may want hall 180m² for badminton 3 Primary: adult changing facilities; Secondary: additional changing facilities if daytime use 4 Secondary: reception/cafe area useful
Library services								●					
Adult learning	•	•	●	●		●			●	●	●	●	1 need to assess H&S if using practical spaces 2 space depends on activity/group size
Community meetings /presentations				●	●	●	●						1 refreshment facilities nearby useful
Healthcare 1:1 consultation											●	●	1 space depends on type of consultation – may need wash-hand basin
Other 1:1 consultation eg police									●		●		

Looking beyond the school

Local authorities have a strategic role to play in planning extended services and this may include bringing services together, where appropriate, to benefit both schools and the wider community. For example, a joint sports and leisure centre can – if well placed with safe and easy access for school pupils – give schools access to a wider range of facilities than that found in a typical school.

The text and diagrams shown here are taken from Kent County Council's publication *KCC_Template_01* that is being used as a basis for developing school design briefs as part of Kent's Thames Gateway development. The Template reflects discussions held between designers, schools, the community and officers in the Authority. The group looked at a number of aspects of school design including community use.

DRAMA	Combining school and community provision would introduce a drama space seating an audience of 250-300 with workshop, exhibition and reception areas.
MUSIC	The school's music studio could be enhanced, with additional control and recording facilities and additional spaces in which small groups or choirs could perform or rehearse.
SPORT AND HEALTH	Alongside the schools sports hall and gym, dance and keep fit studios, gymnastics and additional changing facilities would be available. Outside areas would include: enhanced facilities for athletics and cricket including floodlights, for which a commercial operator might be involved.
LIBRARY	A central school/community learning resource, which includes open access ICT facilities.
DINING	An enhanced dining area, including a café, in association with the performing arts.

300 sqm school

Studio
Studio
Control

500 sqm community

Workshop
Studio
Lobby

800 sqm combined

Workshop | Studio
Studio
Lobby | Control

200 sqm school

Music
C
Music
Recital

178 sqm community

Music
Recital

378 sqm combined

Music | Studio
Recital | Cont
Store

836 sqm school

St. | Sports hall
St. | Dance

500 sqm community

Activity
Weights

1336 sqm combined

St. | Sports hall | Activity
St. | Dance | Weights | plus outdoors

180 sqm school

Library

Books 10,000

200 sqm community

Library

Books 10,000

380 sqm combined

Library

Books 20,000

160 sqm school

Dining

150 sqm community

Café

310 sqm combined

Dining

Examples of linking school and community

The orange areas represent normal school provision, the red indicates enhanced areas for community and external agencies and the combined colours reflect additional space available by combining school and community use.
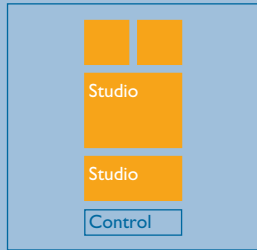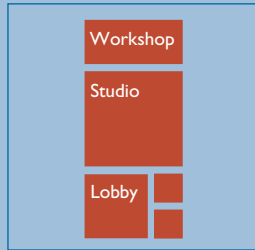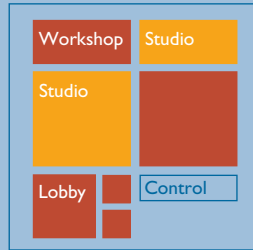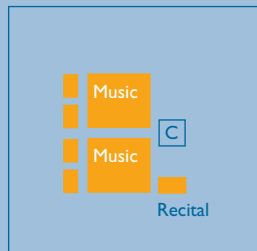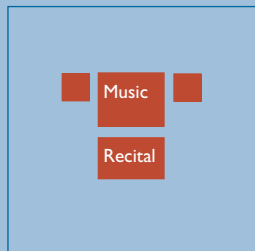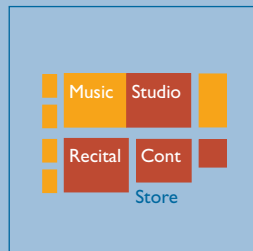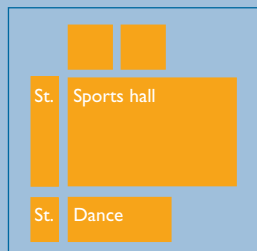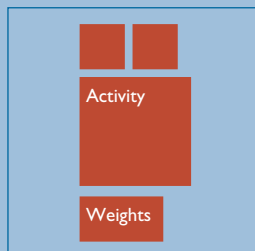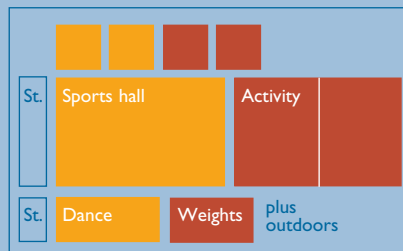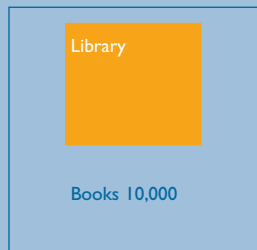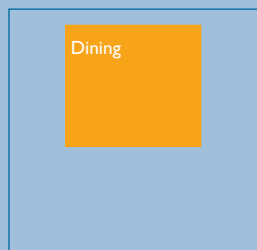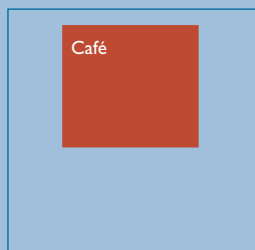
Site planning

Accessibility

The way school buildings are laid out on their site can have very significant implications for extended school use. First and foremost, the impression created from the site entrance can make a big difference in attracting people onto the site to use the extended facilities. Site security is always important and therefore there are distinct advantages in having a single access point to the site. But this entrance and any boundary fencing or walls should not be intimidating, unwelcoming or overpowering.

Think about how people arrive at the school. Is the entrance conveniently located for public transport? Is it clear where cars can be parked, and can they be brought onto the school site? Is there safe and appropriate access for pedestrians and people with small children in pushchairs?

Signage

Once inside the site, it needs to be very clear where the entrances are located – both for community users and the school. This can be achieved by good design, making them visible from the site entrance. Clear signage is important for both wayfinding and welcoming people.

Parking

Adequate parking facilities in a safe location are crucial, particularly for schools in rural areas. While the parking used by teachers and staff during the day can be used by community users out-of-hours, it is important to think about how much parking is needed for the extended school activities and when. For example, additional parking may be needed if they take place during the school day.

Landscaping

Landscaping is very important in creating a welcoming, attractive site. It should be designed so that, for example, large shrub beds do not create a safety issue for people coming up the drive on a dark winter evening. Lighting to driveways and footpaths is also very important in making the site welcoming and safe.

Site planning: key issues

CONTROLLED
ACCESS FOR PUPILS

CLEAR ROUTE
TO MAIN ENTRANCE

LANDSCAPING
AROUND ENTRANCE

MAIN
COMMUNITY
ACCESS

SCHOOL

CONTROLLED
ACCESS FOR PUPILS

CAR PARKING EASY TO
ACCESS AND WELL-LIT
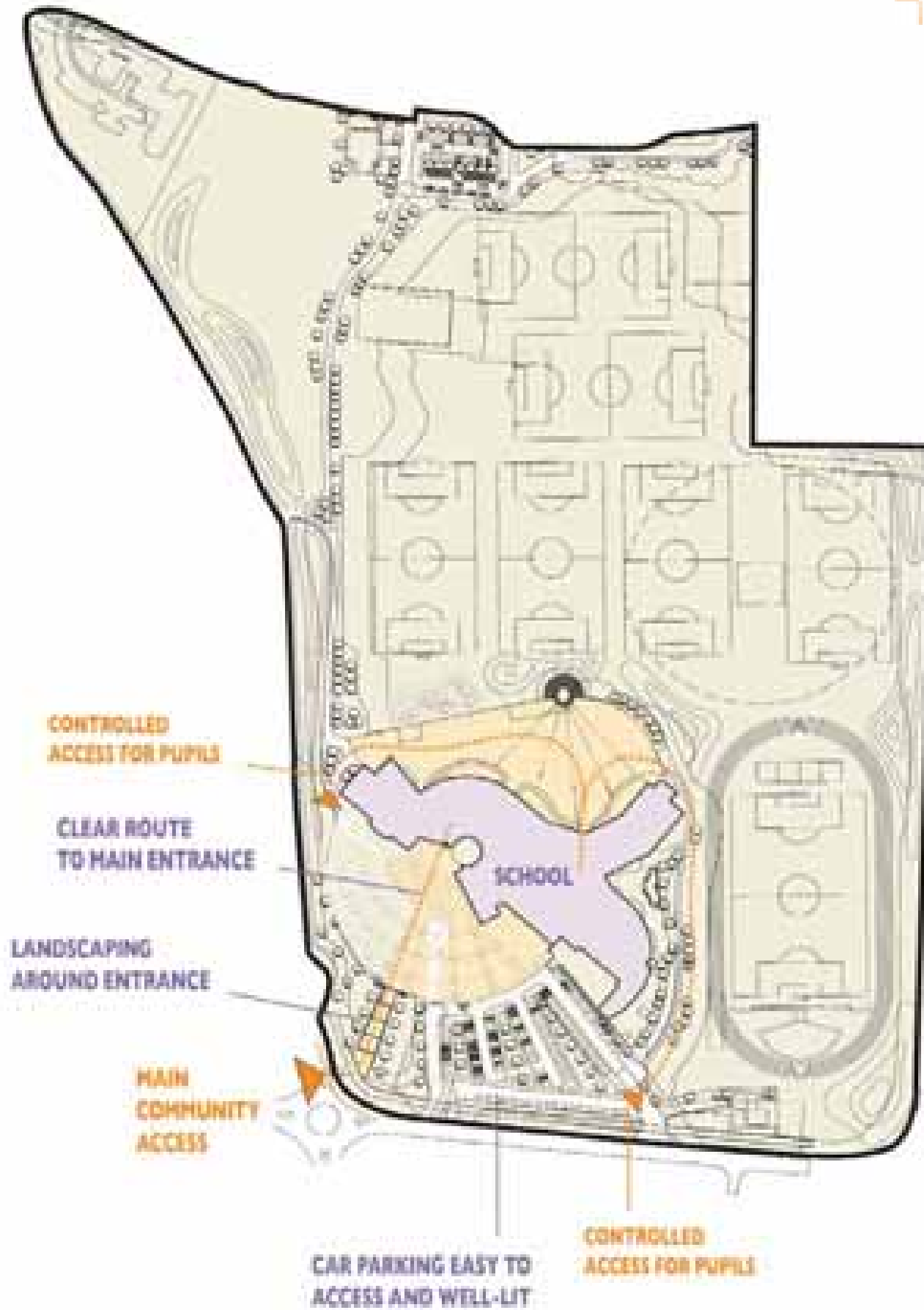
The Campus, North Somerset: designing for an integrated community resource

The Campus comprises a 420-place primary school, a nursery class, a 67-place special needs school for children with learning difficulties, a community learning and resource centre/library, sports hall, community/meeting rooms, Weston College facilities, community police office, outdoor sports and recreation space and a civic square. The project was born out of the needs of an emerging community in a new area of Weston-super-Mare.

"A school should be a community building that just happens to be used, part of the time, for education." Russ Currie of North Somerset Council set this precedent when embarking on the project. The innovative new building encourages access through the design. The front doors are on the pavement edge removing any boundaries between the building and the public. The community part of the building is the most open, with double height glazing on to the street, and a reception

desk to one side of the entrance to welcome visitors. It is an inviting, light and open space. The part of the building with the schools inside feels more solid and protective through the use of masonry, and is colour coded to ease navigation.

The building has areas that are shared between the schools and areas that are shared between the schools and the community. Broadly speaking there is a community side and schools side, insofar as they can be made completely separate. However, the design of the library and public areas encourages pupils in. The dining room and hall are shared facilities that can be accessed by everyone, and the servery is able to provide for both the school and the community areas.

The playground is designed to encourage maximum integration with shared play spaces for the primary and special school pupils. Provision was made for greater segregation of the playground with low fences (including for the nursery pupils), but has hardly been needed. The playing fields are shared by all users of The Campus.
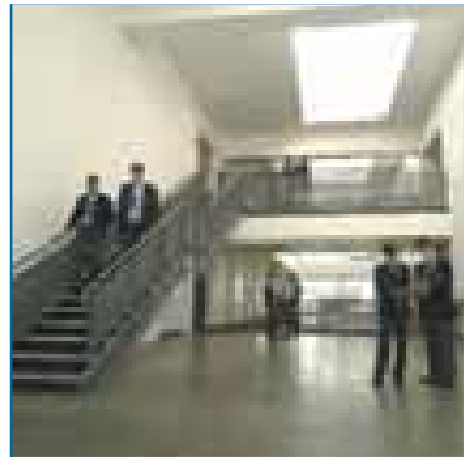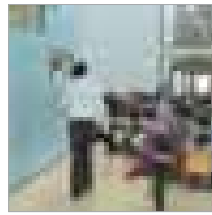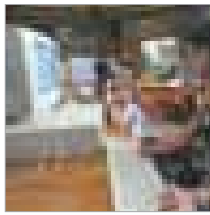
Internal planning

The arrangement of the space within the school buildings needs to be considered very carefully. The degree of segregation between users needs to be thought through and there are some serious security and safety issues to be taken into account. Some of these are described in other sections below.

Different usage

Consider how the building will work at various times of the day and with different groups of people in it. It may be that sections of the school need to be locked off out-of-hours, leaving other parts available for community use. In this case it is necessary to think about the position of doors, locking and shutting arrangements and means of escape in case of fire. The Fire Officer needs to be consulted about escape routes when the public are using the building. And the local authority licensing department are the people to consult if you want to get a licence for the sale of alcohol (for weddings for example).

Synergy

Extended facilities must not compromise the running of the school. The fundamental responsibility of a school is to provide high-quality education to its students. In many cases, additional activities can be beneficial to the school but they should never be detrimental. For example, it is important that community users do not compromise safety or distract students or teachers from their work.

Scenario testing

One way of testing a completed plan to see if it works in different circumstances is scenario testing. Imagine a particular time of day and then look on the plan at how an individual would get through the building to access a particular activity. Does it interfere with the running of the school? Will they be able to find their way easily? Will the hurly-burly of the busy school in session deter those attending?

Chafford Hundred Campus, Thurrock: planning for community use

The building was planned so that the spaces most likely to be used by the community, including the halls, are accessible from a wide and spacious street which runs from the main entrance to the school, adjacent to the community library, through to the car park at the back of the building. This impressive space provides a welcoming approach but an evaluation of the school building has highlighted the need for better signage. Usually only the main entrance is staffed, so users approaching from the car park can find it difficult to know where they are going. Headteacher Chris Tomlinson recognises that it is often simple additions, such as storage and signage, which can make the user experience more comfortable and encourage them to come back.

◄ **Left**
Movable partitions
allow spaces to be
varied to suit activities
and users (taken from
Prenoye and Prasad's
'exemplar design')

Walters and Cohen: exemplar primary school for a suburban site

In their primary school exemplar design for DfES, Walters and Cohen have created a dynamic central space, with classrooms opening onto it, which acts as the heart of the school. It is a flexible space which can be tailored to the needs of the school – for example creating a library, small group rooms or specialist storage. It could provide for community activities both during the day and after normal school hours, hosting performances or social events. The space can be used as an extension of the class bases during the school day and independently with class bases out of bounds (if so desired) after normal school hours.

Flexibility

Shared spaces need to be flexible enough to deliver a range of functions through the school day and at evenings and weekends. Schools will need to decide how best to set up spaces that can quickly transform to offer a different environment. Some classrooms are ideal multi-purpose spaces, some need more careful thought and planning. In secondary schools, for example, specialist facilities such as science labs and art rooms may have too much equipment and student work to be easily transformed into spaces that can be used by others.

Similarly, schools need to think about who will be responsible for returning the spaces to their original state so that they can be used the next morning as classrooms. New schools are now being created with more flexible spaces, including moveable walls which can open to create double or triple size spaces. Some schools are providing lecture theatres for 100 or even 200 people, which are very popular with clubs and societies. These are important developments and can create real opportunities for schools to meet the needs of a wide range of users.

Adjacencies

It is important to make sure that facilities are grouped in a way which enhances and adds value to the services being delivered. For example, if it is possible to locate community facilities together they can be served by the same entrance and reception area, toilets and cloakrooms, waiting areas, meeting rooms and catering. This controls access to the facilities and may reduce the amount of additional space required. Linking nursery classes with reception classes can be a useful way to create a coherent foundation stage in primary schools. Putting community spaces and other large school spaces near existing kitchens, or in new schools locating the kitchen so that it can serve more than one space, or having community changing facilities near outdoor sports areas will mean that extended services can be more easily managed.

Key planning points

CHANGING FACILITIES FOR SCHOOL AND COMMUNITY

CRÈCHE

STORAGE FOR SCHOOL AND COMMUNITY

SPORTS HALL

LIBRARY & OPEN LEARNING

RECEPTION

CONTROLLED ACCESS TO REST OF SCHOOL

ENTRANCE SUPERVISED BY RECEPTION

MAIN

CYBER CAFE

MAIN SHARED AREAS GROUPED TOGETHER NEAR ENTRANCE

PUPILS

MAIN SHARED AREAS GROUPED TOGETHER NEAR ENTRANCE

EASY ACCESS FROM THE 'STREET' TO OTHER SHARED AREAS

MAIN HALL

STREET

PUPIL SOCIAL AREA

Key

Main school

Main shared areas

Dedicated facilities

Entrance

Routes

Secure entry point

These colours indicate broad divisions only

Access and security

Mitchell High School, Stoke-on-Trent: creating a welcoming environment

Mitchell High School has been providing extended facilities for two years. Because it operates in a deprived area, confidence and aspirations can be low. Access to the centre is through a separate entrance and feedback from adult learners is that they get a different experience using the school from what they had expected. They may have come with negative views about what the school would be like but these are quickly dispelled. To gather instant feedback which can inform decisions, learners are asked to score the services as they sign out of the building.
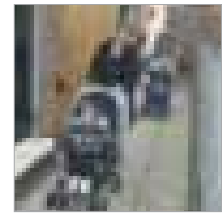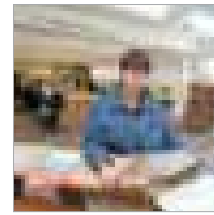
Access

Many extended schools have decided to create a separate entrance for community users. This may be for a number of reasons including the need for privacy for some services, such as Victim Support, and to encourage community users who do not feel comfortable visiting a school site, for example because they have had a poor school experience themselves. A separate entrance also allows dedicated staff to control access to the facilities, direct users to where they need to be, and answer enquiries without disrupting the day-to-day work of the school.

Disability Discrimination Act (DDA)

Since October 1999, when the Disability Discrimination Act (DDA) came into force, service providers have had to consider making reasonable adjustments to the way they deliver their services so that disabled people can use them. The final stage of the duties, which means service providers may have to consider making permanent physical adjustments to their premises, came into force in 2004. Schools are required to produce accessibility plans for their individual school and LEAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

It is also important to remember that accessibility is not just about people with mobility difficulties. What about provision for people with visual or hearing impairment, for example? Is the signage suitable? Are hearing loops or sound field systems provided?

Security

While many extended schools have adult users on site during the school day, they have thought carefully about how the building is managed to ensure security and child protection. Clearly demarcated areas for community use backed up by security doors and controlled access points ensure users do not wander into areas that are out of bounds. It is important for schools to decide how best to manage security so that they are not creating 'fortress' facilities.

One approach is to have different layers of security. For example, the first stage can be a shared reception area with a receptionist. From there, secure entry to the school can be provided with a swipe card system or more open-access to the community facilities. It is important to consider the resourcing implications of a reception desk. Will it be necessary to provide staffing out of school hours for extended school uses?

Sure Start, nursery and primary provision may want to create secure areas which only staff and parents can access. Further guidance is available in *Building for Sure Start: a design guide*. Secondary schools, on the other hand, may welcome adult learners working alongside sixth formers.

Public facilities, such as libraries on school sites, which are well-monitored and supervised, are often an excellent way of encouraging joint school and community learning. There are many examples of joint school/public libraries working successfully in new schools.

Schools will want to ensure that they do not create extended facilities that allow substantial unsupervised access to pupils to adults who have not been subject to the necessary security checks.

Montagu Community Full Service School, Newcastle: site security

Montagu Community Full Service School opened in April 2004. Funding was used to provide a purpose-built facility with dedicated space for delivery of services including a baby garden, an under-5s play park, an over-5s activity area, a fruit and vegetable allotment, a network of footpaths and enhanced car parking to ensure the safety of site users. Montagu CFSS also thought carefully about security on site and as a result there are three separate entrances, reflecting the security and privacy needs of the groups using the building, particularly for sensitive services such as Victim Support and for Sure Start provision.

Support spaces

Willowbrook Primary School, Devon: involving other agencies

Willowbrook Primary has had a major refurbishment and extension programme with new facilities opened in 2004. At the planning stage headteacher Julie Humphreys looked to bring other agencies on board to develop spaces for delivering community resources. Where that was not possible, Willowbrook has used available space in the school to deliver adaptable facilities, for example, by moving the school office to create community facilities which will be available to other agencies as they come on site.
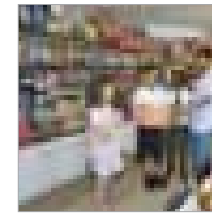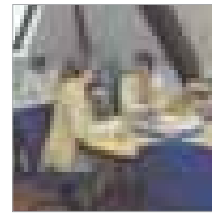
While many schools are well equipped for their everyday activities, additional facilities may need to be provided for a wider range of adult and child users. For example, primary schools may need more adult toilets or adult changing areas if they are to make best use of their facilities. Having a stock of adult-size tables and chairs and somewhere to store them can be important for increased adult use.

Meeting and social spaces

It will be necessary to think about what additional users will be doing while they are in the building. They may need areas to relax and socialise or to have refreshments, which will require extra spaces and facilities to be included.

Other agencies working in schools will need office space and meeting rooms. Schools will need to plan these in and take account of the increased number of adult workers using staff social spaces.

Storage

The basic principle is that there should be adequate storage space so that the school can securely store all moveable items before the community users come in. The location needs to be convenient so that this clearing away does not disrupt the operation of the school.

Where different groups are using spaces in a school at different times, it is important to provide separate secure storage for each of the users. For example, if a primary school hall is used by breakfast and after-school clubs, these will normally need storage for their equipment so that it is out of the way and secure during the school day. Other community groups will also need storage for their material inside the school and possibly outside for sports equipment. Similarly, if art rooms are used by art classes in the evening, it is vital that there is ample secure storage for the school to store all their students' art work safely, as it often forms a large part of their examination marks.
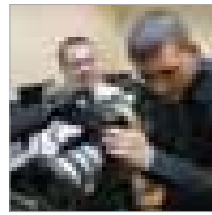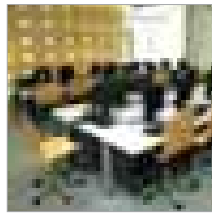
Management issues

Capital costs and running costs

More daytime, evening and weekend use is likely to increase wear and tear on the building. So it is often better for schools to spend more money up front, investing in hard-wearing materials which will need replacing less often, or to budget more for replacement year on year.

Schools also need to bear in mind the additional costs of heating, lighting, caretaking, cleaning and security if they extend their opening hours.

A useful technique for establishing the balance between initial capital costs and running costs is whole-life costing. It works by measuring the total cost of a project over its expected life – say 30 years. So where investment on better materials and insulation results in lower maintenance costs and fuel bills, the total cost over 30 years may be lower.

For more information visit the Whole Life Cost Forum website, www.wlcf.org.uk

Specification issues

In school buildings generally it is important to specify heavy duty finishes for walls, floors, fittings and so on.

Exactly the same issues apply to extended schools, although standards for some fixtures and equipment will need to be even more exacting if they are to be used by the community too. Aspects that need particular attention are the quality of ironmongery, such as door handles, hinges and window latches, fixtures such as doors, toilet partitions and fittings, and furniture. In a school or public buildings, these components get very heavy use, so it is worth paying extra for heavy duty items. Where it is applicable, the British or European standard for 'heavy' or even 'contract' use should be specified.

ICT issues

Most schools now have well-equipped ICT suites, which can be very useful for providing ICT training to the community out of school hours. But there can be significant security issues arising from shared use of the systems. There may also need to be technical support staff during community use – this is best provided by the same people who manage the systems the rest of the time. There are many complex technical issues associated with shared use of ICT equipment. These need to be discussed in detail with the schools ICT staff and possibly ICT consultants as well.

St Winifred's RC Junior School, Lewisham: making the most of ICT resources

St Winifred's is working closely with Lewisham Early Years Service to provide courses for parents, starting with classes in childcare. Although constrained by limited resources, from September 2005 they have been extending this service to provide a drop-in surgery for parents on how to access childcare provision in the local area. St Winifred's has excellent ICT facilities and they are using these resources to provide ICT courses for parents to prepare them for a return to the workplace. They make the ICT suite available to parents during the school day and use the school library as a crèche.

Every day headteacher Mark Corrigan makes himself available at the school gate as parents pick up their children. He sees this personal contact as important in building trust and as a way of drawing parents into the school to develop a genuine working relationship.

C: Facilities in use

Facilities management of extended schools

Parklands High School, Liverpool: building social capital

At Parklands High School it is not unusual to find health professionals, police officers, fire officers, youth workers and a range of visitors together in the staff room. Headteacher Alan Smithies says long-term targets covering health, poverty and employability make sense for extended schools. He feels the key aim of a full-service school is to develop social capital, which begins by building trust with the local community: *"It's not about quick wins, but about looking to the long term. Funding needs to be sustainable so services can develop over time".*

Apportioning costs

One of the benefits of sharing the use of school buildings with the community is that it spreads the running costs between more users. But shared use inevitably raises issues of how to minimise and divide costs.

One basic principle is zoning the services so that lighting and heating can be run independently in different parts of the buildings. Then it is not necessary to heat the whole building in the evening when only one wing is being used. It is also important that the services are easily controllable, so that community users can switch on heating and lighting in that part of the school if there is no caretaker available to help them.

External access to changing facilities can mean the community can use sports facilities without the need for caretaking, so improving affordability.

Another facilities management issue is cleaning. Normally a school is cleaned at the end of the school day. If community use is to take place in the evenings, then this may need rearranging. For example, it may be necessary to clean the school early in the morning so that it is ready for use when staff and students arrive.

For insurance issues, *Insurance – A Guide for Schools* is available from the DfES Publications Office on 0845 602 2260 quoting reference number DfES/0256/2003.

D: Evaluation

Keeping things under review

Once extended facilities have been created, they need to be kept under review to see whether they are meeting the needs of users.

Design Quality Indicator
DfES has developed a Design Quality Indicator (DQI) for schools, which can be used at the briefing stage, during the design stages of new buildings, and once facilities are occupied, to look at functionality, impact and build quality.

Through facilitated workshops, the DQI for schools will help raise aspirations and manage expectations of all stakeholders involved in the project.

- At briefing stage – the DQI for schools is designed to capture and prioritise all the stakeholders' aspirations.

- At mid-design stage – it is used to check how the design is progressing and to measure against the original aspirations.

- When the building has been completed for a year or more – it is used as a post-occupancy evaluation tool. The information gathered at this stage tells the client and the design team how the building is performing and can be fed back into the briefing stage for the next project.

For more details, visit www.dqi.org.uk

Self assessment

Appendix one comprises a self-assessment tool. It considers some of the key issues set out in this publication and is an opportunity for local authorities and schools – whether they already provide extended facilities or are considering how best to meet local needs – to think how they might move forward and develop their extended services.

This is not an exhaustive list of the issues but may be a helpful prompt for schools and authorities as they move forward. We suggest that in the first instance senior management teams use the list to test their current thinking and identify areas for further exploration and discussion with their wider stakeholders. The questions may help schools and local authorities draw up an action list and establish timescales and resource needs as they move forward.

case studies

In the following pages are a range of case studies from local authorities and schools around the country. The local authority case studies focus on how a strategic approach to the delivery of extended services is increasingly important. Groups of schools in an area are often working together to ensure a range of services are available to the community. Authorities are using their extended school planning, alongside their Asset Management Plans and, where appropriate their Building Schools for the Future preparation, to ensure capital funding matches identified and agreed priorities.

The school case studies show a range of innovative and imaginative use of space. From primary schools such as St Winifred's in Lewisham, which is using existing spaces to engage parents in school activities, to Montagu Community Full Service school in Newcastle, which has seen considerable capital investment in new facilities. As well as a range of refurbished and new-build secondary schools, the case studies also include a special school, The Meadows in Sandwell, which is delivering extended services to parents, pupils from across the authority and the local community, and Chafford Hundred Campus in Thurrock, which is a purpose-built all-age school with a nursery, primary, secondary and community facilities in an open-access building.

These case studies are just a small sample of the opportunities schools have to make their building accessible to a wide range of users. We are grateful to these schools for sharing their stories and their experiences, and hope they act as an inspiration for others.

◀ **Left**
Police officers and healthcare workers are amongst those involved in the schools

▼ **Below**
Sports facilities at Norham Community Technology College

North Tyneside Borough Council

The vision

North Tyneside is a metropolitan borough with 71 schools and great socio-economic diversity, including disadvantaged urban localities, prosperous coastal towns and some rural areas. The borough has suffered from the decline of shipbuilding and coal mining, although the recent expansion of electronics-based industries brought new employment opportunities.

With the overarching delivery of the Every Child Matters outcomes, the Extended Schools Model is an essential element in North Tyneside's strategy for reducing inequality, narrowing attainment gaps between schools in different areas, and tackling underachievement.

The process

All 11 secondary schools in North Tyneside are partners in the Excellence in Cities initiative. The Extended Schools Model is focused on two secondary schools with adjacent catchment areas. Churchill Community College and Norham Community Technology College serve six of the 10 most disadvantaged wards in North Tyneside and many neighbourhoods qualifying for Neighbourhood Renewal funding. Both have already established a number of partnerships to support education initiatives and engage the local community. Key partners include the Primary Care Trust, Northumbria Police, North Tyneside Community Services, Children's Services, the Behaviour and Attendance Support Service, the Local Learning Partnership, voluntary organisations, the Learning and Skills Council and the Health Care Trust.

The LEA has worked closely with partner organisations to develop the Extended Schools Model. A training programme funded through the Regional Workers' Federation in association with the Primary Care Trust (PCT) brought senior managers from public health, the police, social work and education together to examine the possibilities of multi-agency working. Presentations promoting the extended schools idea were made to a wide variety of local groups and partnerships. During the same period a number of successful bids brought in additional funding enabling the initial plans to be developed further.

The two schools involved are working closely with their local primary schools (which already have some extended services on site), local special schools, the two post-16 colleges and other training providers. The services and activities being established at the two schools fall into six categories, which are not seen as separate areas but as part of a coherent and holistic strategy to meet the needs of children and their families within a local community. The wide range of services being provided includes those described overleaf.

Healthcare and social services – such as health centres at both schools to support health needs of students, including sexual health needs and a drugs awareness programme, linked to the Healthy Schools Accreditation programme and supported by the Drugs Action Team.

Other services for children and young people – such as a language resource centre at Norham Community Technology College, providing support for students with speech and language difficulties, including pupils with autistic spectrum disorder in mainstream facilities and Learning Support Units at both schools.

Lifelong-learning – including a UK Online access centre, where students support or mentor adult learners, and a community Partnership for Education Training and Employment to coordinate support for adult learning.

Cultural and sporting activities – such as sports coordinators based at each school, funded by the New Opportunities Fund and opening up school sports facilities to local community groups. Churchill acquired Sports College Status and links to many community initiatives including the Healthy Living Centres in the locality.

Other services to the community – Safer Communities – which involves Northumbria Police and the local authority as lead members of the North Tyneside Safer Communities Partnership. The police are committed to a number of projects associated with the extended schools project such as the deployment of a community beat officer at each school for at least 1.5 days a week.

Childcare – including a full-time childcare development worker supporting networking, pathways to work and childcare places.
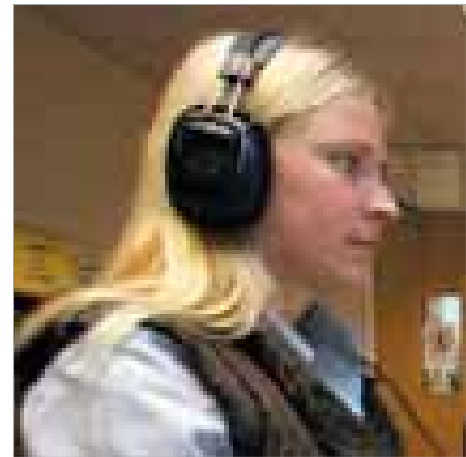
Success factors

The Authority feels the success of the initiatives is clear. A headteacher working in the outreach centre with young people in danger of disengaging from education says, *"We do everything to tailor-make interventions, services and programmes to support each individual. When they leave school they value what's been done. We can often say, 'Er, we nearly lost that one – but look at him/her now', and we feel really proud of their achievements".*

There are two key factors in the model's success. First is obtaining the commitment of schools and partners to the model and to the partnership-working necessary for its success. The model builds on existing strong links within personal, social, health, citizenship education, behaviour, attendance and support services, and with the wider Council, a Beacon Council for Health Strategies. The second factor is strong leadership from headteachers and effective management and coordination of initiatives, along with the ability to articulate and share a vision and enable partners to own the developments.

Devon County Council

The vision

Devon is a large rural authority with 369 schools. During late spring and summer 2004 the authority developed its extended schools policy via extensive discussions with the Extended Schools Steering Group, (made up of councillors, officers, headteachers and governors), the chairs of almost all Learning Communities, DfES staff, local authority members and staff and the Extended Schools Support Service operated by ContinYou. Lessons were particularly learned from the evaluation of the National Extended Schools Pathfinder Projects undertaken in 2002/2003.

The Devon vision for extended schools which emerged can be summarised as:

- Giving every school the opportunity to become an extended school.

- Providing locally based staff to develop the programme.

- Working co-operatively through Learning Communities.

- Targeting areas which develop the work of the Children's Trust.

The process

An extended schools manager, administrator and finance officer were appointed to a central team and extended schools coordinators were recruited via regional appointment panels to work with local Learning Communities. These newly-appointed regional staff were charged with:

- Familiarising themselves with existing extended school activities already being undertaken by schools within their Learning Community.

- Conducting an audit of this provision.

- Working with Heads to develop a programme of priorities agreed across the Learning Community for the development of additional extended schools services.

- Identifying how the aspects of this programme contribute to the Every Child Matters Outcomes Framework and how this could be measured.

- Implementing this programme.

- Engaging with other partners and providers to ensure positive support and engagement of schools with other agencies.

- Managing a small budget provision for the development of local extended schools services.

- Where requested, representing schools on the area Local Policy Implementation Groups.

Each Learning Community nominated one headteacher to be the local contact for the Extended Schools Coordinator. Various strategies have been used to ensure that all stakeholders are fully involved in the programme, including:

- A short video/DVD to help familiarise teaching staff, governors and other interested parties with the principles behind the extended schools programme.

- An Extended Schools website, accessed via the Council website, which gives up-to-date information on national and local developments.

- A training programme for all staff which so far has consisted of:

- Joint training day with Zero 14+ (Devon Early Years Development and Childcare Partnership) staff on support for childcare and early years provision

- Training on services available to schools from other agencies

- One-day Extended Schools conference.

The Extended Schools conference gave education staff and representatives of other agencies an opportunity to discuss how inter-agency developments could work within their localities.

The Devon Children's Trust is pulling together health, education, social services and other organisations that work with children to deliver services in line with the recommendations within Every Child Matters and the Children Act. The Trust is considering developing a number of full-service Learning Communities, building on the county-wide network of Learning Communities and also the extended schools programme, as a means of developing integrated services at a local level. This makes sense to all the agencies involved.

There is an intention to involve all local agencies to develop an integrated approach to early intervention by a re-alignment of budgets. A number of pilot areas will be approached to explore how this can best be achieved locally. An additional extended schools budget allocation will help these areas develop the new structures and ways

of working which will be required to deliver a genuinely integrated approach. This funding is to facilitate the changes that will be required so that integrated work will become the norm and sustainable.

The first eight Learning Communities to be approached have been chosen as being one community from each Primary Care Trust (PCT) and each District Council area, representing a variety of situations and providing fertile ground, often through existing projects, on which to build.

Devon County Council is considering the delivery of the Every Child Matters agenda, both in terms of its extended schools provision and the siting of Children's Centres. This work will involve looking at the whole school estate in the county, making use of available information such as that contained in the authority's Asset Management Plan.

Future plans

A further group of Learning
Communities will follow the
pilots, though all Learning
Communities are to be encouraged
to consider looking at how greater
inter-agency delivery can take place.
Eventually it is envisaged that all
Learning Communities will become
the focus for the delivery of
integrated services and the work
of these pilot areas should help
take this forward across Devon.

Solihull Metropolitan Borough Council

The vision

Solihull has 85 schools and during 2003 North Solihull was one of the 25 areas involved in DfES's Extended Schools Pathfinder Project. Two experienced primary headteachers, Dave Dunkley from Coleshill Heath and Geoff Onyett from Hatchford Community schools, led the work. All three North Solihull wards are within the top 10 per cent most deprived areas in England, with Chelmsley Wood ward being in the top five per cent.

Solihull MBC's vision to create a network of 15 extended schools in North Solihull sits well with the transformational change the authority has undertaken to create the Education and Children's Service function and their commitment to develop new provision in the area served by the pathfinder. The initiative is embedded in all areas of the authority's work with, for example, the Behaviour Improvement Strategy having full-service extended schools as one of the eight strands.

The process

A 'hub and spoke' model of delivery has been developed, with one full-service extended school (Coleshill Heath Primary) acting as the 'hub' and further primary schools (Hatchford, Bishop Wilson, Yorkswood and Kingfisher) acting as the 'spokes' in each of the three wards. This model provides a joint opportunity to maximise the resources and experience in the area to create potentially more than one full-service extended school. It promotes sharing across schools where joint working is already an effective and established feature.

In North Solihull, the full-service extended school activity has five agreed priorities:

- Staff recruitment – resourcing the extended schools services with the right people.
- Opening beyond normal hours – including before- and after-school activities.

- Links with other initiatives – including the Local Strategic Partnership, regeneration and health.
- Funding – including sustainable funding for extended activities.
- Community transport – to enable children and adults to access the services, for example by purchasing mini-buses.

The project is managed by a steering group consisting of headteachers, representatives of early years, community agencies and the Service Director, Social Regeneration and Learning Strategy for Solihull MBC. This representation ensures that the extended schools project links with other education and regeneration initiatives including Excellence in Cities, Children's Trust, Children's Centres, Neighbourhood Nurseries and the work of the Local Strategic Partnership. Solihull sees this integration of extended schools into the wider strategic agenda as a key feature of the initiative.

Local authority case study C

Success factors

An evaluation of the DfES pilot by the University of Newcastle recognised that, while the project was school-led, the LEA had a key role in its development by providing support and strategic management. Headteachers were very positive about the role of the LEA Extended Schools Coordinator for the pathfinder project, who has vast experience of community development, youth work and education. Key findings from the evaluation report were that:

• The LEA and schools involved in the project share a vision around the wider role of schools in meeting community needs and the school facility as a community resource.

• Schools acknowledge the importance of consultation with the community to identify need and ensure the school-based provision meets those needs.

• Schools were adamant that their community work was not a 'bolt on' but an integral aspect of the school.

• When new initiatives were announced the view adopted was one of 'How does this fit with the work of extended schools?'.

• The LEA and schools see community engagement as a precursor to raised aspirations, motivations and attainment and central to this is family learning.

• Partners were positive about extended schooling in North Solihull and regarded the extended schools project as fitting strategically with their aims and objectives.

Future plans

Over the next few years,
North Solihull will see significant
developments as Building Schools
for the Future (BSF) replaces three
secondary schools, and with a centre
for inclusive learning and a new
Academy about to open. Work has
also started on a new 14-19
partnership and community learning
facility and, through a public-private
partnership, a major regeneration
programme has begun that will
transform the area. As part of that
programme every child in the area
will be in a new primary school
within the next seven years.

This opportunity to develop new
buildings will include designing
opportunities for extended school
facilities in each school. Five of the
new primary schools will be linked
to 'community hubs', village centres
that will emerge as part of the
regeneration proposals. These will
have additional facilities and lead to
an extension of the hub and spoke
model already developed.

St Winifred's RC Junior School, Lewisham

With a unique 1960s building and 170 pupils in Years 3-6, St Winifred's is making use of existing spaces to provide extended services to pupils and adults and strengthen links between the school and its parents.

School vision

Headteacher Mark Corrigan arrived at the school in September 2003, bringing to an end a period of instability when the school had gone for some years without a long-term Head. His focus has been on developing relationships between the school and parents and Ofsted praised his 'approachable' style in their 2004 inspection report. He sees opening the facilities at his school to the wider community as a key way of creating strong links which will, in turn, impact on standards of achievement at the school.

Extended services

St Winifred's is working closely with Lewisham early years service to provide courses for parents, starting with classes in childcare and extending the service to provide a drop-in surgery for parents on how to access childcare provision in the local area. Parents also have access to school ICT facilities to help them prepare for returning to the workplace.

As well as working with the Early Years Service, the school has formed a partnership with Lewisham Sports Academy, who provide qualified instructors for after-school sports clubs. The school also has art, music and modern foreign language after-school clubs which are free and offers wraparound childcare. At half term the school offers multi-sports courses between 11am and 3pm, which are also free to parents.

Design issues

St Winifred's has a unique building, which was constructed in the late 1960s. Octagonal classrooms are linked by breakout spaces, which provide useful storage, including for lunchtime clubs. The sports-related after-school clubs take place in the school hall or in the school grounds. In many ways this 'school of the past' reflects cutting-edge thinking on learning environments of the future.

St Winifred's has excellent ICT facilities with a purpose-built suite and they are using these resources to provide courses for parents to prepare them for a return to the workplace. They make the ICT suite available to parents during the school day and use the school library as a crèche. Parents will also be using classrooms for a 12-week 'keeping up with the literacy and numeracy curriculum' course.

School case study 1

> **"** Even if you are limited in terms of what you can offer, either by the spaces you have available or a lack of resources to run additional services, do what you can. Parents acknowledge that we are doing our best with the facilities we have, and we accept that the facilities aren't always perfect for what we are doing. However, that honesty is the basis on which we work together. **"**
>
> **Mark Corrigan, headteacher**

Management issues

While parents are using child-scale furniture for their sessions in the school, there have been no problems to date with either the facilities or returning them to school use after the additional activities. Areas are left the way they were found and Mark Corrigan says, *"Parents take as much pride in the school as the children do"*. Most adults using the school are parents but all wear visitor badges and their breaks are scheduled to minimise contact with children during the school day. Adults are briefed about movement around the school and are asked to adhere to a code of conduct. Basic health and safety standards, such as no hot drinks outside the staffroom, are made explicit to visitors.

As a new headteacher, Mark Corrigan's priority has been to develop relationships with parents. Every day he makes himself available at the school gate as parents pick up their children. He sees this personal contact as important in building trust, and as a way of drawing parents into the school to develop a genuine working relationship.

St Winifred's governors have high aspirations for their school and Mark Corrigan wants to use his school building to maximum effect. He says, *"Despite the fact that the school is now 35 years old, the architects who designed it were very forward-thinking, providing us with an ideal resource in which to deliver the modern curriculum and to meet the needs of our wider community. For us, it is less about the facilities we have and more about working in partnership with others to bring in the resources we need. We want to provide a strong focus on teaching and learning and build up the range of additional services we offer incrementally to support our core aims"*.
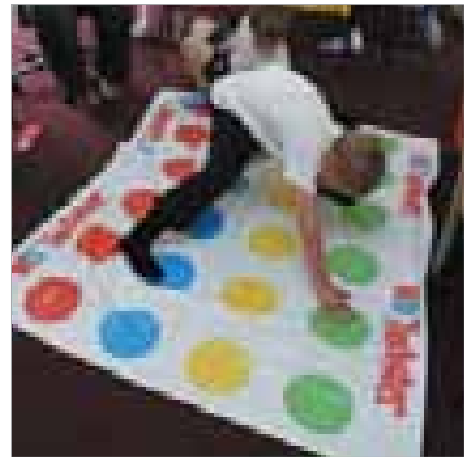
▲ **Left and below**
Daycare and after-
school activities at Four
Acres Primary School
and Children's Centre

Four Acres Primary School, Bristol

A strong partnership between a purpose-built Children's Centre and a one-form entry primary school shows that a close working relationship and shared planning can create a vibrant community resource.

School vision

Four Acres Primary School in South West Bristol shares its site with a purpose-built Children's Centre which houses a Sure Start play centre and a Neighbourhood Nursery. The Children's Centre is a partnership between Barnardo's and Bristol City Council, based on an existing nursery and the Sure Start local programme. Four Acres' Advisory headteacher Wendy Marriott sees real benefits in providing an integrated service for 0-11 year olds, as well as presenting some challenges.

Extended services

In August 2005, the following provision was brought together for an integrated Children's Centre:

- Family support through home visiting and linking to groups, community activities and training opportunities.

- Daycare and early education for children aged 3 months to 3 years in the 30-place Neighbourhood Nursery.

- Wraparound care for children in education aged 3-11 years.

- Play and learning for children and parents, offering playgroups, drop-ins, support groups and family learning within 'buggy-pushing' distance of most families in the area.

- Support from speech and language therapists.

- Links with health visitors and community midwives.

- A meeting place for a childminders' support group.

Wendy Marriott is proud of the working relationship between the primary school and Children's Centre and visitors to the site experience a seamless service. The Neighbourhood Renewal Unit has also developed links with Four Acres and Wendy feels that this has strengthened the relationship with local parents.

While the Four Acres site provision is adding value to the work of both the Children's Centre and the primary school, both recognise that they need to develop protocols for sharing information and this is an area for further work.

School case study 2

> " Relationships are everything and we are working towards being even more integrated. "

Wendy Marriott, headteacher

> " The Children's Centre and primary school are inter-dependent in many ways and we intend to strengthen those links further. We want to demonstrate that every child matters at Four Acres. "

Maggie Proom, Children's Centre Manager

Design issues

The Children's Centre is linked to the main school with easy access to the school's nursery and reception classes but it has its own separate entrance. There are currently nearly 40 children attending the Neighbourhood Nursery as well as 70 children from 0-4 years old coming to the centre for a variety of activities. There is support for children with special educational needs and for those who have English as an extra language. According to Ofsted's 2004 report, Sure Start provides a warm, welcoming and stimulating environment. In the main school, the infants hall is used for breakfast and after-school clubs and a parents' room is shared between pupils and parents.

The new Children's Centre building is designed for flexibility. Two parents' rooms have sliding folding doors between and the kitchen is positioned to serve both spaces. One room doubles as a crèche for children whose parents/carers are attending meetings or classes in the adjacent room.

The outdoor play area, which is fenced off within the school site, has been designed specifically for the needs of young children. Barnardo's are the Children's Centre sponsors and they have been closely involved in strategic discussions at the primary school, which Wendy Marriott has found helpful. There are plans for a Foundation Stage Unit on site from 2006, again in partnership with Barnardo's.

As headteacher, the main challenge for Wendy Marriott comes from the fact that the Children's Centre is housed in a new building and the primary school is in 1960s-built accommodation. Parents who visit the Children's Centre build a strong relationship with Four Acres but are often disappointed in the physical environment when their children move to the primary school. Wendy says one of the main challenges for her is to bring the primary school accommodation to a standard which matches that of the Children's Centre and which provides an excellent learning environment and meets parental expectation.

Management issues

Four Acres Primary works closely with the Children's Centre, using a Foundation Stage coordinator, who is an Advisory Teacher, to link between the two. The Children's Centre Manager, Maggie Proom, is a governor at the primary school. She has responsibility for child protection issues on the governing body and this is proving to be a very valuable source of expertise to governors.

The primary school further encourages a close working relationship by including the Children's Centre development plan objectives in the school development plan. Both the Children's Centre and primary school are looking forward to a shared 'Vision' day where staff can discuss how best to continue to work together in future. Governors are currently considering whether the Children's Centre management committee should form a sub-group of the governing body. The management committee is very much driven by parents and this would be an ideal way for them to have even more of a voice in decision making.

Main school

Main shared areas

Dedicated facilities

Entrance

These colours indicate broad divisions only

MAIN
SCHOOL
ENTRANCE

CLASS

CLASS

LIBRARY

PARENTS'
ROOM

NURTURE

STAFF

KITCHEN

JUNIORS
HALL

OFFICE

NURSERY

NURSERY

FAMILY
UNIT

INFANT
HALL

KITCHEN

MAIN
SURE START
ENTRANCE

PLAY ROOM

CLASS

CLASS

SURE START

PLAY ROOM
(1-3 YRS)

PLAY ROOM
(BABIES)

PARENTS'
ROOM

PARENTS'
ROOM
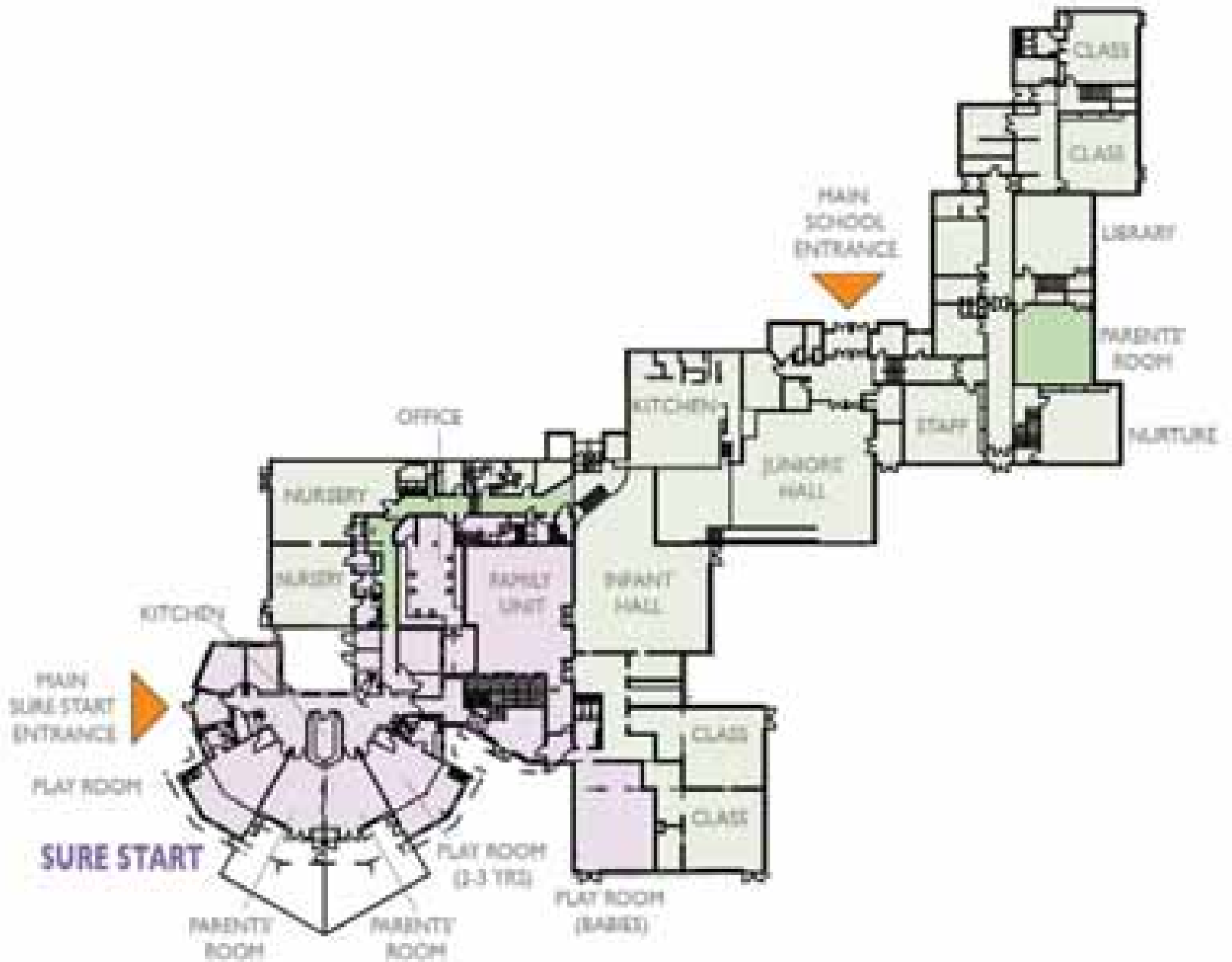
Woodlands Primary School, Medway

A one-form entry primary school saw the potential for creating new facilities when the adjoining secondary school was closed. Drawing on expertise from their community, they developed flexible spaces for performance and music.

School vision

Woodlands is a mixed community primary school with relatively high pupil mobility. More than half the pupils on roll have been identified as having special educational needs. Headteacher Nic Fiddaman is clear that he is in a unique position to provide a wide range of facilities to a community which has little access to specialised resources.

For Nic, the range of activities on offer, such as parenting classes, keep fit, karate, and a Sunday church service, has helped build a strong relationship between the school and a wide number of adult users. He feels that it is important to understand your community and identify clearly where there is an opportunity to plug the gaps in local provision. Nic praises the governors at Woodlands who have been very supportive of his wish to open up the school facilities. He sees their vision for the school and their willingness to make change happen as a key factor in the success of the new facilities.

Extended services

In January 2004 the school opened a community arts centre – a multi-purpose space providing a recording studio, dance space and portable rehearsal studio which can be moved between spaces. £650,000 was spent to transform part of a recently closed secondary school which was also on the site. In addition, the school provides a range of sports facilities and makes its hall available for community use. Even classrooms are multi-functional, turning into music practice rooms in the evenings.

The school is open from 8am to 10pm every day of the week and anyone can use the facilities, which have been designed to be accessible to disabled users. The school has developed a sliding scale of charges so that community groups pay less and professional users are charged a higher rate. There is a small conference room in the community arts centre which can be used by local businesses, and ICT courses are run during the school day to maximise the use of available resources.

Nic feels that the new facilities have enhanced the teaching and learning at the school: *"We can, for example, put on full-scale school productions and the community has benefited from having a theatre on site when they might not have been able to access theatre otherwise"*. He has also taken positive steps to use the expertise within the community on a mutually beneficial basis. For example, local professionals provide free music lessons to children at the school in return for use of the facilities at a reduced rate.

School case study 3

There are economies of scale which make our approach workable. If we only had one area of the school in use it would not pay for itself but because we can offer a range of facilities it is worth running as a business. ”

Nic Fiddaman, headteacher

Design issues

The secondary school sharing the site with Woodlands was connected to the primary building by a nursery. When the secondary school was closed, there was an opportunity to use part of the building for community facilities.

Woodlands involved its local community in the design decisions to develop the facilities. A steering group of local people with a particular interest in the arts and music developed the brief for the multi-purpose music, dance and drama space, adding their specialist knowledge to the discussion. Nic Fiddaman saw his role as making sure the brief they developed would provide facilities which were compatible with the school's needs.

The result is a new facility which includes a conference room, dance and drama space, music practice room, recording studio, reception area, changing facilities for performers and toilets for community users. Rooms were given acoustic treatment to ensure they were suitable as performance and practice spaces. Outside the entrance of the community arts centre, a new garden welcomes visitors and helps them to navigate their way to reception, giving the centre its own identity and promoting accessibility.

To maximise the use of the spaces and keep facilities management costs down, Nic advises that designs are tested to ensure they are robust and can take the wear and tear associated with constant use. He emphasised this in the design brief the school and user groups gave to the architects. His advice to others is to ensure the community facilities pay for themselves and, ideally, provide additional income which will allow the school to invest further.

Nic is clear that security is an important consideration when facilities are shared. At Woodlands there is security segregation between the community and school facilities, including a separate entrance for community users, with door codes to prevent people straying into areas which are being used exclusively by the school. Another measurable benefit of community use is that vandalism has reduced significantly and is now a rare occurrence. Nic feels this is a clear sign of ownership and an appreciation from the community of what the school is offering.

◄ **Below**
An amphitheatre
provides outside
performance space

► **Right**
Conference room in
community arts centre

►► **Far right**
Music practice room

Management issues

Community use of the school is run
as a business venture and the school
buys use of the facilities like all other
community groups. While this might
seem like an unnecessary expense,
Nic Fiddaman feels it is good value
for money. The school provides staff
to run the facilities and offsets their
salaries against the cost of using the
spaces. The main challenge for the
school is that it does have to plan
further in advance than previously
but this is manageable.

In terms of evaluating the impact of
the extended use at Woodlands, a
number of key indicators has been
defined. Some relate to the needs
of funders such as Sport England,
who ask for use to be monitored.
Others are set by the school
themselves, including how profitable
the facilities are. Set against this is
the fact that the school has had
to increase support to deal with
company business and they now have
a full-time bursar. They have also had
to increase secretarial, cleaning and
maintenance support.

Willowbrook Primary School, Devon

A 320-pupil primary school shares its site with a range of other agencies and is clear about the benefits of creating a community-focused approach to delivering services.

School vision

Julie Humphreys, the headteacher of Willowbrook, has planned her new facilities to ensure community education and multi-agency working support the wider school objectives.

Extended services

The Sure Start health team is based on the Willowbrook site, which means that staff are able to work with the school to coordinate services for parents and children. For example, Sure Start has two health visitors who have taken on a community case load, rather than a case load based around a GP's surgery list – meaning both the school and the health visitors have the same client group. As parents drop children at school, they can also seek medical advice and the success of this approach has led the Primary Care Trust (PCT) to look at how it can further extend its provision on site, moving more health visitors and midwives to Willowbrook. A new innovation is a social worker attached to the school to help manage child protection cases.

A family centre is also co-located on site and the school makes an empty classroom available as a drop-in centre for baby groups. This encourages parents and children to form an early relationship with the school and allows them to become familiar with the school site and the services it provides.

The PCT funds a project which enables staff to work across settings on language skills and social development with children and parents. There is a police surgery open to the community on site every fortnight and the police also work with pupils at the school. In addition, the school leases out its spaces for a range of adult education courses.

Design issues

Willowbrook recently had a major refurbishment and extension programme, and a new family centre was built creating an all-age campus with the adjacent secondary school. At the planning stage the headteacher wanted to bring other agencies on board to develop spaces for delivering community resources. But each agency was at a different stage in their planning and could not commit funds from their budgets. Instead Julie Humphreys made the best use of the available space in the school. The school offices and staff room were relocated to make room for the Sure Start health team's offices and an adult classroom. This seems to have worked well as the health team continue to have their office base in the school while running some of their groups at the newly built family centre. Building the new classroom wing has released two classrooms (each with a store room) for adult classes and enabled the health team to expand into the former staff room.
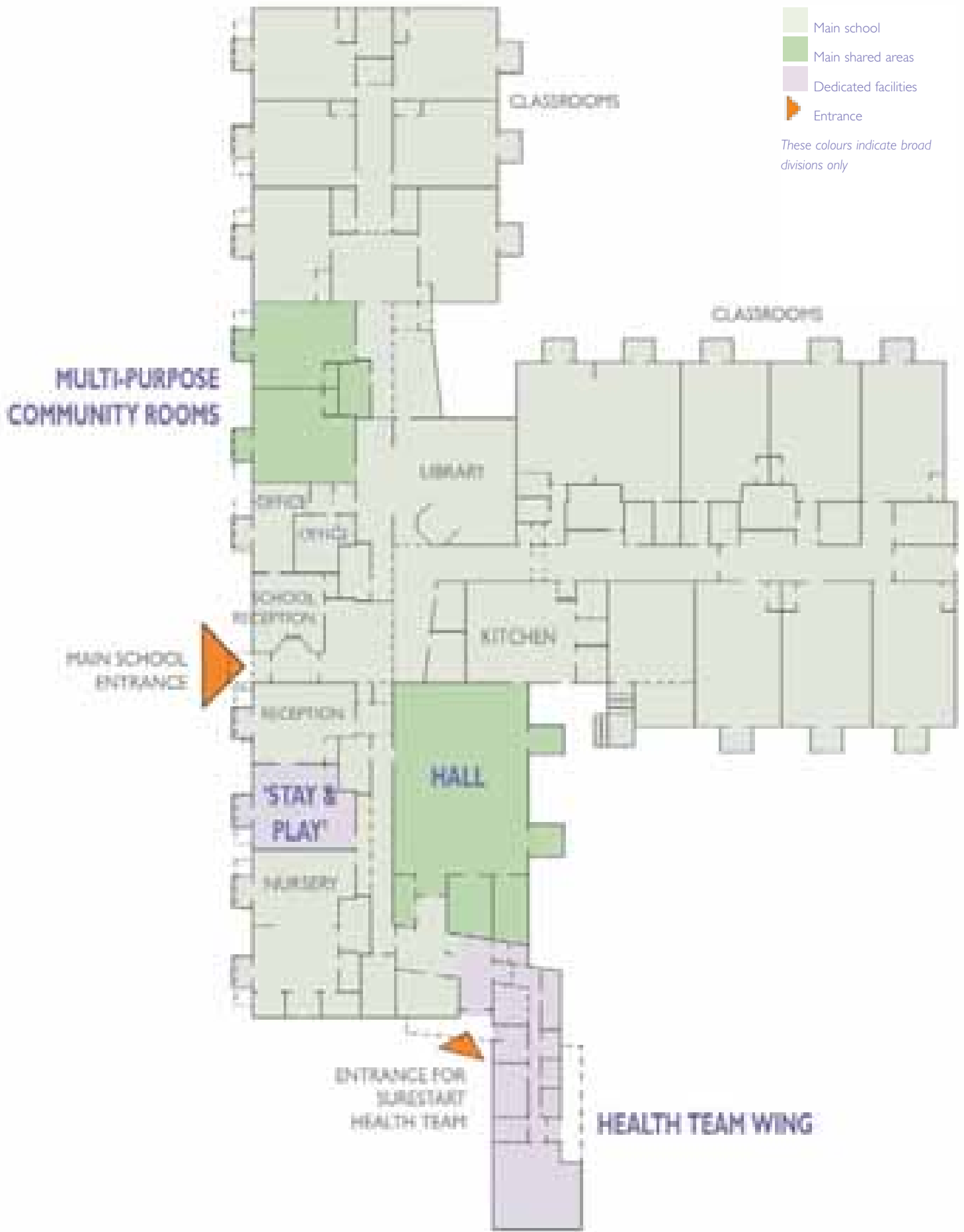
The school has one reception for all visitors – a conscious decision to manage security on the site. However, Julie Humphreys says that if she were starting to design the facilities from scratch she would give careful consideration to having separate entrances. This is particularly important given the need for privacy around the sensitive issues visitors want to discuss with staff on site. One security measure has had knock-on consequences which had not been anticipated. To prevent mail being stolen, the school does not have a post box. During the summer, when the school office is closed, Sure Start – who continue to provide services over the holiday period – have had to make separate arrangements to receive their mail.

The rooms used for adult classes were chosen because they are close to the main entrance, making supervision easier. The school are considering adding coded locks to the doors leading to classroom wings for increased security. Julie acknowledges that a self-contained suite with additional adult toilets, would be an ideal arrangement. Parking at the school is a real problem. With too few spaces for even the staff at the school, visitors are using the leisure centre car park across the road. While this is not ideal, limited resources mean that these issues have to be managed by the school for now.

Management issues

Willowbrook Primary will pilot the Full Service Agreement and Julie Humphreys hopes that this will help them to develop protocols for sharing information between agencies. While they recognise that this is a sensitive area, they want to do everything they can to ensure joined-up working. They already have a very close working relationship with Sure Start staff on site, who attend school breakfast meetings. Julie feels this helps with some of the issues associated with cross-agency working, including developing a common language.

Main school
Main shared areas
Dedicated facilities
Entrance

These colours indicate broad divisions only

CLASSROOMS

CLASSROOMS

MULTI-PURPOSE
COMMUNITY ROOMS

LIBRARY

OFFICE

OFFICE

SCHOOL
RECEPTION

MAIN SCHOOL
ENTRANCE

KITCHEN

RECEPTION

'STAY &
PLAY'

HALL

NURSERY

ENTRANCE FOR
SURESTART
HEALTH TEAM

HEALTH TEAM WING

◄◄ **Far left**
Children's Centre

◣ **Left and below**
Before- and after-
school clubs in an area
of the school specifically
designated for childcare

Hatchford Community Primary School, Solihull

A 450-pupil primary school offers extensive all-year-round community facilities, created by bringing together a variety of funding streams to adapt the existing school site over a number of years.

School vision

In its 2004 inspection report, Ofsted highlighted the range of services that Hatchford Primary School offered to its local community and pointed out that *"parents hold the school in high regard. They are very involved in the life and work of the school and are very well informed"*. This goes to the heart of what headteacher Geoff Onyett has set out to achieve at Hatchford Primary.

In the mid-1990s Geoff realised that without raising the aspirations of the community he could not successfully raise standards in his school. He got together with a number of other organisations, knowing that he had some spare capacity in the school, and raised £76,000 for conversion work to develop a Community Action and Regeneration through Education (CARE) Centre. He linked with NIACE, DfES and UK Online and opened a Neighbourhood Learning Centre in 2002. The centre is run as a not-for-profit company, which Geoff chairs.

Extended services

The range of services includes adult learning, childcare and family support. Accredited and non-accredited courses are run through the local FE college and the not-for-profit company which operates the Neighbourhood Learning Centre also has a development agency contract with the local LSC. Family learning includes courses on sports, arts and languages.

A Teaching Assistant who is also a qualified Nursery Nurse supervises before- and after-school care. Wraparound and full-day care are provided for 51 weeks of the year from 7.30am to 6pm for 0-11 year olds. Crèche facilities are provided for people undertaking courses in the centre and to provide respite care for parents attending meetings with social services. Hatchford is a designated Children's Centre site.

The school now employs 16 local staff in childcare work and takes vocational work-experience pupils from the local secondary school, providing an invaluable training resource. A breakfast club is run in conjunction with the Primary Care Trust, in addition to the before- and after-school care.

A homework club and a range of sports clubs and sports facilities are provided by Hatchford and two other local schools. In addition, a youth club provides places for some Year 7 pupils from the local secondary school, to support transitional arrangements from primary to secondary school.

Hatchford Primary is keen to use its facilities to promote collaboration between schools, as well as between the school and its own community.

School case study 5

" Go for it! "

Geoff Onyett, headteacher

Design issues

Many of the facilities at Hatchford Community Primary have been provided over time by adapting surplus space in the infant school building. The neighbourhood learning centre, which includes three learning spaces, is part of the school building but it is self-contained with a separate entrance and its own toilets, refreshment area and office space. A former classroom adjacent to the learning centre is used for before- and after-school clubs and during the school day as a crèche for children over three years old by parents attending the learning centre. Younger children are accommodated in the Children's Centre. The breakfast club takes place in the school hall and a number of school-provided clubs operate in classrooms and on the outdoor areas.

The school site has one entrance and shared parking for all users. Parking at the school was extended several years ago to cope with additional users and, while it is adequate for now, this may become an issue with further expansion of services expected.

In order to share his learning more widely, Geoff Onyett has been seconded to Solihull LEA for two days a week to support other schools as they plan their strategies for the future.

NEW
COMMUNITY
ENTRANCE

IT

ADULT
LEARNING

COFFEE & MEETING
AREA

RECEP

CRÈCHE/
BEFORE & AFTER
SCHOOL CLUB

CLASSROOM

MAIN
SCHOOL
ENTRANCE

HALL

COURTYARD

ADULT
LEARNING

CLASSROOM

CLASSROOM

CLASSROOM

CLASSROOM

CLASSROOM

CLASSROOM

Coleshill Heath Primary School, Solihull

A two-form entry primary school has adapted its site over time so that close working relationships between a range of agencies can benefit a community in need of additional support.

School vision

Coleshill Heath serves one of the most deprived areas in the country. To meet community needs, the school provides a range of services to support pupils and parents. Headteacher Dave Dunkley feels strongly that small amounts of money can go a long way if it is used to support and add real value to other initiatives but is clear that it takes time to deliver culture change and that there is no quick fix for delivering effective services in new ways. The school has been providing extended services for over 10 years and is still looking to modify its offering to get the best results for its users. They have seen positive benefits, including an increase in standards and a reduction in vandalism on the site. The most important aspect of the Extended Schools agenda for Coleshill Heath is a focus on learning in every aspect of what they do.

Extended services

The school provides childcare from 7am to 6pm for 50 weeks of the year and makes arrangements to collect and return children who use the facilities. A holiday play scheme is in operation and a recently appointed play development coordinator is based at the school with a remit to work in the local community. A children and families support officer liaises with a range of other agencies and a member of staff has been identified to deal with children in challenging circumstances across a number of local schools.

The school provides a range of services such as having a toy library on site to provide affordable play resources to parents. There is a breakfast club, a homework club and after-school and summer play provision, using Key Stage 2 classrooms and external play areas. Local community groups can use the school sports field and its external spaces. Children's Fund money is being used to deliver creative arts classes.

Dave Dunkley says that the school works closely with local health services to add value to the initiatives they are providing with the community. This 'value added' approach to multi-agency working is carried forward with other organisations who locate their classes in the school – for example the Positive Parenting Classes, and the Young Mums and Dads Group, which provides work-experience for parents, assessing their skills needs and providing vocational training. Solihull College provide lifelong-learning at the school throughout the year and have moved their Life Skills courses to the school site. The Family Learning Team and Sure Start also use the school and a Neighbourhood Nursery is currently being built on site. Ultimately the school will be part of a Children's Centre and Dave sees this as the logical next step.

Design issues

Parking is one of the difficult issues at Coleshill Heath, with visitors' parking on the road outside the school due to a shortage of places on site. In other areas, additional funding and planning by the school has enabled them to adapt to a wide range of adult users. Toilets have been provided, including a disabled toilet in the UK Online area, which has secure access and can be used by visitors to the school. Further school toilets have been identified for conversion to changing facilities for community use, as soon as funding becomes available. Offices have been refurbished and the school staff room extended to accommodate the number of users.

In terms of facilities management, Dave Dunkley stressed the benefit of shared ownership of the building. The College funds one additional hour for cleaning each day, as does the childcare provider. This extra resource means added flexibility of the cleaning team and ensures the facilities are well kept for all users.

Wear and tear is an issue the school has made provision for. The after-school clubs make use of the Key Stage 2 kitchen and this means carpet tiles having to be replaced more often. The school anticipated this and has built it into the running costs.

Management issues

Dave Dunkley feels there is real benefit in having close working relationships with other agencies on site. For example, staff are able to identify and provide for individual pupil and family needs much more quickly and effectively, such as in the recent case of a child whose father died suddenly. Parental support is already well established at Coleshill Heath and two key school staff are working in the community to feed back information to parents on the learning agenda. This will help them to increase their understanding of, and input to, teaching and learning at the school.

◢ **Below**
Breakfast club in Key
Stage 2 kitchen

▶ **Right**
Dedicated space for
adult learners

▶▶ **Far right**
After-school activities

One challenge where Dave Dunkley feels senior managers would benefit from more advice and support is on the governance of schools which host a range of external organisations delivering a variety of services. He is convinced that the Extended Schools agenda can only succeed if all those involved learn to work in new ways. However, alongside these changes accountabilities must be clearly established. Coleshill Heath's Governing Body has established a series of working parties which can be attended by staff and other interested parties. The working parties make recommendations to governors to help inform their decisions and this is a helpful way to involve the wider school community in strategic issues.

Montagu Community Full Service School, Newcastle

An existing primary school has been combined with a new-build community facility to deliver a full-service extended facility to an area of Newcastle where over 26 per cent of the residents are under the age of 16.

School vision

Montagu Community Full Service School opened in April 2004 and provides a wide range of services for the Cowgate estate in Newcastle. The provision of a full-service school is intended to raise attendance and reduce absence, which in turn will help raise standards. The multi-agency approach will help to develop the whole child, while increased community provision and support will help to develop the whole family and the perception of the school as the heart of the community.

At the start of the full-service school project in November 2001, the unemployment rate on the estate was estimated at over 40 per cent, with an accompanying extremely high level of deprivation. Part of the evaluation of the positive impact of the full-service school will examine these statistics alongside other available data, to determine the type and level of improvements that have occurred.

Extended services

Montagu CFSS brings together a range of pre-school services and study support schemes out of school hours and during school holidays. It acts as a focal point for all aspects of lifelong-learning, community involvement and social engagement. The aim of the project is to develop an on-the-spot service delivery multi-disciplinary team that will provide rapid response to concerns of pupils, families and the wider community.

From August to November 2001, Newcastle City Council, with Single Regeneration Budget (SRB) funding from the North West Partnership, carried out a consultative research project in the Cowgate area of Newcastle. This was to determine what community facilities residents would like to see in the area and where they would like to see them located. The residents almost unanimously wanted a range of facilities and services to be brought together on the Montagu site, which sits at the centre of the estate and is therefore accessible.

The project secured a total of £1,470,526 from a range of partners including North West Partnership – a Government-funded regeneration programme in the north west area of Newcastle – the European Regional Development Fund, Sure Start, DfES, and the New Deal Conditions Survey.

In October 2001 a Steering Group was set up with a range of partners including local authority officers, a project development officer from North West Partnership and a representative of Cowgate Community Forum to prepare a design brief, a feasibility study and an assessment of the long-term viability of the partners. An officer group, accountable to the steering group, dealt with the day-to-day progress of the project and issues of accountability.

Between August 2001 and March 2004 the Education Policy Manager from the Education and Libraries Directorate and the Project Development Officer carried out intensive consultation work and more than 300 meetings were held. The Project Development Officer post was the only post separately funded. All other time was given voluntarily or in addition to existing workloads.

> " You can provide facilities for lots of different activities but you need to get them to work co-operatively and add value to each other. This is a longer-term aim, although we have made an excellent start at Montagu. "
>
> **Ged Bell, Chair of the Management Group**

Design issues

The Montagu site configuration and the availability of surrounding land made it an ideal location for the development of a full-service school. Some surplus accommodation was adapted to provide additional facilities without compromising the operation of the school, including extending the nursery into a couple of classrooms, adapting the small hall for community use and converting an annex room for young people. Additional funding was used to provide a purpose-built facility with dedicated space for delivery of extended services. The funding was also used to provide external environmental works including a baby garden, an under-5s play park, an over-5s activity area, a fruit and vegetable allotment, a network of footpaths and enhanced car parking to ensure the safety of site users.

Newcastle City Council were responsible for the design of the new school. The architectural technician from City Design, who worked on the new-build, says that the ongoing consultation saw the scheme go through eight iterations before it matched user expectations. Their advice is to *"create rooms which are flexible and multifunctional spaces so a variety of users can operate within them. The school has also been designed with linked areas and shared functions as far as possible"*.

Montagu CFSS also thought carefully about security on site and as a result there are three separate entrances, reflecting the security and privacy needs of the groups using the building, particularly for sensitive services such as Victim Support and for Sure Start provision. There is a community entrance, one serving the Sure Start facilities and one for the family health project.

Various extended services are delivered within the school building, in addition to those in the new-build community facility. These include basic skills, some adult learning and childcare provision.
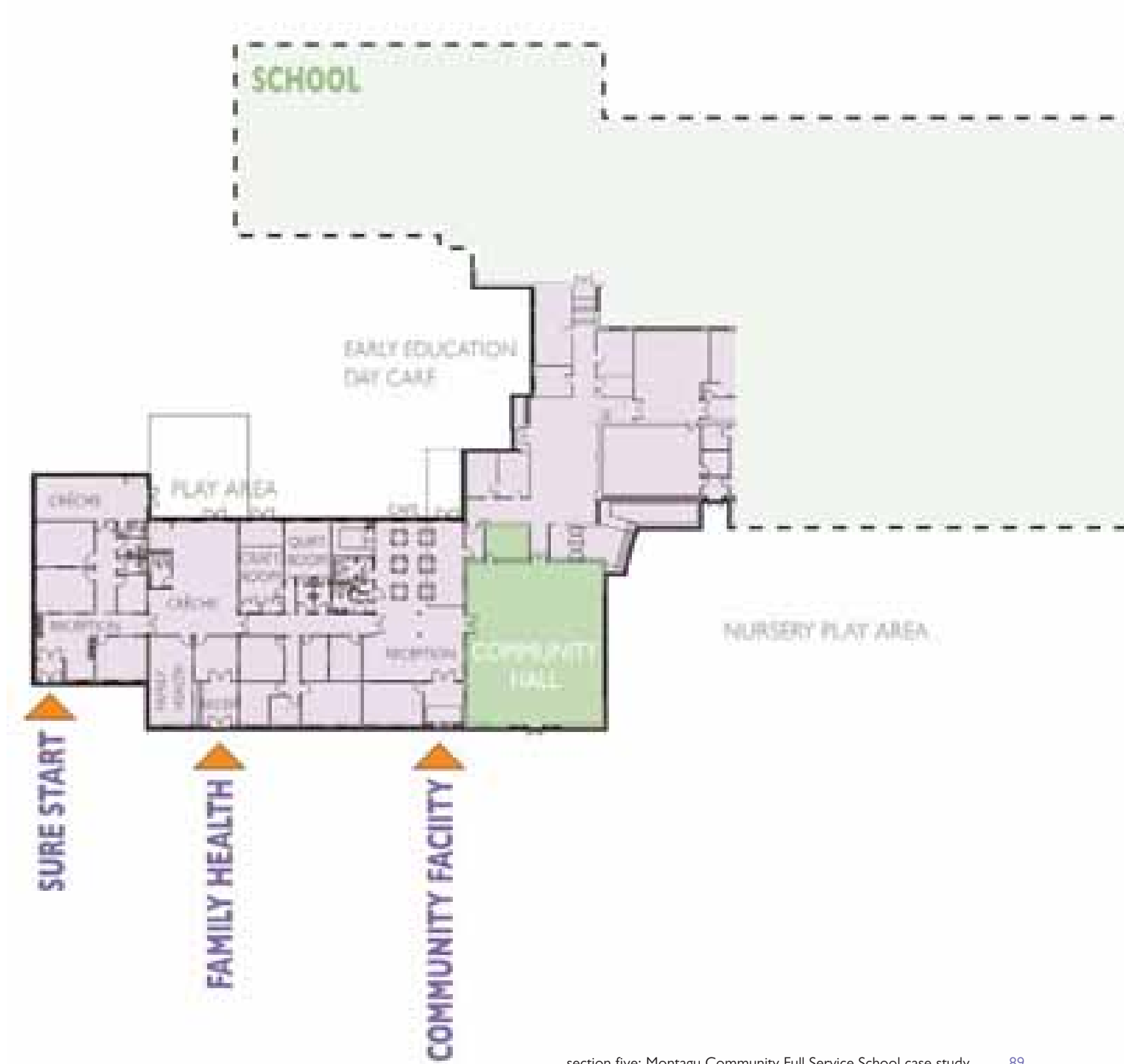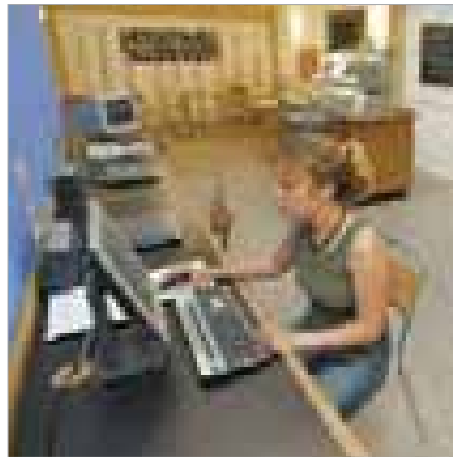
Management issues

Newcastle LEA and the school's governing body developed a transfer of control agreement which delegates the management and running of the facility to the school management group and leaves the local authority as the ultimate accountable body. A memorandum of understanding between the management group and the City Council sets out the composition and status of the group which is an equal partnership comprising a local councillor, members of the school governing body, the local Community Forums and neighbourhood associations, and partners such as Newcastle Literacy Trust, Newcastle PCT, Save the Children and Sure Start. While the school's governing body retains responsibility for the overall site, it is intended that the management group will be incorporated into an independent body and lease the facility from the Council by April 2006.

Councillor Ged Bell chairs the management group and says that the success of Montagu CFSS is that the work has been driven by the community. He involved potential users from outside the Cowgate estate by putting the work of the school on the ward agenda. He feels this was important in getting a wider discussion of what the school might provide.

Main school

Main shared areas

Dedicated facilities

Entrance

These colours indicate broad divisions only

SCHOOL

EARLY EDUCATION
DAY CARE

CRECHE

PLAY AREA

QUIET
ROOM

QUIET
ROOM

CAFE

CRECHE

RECEPTION

RECEPTION

FAMILY HEALTH

COMMUNITY
HALL

NURSERY PLAY AREA

SURE START

FAMILY HEALTH

COMMUNITY FACILITY

Great Torrington Bluecoat CE Infant and Nursery School, Devon

A school with pupils aged 3-7 works closely with its local rural community, taking services to them as well as using their building to deliver on site extended facilities.

School vision

Great Torrington has been providing extended facilities for 10 years and has established a charitable trust, the Torrington Family Project, to provide a range of additional services. The school and Family Project are set in a market town in a rural farming area, meaning outreach to more isolated communities is an important aspect of their work.

Extended services

The school provides holiday and after-school clubs and a mobile crèche facility, which can respond to parental need. The crèche has qualified crèche workers, equipment and vehicles and, after assessing potential sites for suitability, can provide childcare wherever parents express a need.

Also on site is a toy library and a scrap store has been developed locally, both of which support clubs as well as forming a resource for the school. The Torrington Family Project has opened a craft shop in the local town to extend what the school is already doing. Workers at the shop show parents how to craft with their children and take crafting to the community in the surrounding rural areas.

The school provides sports, drama, music, IT, gardening and arts and crafts for children from local families; some children are referred to the clubs from social services. There is an Early Excellence Centre which provides adult education and training and acts as a base for health and social workers. Mary sees it as important to provide opportunities for adults as well as children. The school, early years centre and family project combined are the largest employer in the town and train many of its own workers, including the 16 part-time workers in the family project.

Design issues

The Early Excellence Centre is part of the main school building but has its own reception area accessed from the school's foyer. A central café/IT space provides a welcoming heart to the centre. A small office is used by health visitors, speech and language therapists and social workers in a 'hot desking' arrangement. Taking activities out into the community, with the mobile crèche delivering equipment and staff where they are needed, means that permanent spaces are not required in the school. They still benefit from the service as the crèche operates on the school site when required and various spaces within the school can be used, subject to the same risk assessment procedure as elsewhere. Any area used is returned to its original condition, which is the responsibility of the crèche workers and is written into their job descriptions.

The mobile crèche means that adult learning can be delivered at a range of locations in the community, making use of laptops and internet connections for online courses.

In the main school, classrooms are used for after-school clubs for Great Torrington and other school's pupils. The dining room which has direct access from the main entrance hall is used for before- and after-school clubs, and a range of adult activities in the evening. Externally, the MUGA (multi use games area) is used by after-school sports clubs.

Governors at Great Torrington have decided that clubs are not charged for using school space and additional funding is being raised to provide an extra building for clubs and daycare.

Management issues

Consultation and involvement have been critical to the success of the services. The Management Committee of the Family Project is made up of users of the project services. The project has a consultation day each year and in 2005 over 250 members of the local community took part. Mary says the presentation of this type of event is important: *"We don't call it a consultation day. Instead we have a party with a range of fun activities and taster events so that parents and community will come. While they are here we ask them to share their ideas for improvements and additional services, which may be displayed on a Graffiti Wall or a Wish Tree. That way we gather views about what is successful and what we could do differently and can use the ideas to draw up plans for the next year"*.

Mary Pearson says that her community has a great deal of expertise, which she has been able to draw on and her advice to others is to get interested members of the community involved, *"It helped me enormously to be able to tap into their support – including a tax inspector, a local business man and a bank manager!"*.
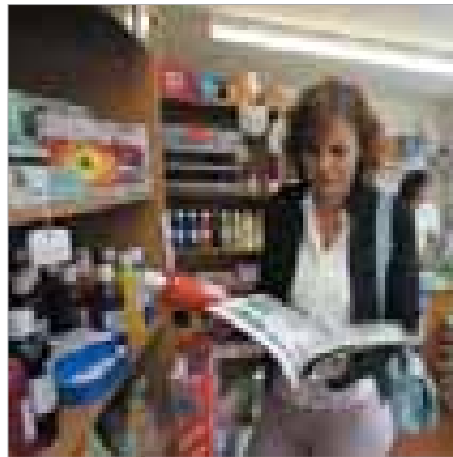
■ Main school

■ Main shared areas

■ Dedicated facilities

▶ Entrance

*These colours indicate broad
divisions only*

◄◄ Far left
Crèche

◣ Left and below
Secure access to the school and community facilities

Carlton Hill Primary School, Brighton

A city-centre school with 226 pupils on roll has been extended to create a community room which is used to deliver a wide range of services and provides a base for local multi-agency working.

School vision

The local area has been identified as being one of social deprivation and has attracted funding from Excellence in Cities, the Neighbourhood Renewal Fund, the Children's Fund and the Behaviour Improvement Programme. The city-centre siting of the school offers opportunities for creative relationships with public, voluntary and business organisations, along with exciting visits for pupils.

The governors at Carlton Hill Primary have endeavoured to maintain and strengthen the school ethos and over recent years have placed an increasing emphasis on the continued raising of standards, the promotion of the school within the LEA, and the development of links with the external community.

Extended services

The school is currently providing a number of extended services including a breakfast club, numerous study support clubs, adult education courses, a peer-mentorship programme with the local secondary school and family support provision in partnership with social services and the NHS. Successful bids for funding from the Extended Schools Pathfinder Project and the Children's Fund have enabled projects designed to link the school with its community, in particular the development and completion of a dedicated community room for use by parental and community groups. The school is keen to embrace such initiatives which promote and develop the school as a caring and vibrant learning community.

There are currently 15 languages spoken in the school. Three bi-lingual assistants and a regular teacher from the Service for English as an Additional Language support those children who do not speak English as their first language. This brings a richness of culture which the school is keen to celebrate.

Design issues

School classrooms are used after school for study support and will in the future be used for adult learning. The breakfast club meets in a classroom for 45 minutes every morning and systems are in place for cleaning the room after the activities and before school starts.

The community room is 15m x 15m and is divided by a sliding sound-proof door which provides the flexibility to use it as two rooms when required. One end, which is accessible from the road, is set up as a crèche and is also used by the school Learning Mentors who work with families going through difficulties. It is also used for the school nurture group and, for one day a week, by the school counsellor. The other end of the community room is set up as a conference venue and is a centre for family learning – literacy, numeracy, parenting and English as an additional language. The Family Support Group, which includes members of the NHS, social services, education, voluntary sector and the Youth Offending Team, also uses the space to meet monthly.

Management issues

Links have been made with local residents groups through the Neighbourhood Renewal Programme and the school sits on a number of steering groups to ensure that its facilities are available when they are required. The recent appointment of a School/Community Development Manager will enable this work to be even more effective and this post (a member of the school's senior management team) will act as a bridge between the school and the community it serves.

Headteacher Phil Smith says that raising standards is a priority but that the school will only be successful if their community is engaged and with this in mind have worked closely with residents and families to develop increased capacity. Rapid improvement has already been made in standards demonstrated in the SATs results at the end of Key Stage 2, which have been the best in the history of the school by a large margin.

◄◄ **Far left**
Fitness suite

◄ **Left and below**
Sports facilities

Oaks Park High School, Essex

A new PFI secondary school with excellent facilities is finding innovative ways to ensure it is accessible and available to its local community outside normal school hours.

School vision

Oaks Park High School has a new PFI building which opened in September 2001. The school sees itself as a community facility but it has taken longer than they would have liked to build this aspect of their work. It has also left the school feeling slightly at arm's length to those users who come into its building outside normal school hours.

Extended services

In 2004 a private company, Oaks Park Plus, was established to let the facilities out of school hours. A range of groups makes use of the building and in any week up to 16 different activities can be underway in the school. While these are mainly sports related, including basketball, gym sessions, aerobics, dance and karate, they also include a theatre group and tuition classes.

Design issues

The school was initially concerned that the other users might not leave the building the way they had found it, leading to delays in classes getting started as staff set up their spaces. This has not been the case, helped by the fact that external users are provided with a checklist at the start and the end of the session to minimise disruption and help them leave the building ready for the next morning.

There are two pairs of changing rooms, one for outdoor sports and one for indoor.

> " Be sure from the start that you know what you are likely to get out of the contract and liaise closely with the contractor on how it will work in practice. Don't be afraid to ask hard questions about how the new facilities can be opened up to the community and who will be responsible, and to discuss the benefits to all involved. "
>
> **Steve Wilks, headteacher**

Management issues

The school leases the facilities from the PFI consortium and has an agreement that they have use of the facilities after hours for up to 90 days a year, otherwise they must vacate the building by 6pm. Headteacher Steve Wilks is seeing the benefits of having Oaks Park Plus working on site. Not least, access to the building is more flexible for staff who occasionally wish to work beyond 6pm in the evening.

Steve Wilks' advice for other schools, particularly those built and operated under PFI contracts, is to think carefully about what will be provided, how it can be integrated with the community, and to plan ahead as much as possible in terms of how the school would like the building to be used.

FITNESS

VIEWING

GYM

CLASSROOM

SPORTS HALL

CHANGING ROOMS
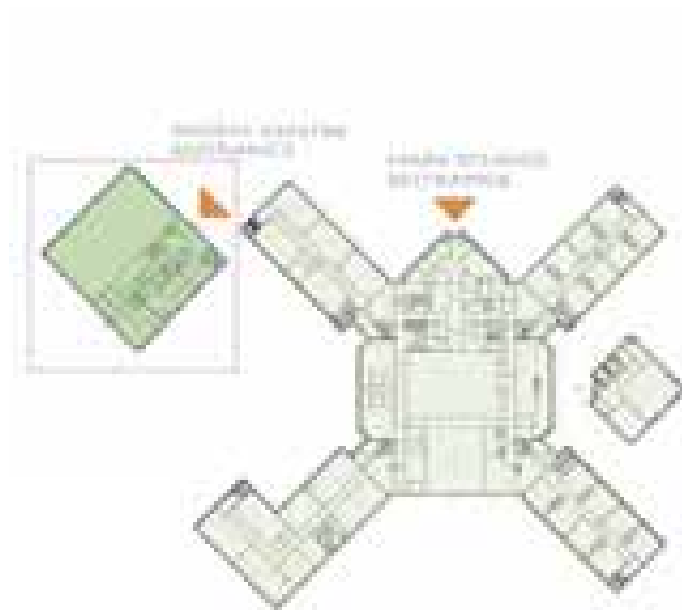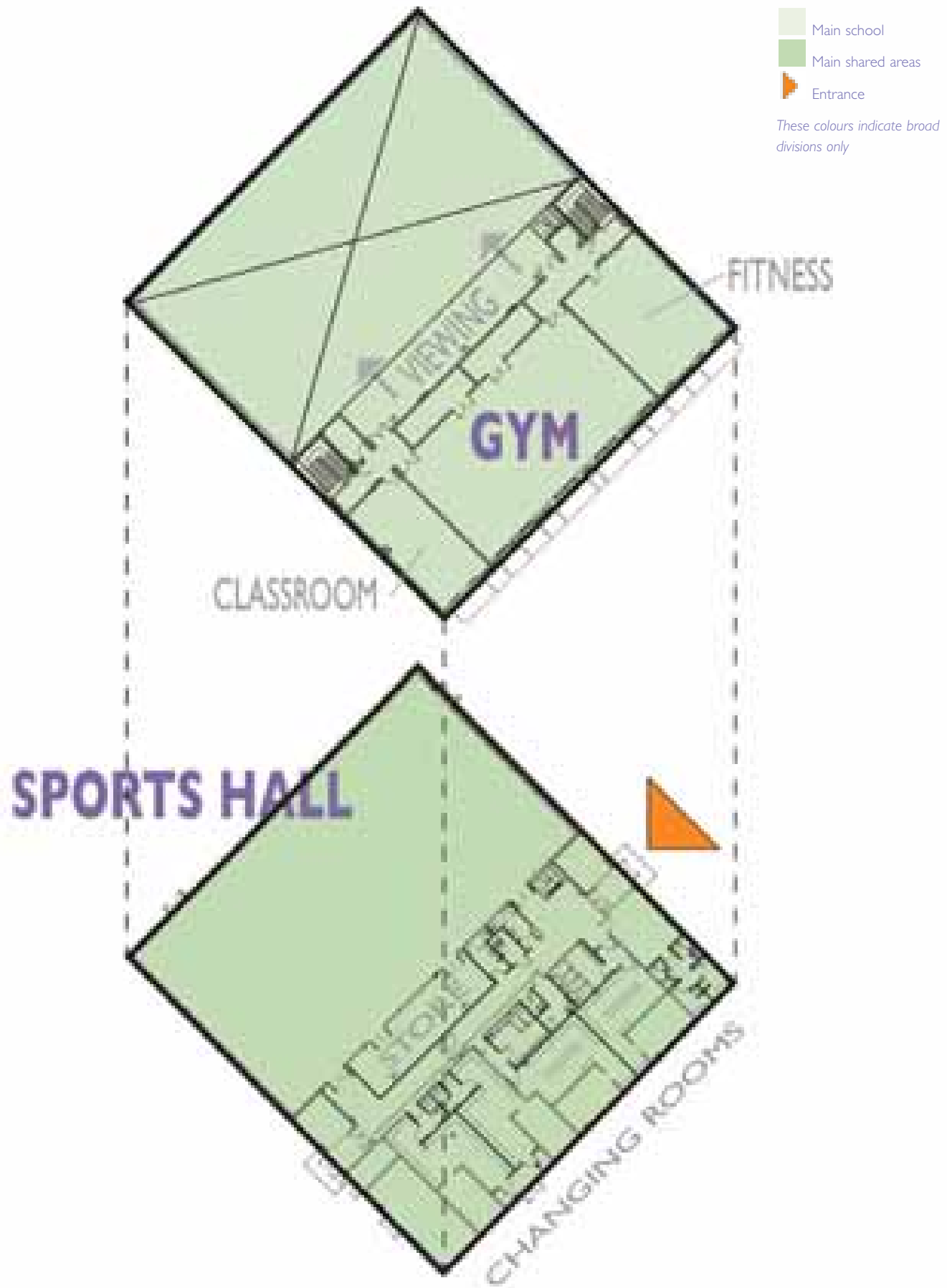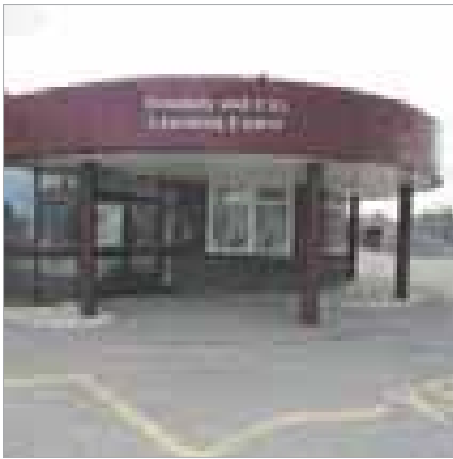
Dyke House School, Hartlepool

With over 10 years' experience in delivering extended services, a secondary school for 11-16 year olds has remodelled its facilities to deliver year-round learning to its community.

School vision

Dyke House has been offering extended facilities since headteacher Bill Jordon arrived in September 1993. In 2003, Ofsted identified Dyke House as being 'highly inclusive' with very good links with the local community and excellent links with other schools and colleges. They noted that *"its recent identification as an extended school is helping to build on its existing educational services to the wider community"*.

The school has had a challenging history and was near closure when Bill Jordon arrived. He had a vision for a neighbourhood school which had a central part to play in its local community. The school is now oversubscribed and the emphasis in this transformation of Dyke House has been on developing positive relationships which contribute to and support standards at the school.

Extended services

Dyke House is open for 50 weeks of the year until 9pm on Monday-Thursday, until 7pm on Fridays and from 9am to 4pm on a Saturday. On site they have the Avondale, which provides community facilities and a City Learning Centre (CLC) which has close links with the school. The school itself also offers a range of services including wraparound childcare, breakfast clubs, community dining facilities, all open throughout the school holidays and weekends.

The school is now one of the biggest employers in the local area, with 67 teaching staff and over 70 non-teaching staff, and there are CLC and extended school managers on site. Five former pupils are now teachers at Dyke House, providing excellent role models for their pupils and Bill Jordon maintains a strong relationship with the community by attending local meetings, for example, with the residents group. Twelve local residents have been trained as ICT technicians on the Modern Apprenticeship scheme offered by the school and the school is now recruiting twelve Modern Apprentice Teaching Assistants.

Design issues

The school operates from a 1938 building and the closer relationship with the community has seen vandalism of the premises all but vanish. That said, the school has not had a great deal of capital investment to cater for the additional services. In the 1990s City Challenge funding was used to adapt the building to house community-based rooms. Organisations such as Barnardo's rent space and this funding is ploughed back into the facilities on offer. Bill and his staff have always taken an entrepreneurial approach to raising funds, applying for any available streams of money where they were able to make a case.

> **A** new building would not necessarily have solved all our problems overnight. The incremental approach adopted over the past years has allowed us to create a long-term, supportive partnership with our community and other providers. **"**
>
> **Bill Jordan, headteacher**

◀ **Left**
Music facilities in the CLC

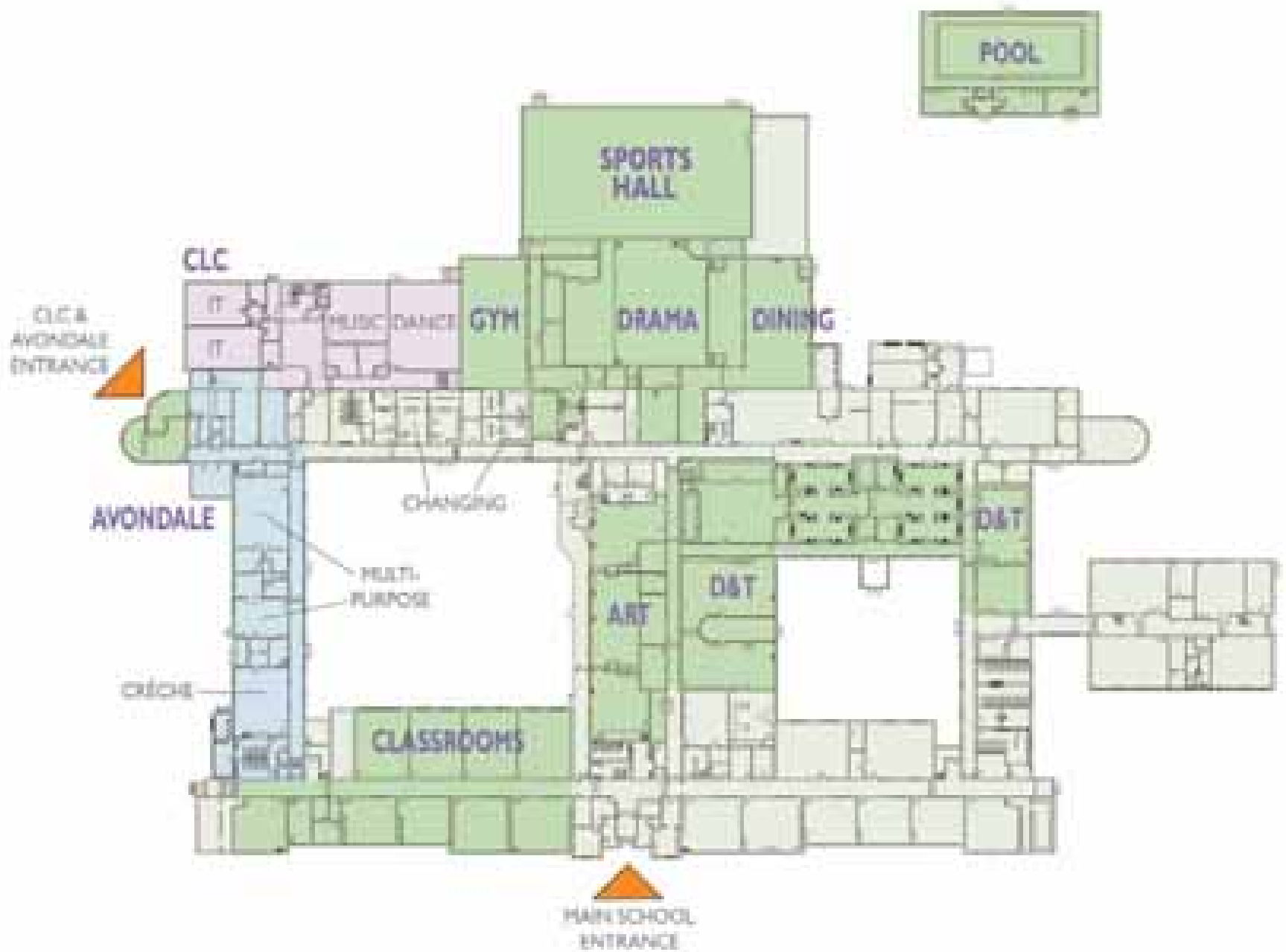◀ **Below**
Community learning

The school created a separate entrance and reception for the Avondale and City Learning Centre because they found visitors did not always want to come to the main school reception. This has also meant that they are able to manage reception for all the additional facilities at one entry point with dedicated staff. The entrance is well placed for easy access to the CLC and other spaces that are used by the community during the school day. Classrooms, practical spaces and sports facilities are open to the community outside school hours.

The school has used its devolved capital and additional funding streams where possible to adapt the building as a real hub of the community. It has been a long process and there are still challenges – they need an expensive new heating system and would like more outside space, particularly for sport. However, Bill Jordon feels they have made positive changes to the way the school relates to its community.

Management issues

The school works in partnership with other users but maintains control over its site. On site caretaker services are provided by the school under a Service Level Agreement with other users, and the Avondale and City Leaning Centre can be separated off from the main school if required. However, Bill Jordan says, *"The school adopts a positive attitude to adults and pupils sharing facilities, as long as child protection is assured"*.

Bill has had to overcome perceptions about the school, not least from parents who had been pupils there and had not enjoyed the experience. Many had a poor relationship with the school, which had a knock-on effect on the way pupils behaved. The extended offering has helped to repair and rebuild those relationships and the school now has 1040 pupils (up from 500 in the early 1990s), a 94 per cent attendance rate and 50 per cent five A*-C GCSE passes (up from a low of seven per cent). Ofsted has described the leadership of the school as excellent and Bill was awarded the CBE in the New Year's Honours List in 2003/2004 for his services to education.

Legend:
- Main school
- Main shared areas
- Dedicated facilities
- Community areas only
- Entrance

These colours indicate broad divisions only

POOL

SPORTS HALL

CLC

CLC & AVONDALE ENTRANCE

IT
IT

MUSIC/DANCE

GYM

DRAMA

DINING

AVONDALE

CHANGING

MULTI-PURPOSE

CRÈCHE

ART

D&T

D&T

CLASSROOMS

MAIN SCHOOL ENTRANCE

Mitchell High School, Stoke-on-Trent

By adapting existing spaces, an 11-16 mixed comprehensive with 561 pupils now promotes multi-agency working and, with adult learners on site, has access to positive lifelong-learning role models for its young people.

School vision

Mitchell High School, despite serving a community with high levels of social deprivation, has developed, according to Ofsted in 2004, an excellent partnership with the community. The school has been providing extended facilities for two years. Because it operates in a deprived area, confidence and aspirations can be low. Self esteem, confidence-building and goal-setting are at the heart of their offering.

Extended services

On site there is Lifelong-Learning and Study Support. The City Learning Centre (CLC), which is open from 8.30am to 5.30pm daily, incorporates a library, ICT facilities and a learndirect centre. Usage has been well above what was originally expected and during the past 12 months many adults have secured achievement – over 100 national tests in literacy and numeracy at Levels 1 and 2 have been successfully passed. Approximately 200 modules of the European Computer Driving Licence (ECDL) qualification have also been awarded. Once learners have achieved their qualifications CLC staff can arrange work-experience placements with local employers. The CLC is used for study support by the school and the school feels it is a very positive experience for adults and pupils to work alongside each other, recognising that it can only be a good thing for pupils to have direct contact with positive role models for lifelong-learning.

Successful partnership work has been key to delivery of the lifelong-learning. The school works with College in the Community, Workers' Education Association (WEA), Connexions/NextStep and learndirect for service delivery and Jobcentre Plus, the probation service, local residents' associations, Sure Start and StartUp for learner referrals. As such, the CLC promotes *"an inclusive learning community aiming for excellence"*. The school and CLC have a website with further details: www.mitchell-clc.co.uk

Also on site is StartUp, a branch of Sure Start which aims to get parents into work through education. It is open to anyone with a child, regardless of age. The project has now gone city wide and the school is working alongside Sure Start to embed its learning more widely. A crèche is provided on site and the school has recently appointed a full-time member of staff working with Sure Start.

In school the social science department works on social and emotional learning with pupils, including in citizenship lessons. Adults are invited to take part in the STEPs programme so that they are working on similar issues. This provides adults and young people with a common language.

> **❝** It's about having key people in place who can build relationships with the community – the positive experience of using the facilities is more important than the spaces themselves. **❞**
>
> **Jackie Lees, Community Officer**

Design issues

Disused garage space in the undercroft of the school has been converted for the CLC. It has one large room for the main services, an exam testing room and a multi-agency meeting room. The CLC provides approximately 50 PCs and library facilities for students, staff and the community.

Access to the centre is through a separate entrance and feedback from adult learners is that they get a different experience from using the school than they had expected. They may come with negative views about what the school would be like but these are quickly dispelled. To gather instant feedback to inform decisions, learners are asked to score the services as they sign out of the building.

The CLC has designated disabled parking spaces and disabled toilets. It also has its own hot drinks vending machine and photocopying facilities. The school's crèche is separate but adjacent to the CLC facility, providing ease of access to childcare facilities for users.

Management issues

Community Officer Jackie Lees oversees the multi-agency working on the school site, supports staff, markets the services available and works with parents to involve them in the school. Extended Service funding pays for her post.

With input from two feeder primary schools, the school is leading the Parent Partnership Award pilot for DfES. The pilot offers the school an opportunity to examine how it communicates with parents. Parents have been very positive about the documents that have been produced as a result of the pilot and the school has seen it as a useful learning experience.

Jackie Lees feels that all this additional work has been reflected in the school's results (six per cent A*-C in 2001 has risen to 46 per cent A*-C in 2004).

Minsthorpe Community College, Wakefield

Existing buildings have been remodelled and new facilities built at this specialist science college to provide learning, sports and childcare spaces.

School vision

Richard Brown, Principal at Minsthorpe, has been offering a wide range of additional facilities and services for over 10 years in Wakefield. With 1860 pupils aged 11-19 on roll and 3000 adults regularly involved on site, Minsthorpe provides for a variety of local needs. Minsthorpe's goal is to promote lifelong-learning and through this help the continuing regeneration of this ex-mining community.

Extended services

In order to manage their offering, Minsthorpe Community College operate four community teams.

- **Adult education**: the team works with Wakefield Adult Education Services to deliver adult education from 9.15am to 9pm Monday to Friday. Over 50 courses are available and there are classes on Saturday mornings for over 300 people. In an average week, adult provision is delivered for 72 hours.

- **Childcare and family learning**: this team operates the Happy Days Centre which offers wraparound care for 60 children and delivers parent-based activities, breakfast and after-school clubs.

- **Sports and fitness**: the team runs the fitness suite, health and beauty centre, playing fields and sports hall.

- **Training and conference centre**: this team operates the purpose-built facility which hosts 260 business and public sector conferences each year.

Services are to be further enhanced to include health care and more provision for parents.

Design issues

Minsthorpe has worked hard to develop and modify its existing site to meet the huge demands now placed on it. The main buildings on site date back to 1969 and were opened as a high school for 13-18 year olds. £1 million was brought in through the Single Regeneration Budget and European Regional Development Funding for the conference centre. Over £1 million for sports and fitness facilities came from the Lottery Fund and £0.5 million for the nursery from a range of funding sources. In addition, a post-16 and adult education block was built to cope with the increased numbers and the 1960s blocks have been upgraded over time.

With Specialist Science College status since 2003, Minsthorpe has extended its modern science block and brought a science/maths focus to some community activities such as healthy living events and family learning days.

School case study 13

> **❝** There is currently a real opportunity to link what we know about extended schools to the children's agenda and to workforce reform in order to deliver learning which is truly relevant to our local communities. **❞**
>
> **Richard Brown, headteacher**

Extra parking was built on site but, as Richard Brown says, *"It never seems enough!"*. To provide for adult users, refreshment facilities are available at the training and conference centre, the adult education base, and the sports and fitness facilities.

According to Richard, *"The buildings work quite well. The challenge for us is more about creating the right climate and environment where pupils and adults can be actively engaged in learning. There are a few sixth form classes where adult learners work alongside pupils but we feel it is important not to spend a lot of time engineering adult/child learning. For us it's about creating an ethos of lifelong-learning where all our customers enjoy and value their experience"*.

Management issues

Richard Brown recognises that other schools may feel daunted by the wide range of provision at his school. He explains that they have adopted several models of delivery to enable them to get the best from their facilities. They have set up a private company to run the conferencing and sports facilities and a charitable trust for the childcare provision. Richard stresses that the Principal and governors have ultimate responsibility for both the company and the trust. Richard highlights the need for checks and balances for governors in schools like his and, for example, at Minsthorpe the Board of the company includes the Principal, a governor and a finance officer in order to ensure propriety and accountability.

From his experience, Richard Brown advises other schools to ensure that their extended facilities remain under the auspices of the headteacher and governors. He feels that this is the way in which to ensure the right ethos is created. He recognises that certain activities have to be delegated but it is important that the headteacher is seen as a community leader who understands the need to work with other agencies.

Jo Richardson Community School, Barking and Dagenham

This new PFI secondary school provides joined-up service delivery in an inspirational building. Working together, the school, local authority and community have created an exciting resource.

School vision

Jo Richardson Community School (JRCS) is seen as a centre for the entire community, providing a range of services in the locality. It is now known as a Joint Service Centre. Its overall educational and community objectives are to raise educational standards, regenerate a deprived area, to join up local services and create a more productive relationship between public services and the community. The school opened in September 2005.

Extended services

The Castle Green Development, of which JRCS is the key element, is PFI-funded with credits from DfES and ODPM, together with Council capital. The development comprises:

- an eight-form entry school with a sixth form (JRCS)
- a combined school and public library
- an adult college
- a Learning Village
- performing arts spaces shared between the school and the community
- a Children's Centre
- sports facilities
- a café
- Connexions
- a community police service
- meeting rooms.

The school has been working jointly with Barking and Dagenham Adult College for the past three years. The college has a dedicated classroom in the new building and is in discussion with the school about using a wider range of facilities and about whether it is practical to integrate sixth form and adult classes. Lots of work is going on with the local community including additional funding to deliver a wheel park. Although this will be outside the school boundary, headteacher Andy Buck hopes it will add value by engaging disaffected young people in the area.

The school will provide out-of-hours activities and a school sports coordinator has been appointed to work with primary schools, the local community and the school's Student Development department. The school has designed in cutting-edge music facilities and has applied for Specialist Music College status. The LEA Music service will run classes in school and the Primary Care Trust is to build a health centre on site to deliver family health services.

> **❝** To have the chance to work together with the community in planning the building has been the key. With a responsive architectural team and a first rate PFI contractor we have created something that is already making a real difference to the progress of our students and the lives of the local community as a whole. **❞**
>
> **Andy Buck, headteacher**

Design issues

The LEA and Andy Buck worked closely with a Commission for Architecture and the Built Environment (CABE) Enabler and architectural consultants to design an exemplar scheme for school and community facilities. In the process they reviewed existing new-build schools, both traditionally and PFI-procured.

The exemplar scheme created was used to inform the PFI procurement process. Andy Buck identified the following key points from this work in getting the design right for users:

- Early involvement of the key stakeholders in determining user needs.

- Understanding the access needs of the different user groups. This was particularly challenging.

- Getting to grips with community aspirations where his advice to other schools is, *"Start a conversation with the community about their aspirations, not just what they have now"*.

- Having stakeholder representation in the contractor selection process to ensure their views are taken into account.

The new building has a large and welcoming reception with a café, making it attractive to community users. Visitors have direct access to the library via a staircase but all doors leading from the entrance to other parts of the school are secure. The reception desk is centrally positioned to be accessible and welcoming to visitors, and to enable staff to have a good view of people using the facilities. The entrance also provides supervised access to the hall, where a range of community events can take place.
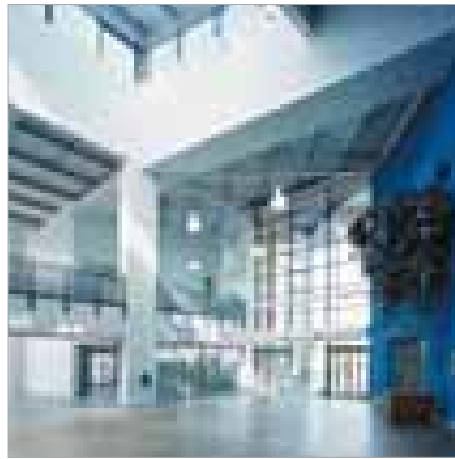
The school staff room has been designed to accommodate the possibility of extra Further Education staff using facilities on site.

Management issues

Although built under a PFI contract, the facilities are controlled by the Council and the school. The PFI contractor provides 'hard' facilities management (FM) including repair, maintenance and replacement of building elements such as lifts. The Council provides 'soft' FM services such as cleaning and catering. A general manager has been appointed to manage the entire site. This is a joint appointment between the LEA and the school. The school contributes about 65 per cent of the running costs of the facilities and is the main user of the site.

In order to ease the transition to the new site, school stakeholders were involved at an early stage. One area where they have been able to start working collaboratively is with the library service, which will provide a community library on the new campus. The school already uses the borough library stock system so pupils will be familiar with it in advance of the move.

GARDENS

INTERNAL STREET

DRAMA

MAIN HALL

(1ST FLOOR)
LIBRARY

PUBLIC LOBBY
/CAFE

SPORTS
HALL

NURSERY

CRÈCHE

Main school

Main shared areas

Dedicated facilities

Entrance

Routes

Secure entry point

*These colours indicate broad
divisions only*

◀◀ **Far left**
Main circulation space
within the school

◣ **Left and below**
Community entrance
and library

Parklands High School, Liverpool

Liverpool's first full-service extended school, this 11-18 secondary school in a new PFI building accommodates a range of local agencies and provides a community library which has seen increased use by pupils and local residents.

School vision

Parklands High School serves the community of Speke, an area of high social and economic deprivation. Over 65 per cent of pupils have special educational needs. In 2003 it became Liverpool's first full-service extended school, opening in a new PFI building. Headteacher Alan Smithies has worked on the estate for 31 years and was closely involved in the design of the new school from the start, recognising from an early stage that the school needed to work with other agencies if it was to be successful.

Extended services

The Parklands campus provides a One Stop Shop, has two adult education providers, youth and community services, a nursery, a City Learning Centre, Sure Start family centre, leisure centre, housing offices and a community library.

Local housing services work closely with the school as both have a strong community remit. The South Liverpool Neighbourhood Management Team is bringing together local agencies working towards common objectives and they are careful to ensure the programmes they are undertaking add value to each other. Parklands High School also works in collaboration with:

- eight partner schools who share the CLC facilities
- two other secondary schools in the EAZ
- four secondary schools in a sixth form collaboration.

In the school staff room it is not unusual to find health professionals, police officers, fire officers, youth workers and a range of visitors.

Design issues

Parkland's facilities are very well used and easily accessible. The site includes a main building housing the school, library and multi-agency facilities, a separate leisure centre and a large car park. The Sure Start family centre and nursery have a separate building on the other side of the road, providing a particularly safe and secure environment for their users. The community entrance to the main building is part of a wide street from which the library and agency offices can be reached. The school uses the library as part of its school study support programme and as it forms part of the school building, pupils can also easily access the library after school and at lunchtime.

The sixth form common room provides an ideal space on Friday afternoons for the Active Ageing Group, where older residents of Speke meet with pupils and join in a mixture of entertainment, presentations and light exercise.

School case study 15

❝ Don't be overly ambitious – be realistic and make sure that the focus is always on what will benefit children in the classroom. It's not about quick wins, but about looking to the long term. Funding needs to be sustainable so services can develop over time. *❞*

Alan Smithies, headteacher

The school has its own secure entrance and reception, set away from the community facilities. The campus has 24-hour security and the security staff are local people who know the area well. This has created a good working relationship between the school and the local community and there have been no security issues at the building since it opened. Alan Smithies feels this is because people respect the service that the campus is providing.

Alan Smithies' advice when thinking about designing an extended school is to create spaces which:

- Provide a range of flexible curriculum areas which can be adapted over time.

- Deliver good social areas for adults, including suitably-sized staff rooms, and for pupils.

- Provide working spaces and offices for a range of adults, such as Learning Mentors and a number of different agencies.

- Accommodate parents' needs, such as the community library and spaces for adult education.

Management issues

Alan Smithies says long-term targets covering health, poverty and employability make sense for extended schools. Attendance at the school has gone up for the past four years running and there has also been a positive impact on GCSE results with disaffected young people working with a range of agencies to keep them in school. There has been a 25 per cent increase in the number of young people in out-of-school activities. Liverpool City Council has found that if they put more PCs in the library, book issues go up and the school has worked with the library to ensure that pupils and their families do not need to provide the normal proof of identification to join. Membership has increased considerably as a result and the school is continuing to look at ways to make it easy to access the facilities.

One key issue for the school is that the terms of the PFI contract can mean that it is expensive for them to use facilities at weekends and during the holidays. The headteacher's advice to other schools is that the terms of any such contract need to be carefully understood and their implications planned for.

◄◄ Far left
The Meadows School
entrance

◄ Left
Hydrotherapy pool

▼ Below
School hall

The Meadows School, Sandwell

A flexible new-build special school with 146 pupils aged 11-19 provides spaces not only for students from across the local authority but also for their parents and the community.

School vision

The Meadows School is the first of three new special schools to be built in Sandwell to meet the needs, aptitudes and aspirations of individual children and young people. The objective has been to provide excellent facilities at the leading edge of special needs education and a model of high-quality provision of local and national importance. The school's motto is 'Aim High and Smile'.

The school is committed to the development of strong partnerships and a shared inclusive future for all students in Sandwell. It collaborates with others addressing special educational needs, offering mainstream colleagues opportunities for training, and access for students from around Sandwell to specialised facilities.

Extended services

The school provides a centre for good practice in special educational needs and has a range of after-school and community activities. For example, youth clubs and after-school clubs are well attended. Saturday clubs and holiday schemes, study days, fun days and respite and residential care deliver a comprehensive package of additional activities. The local community uses the school for coffee mornings, adult education and as a conference venue. Governors made a decision to charge for use on a sliding scale, with school partners having free access to the facilities. A further education centre for students aged 16-19 has been welcomed by parents. It provides opportunities for students to remain in full-time education in a supported environment, while having access to adult and further education college facilities.

Parents have the support of a parents' room, a parents' forum, a buddying scheme and are active in school working parties, social events and fundraising, adult learning and in volunteering at the school and developing a school newsletter. Headteacher Angela Duncan stresses the importance of multi-agency working at the school, where health and social services work alongside school staff and colleagues from the voluntary sector, Leisure Trust, students on work-experience and West Bromwich Albion Football Club, who provide sports coaching.

School case study 16

> **❝** Get partners involved from day one, so they don't feel they are an 'add on' to how the school will operate. Good communication with the local community is also critical. We sent out a monthly newsletter from students, staff and the architects to keep people up to date on progress. **❞**
>
> **Angela Duncan, headteacher**

Design issues

The new Meadows building, which opened in 2003, is light, airy and spacious. Therapy rooms are provided for students to receive specialist help and medical rooms are equipped for treatment by full-time health staff. Teaching spaces are sited around a large central courtyard which gives a safe and secure area for play and sensory experiences.

Angela Duncan wanted to create a flexible building which looked like a mainstream secondary school but which was carefully zoned to ensure a safe environment. Lightweight construction allows for flexibility and future alterations. Metal stud walls infill between an exposed steel frame with beams and service pipework also exposed. All electrical and associated wiring is contained within exposed trunking or hidden cable trays. CCTV is used internally and externally to ensure the safety and security of users. Brick paving has been used to define the main paths so that all users can reach the main entrance without the need to cross vehicle access routes or car parking areas.

Staff from partner organisations have dedicated work space in the school to allow them to come together and share their experience. The school conference room is used by the community in and out of school hours and adult education classes meet two evenings a week at school and make use of classrooms, the ICT suite and food technology room. There is a daytime class for parents in the ICT suite. The school also serves pupils with special education needs from across the authority. For example: SEN students from other schools use the pool; students from mainstream schools come after school and during holidays to see physiotherapists, speech and language and occupational therapists; groups of children and their parents come from feeder primary schools during the holidays to see a visually-impaired specialist and use the multi-sensory room. A disabled young persons' sports club is about to begin using the gym one evening a week, taking children from across Sandwell.

Management issues

Storage for the wide range of users is an issue at the Meadows, as it is in many extended schools. The range of specialist equipment used at the school creates particular requirements for storage, which can be a challenge to accommodate.

The school had a multi-agency partnership which discussed accommodation needs when the school was being designed. In addition, young people at the school designed all the outside areas themselves through whole-day projects in every class.

The Meadows is attracting visitors from across the country, interested in looking at the innovative building and the school's collaborative and open working style. As Angela Duncan says, *"We're not a blueprint for how all special schools should be, but we are an example of how all design issues need to be challenged and adapted to suit the needs of pupils, staff and the community users. We've yet to see if the building will stand the test of time but with strong support from local business and the residential community, this building should inspire students to smile and aim high".*

Main school

Main shared areas

Entrance

Routes

Secure entry point

These colours indicate broad divisions only

PUPILS

COVERED WALKWAY

MAIN

CONFERENCE ROOM

PUPILS

ICT

LIBRARY

MUSIC THERAPY

MUSIC DRAMA

STAFF WORK SPACE

FOYER

MULTI-SENSORY STUDIO

MAIN HALL

THERAPY ROOMS

PARENTS' ROOM

DINING

SOFT GYM

POOL

SERVICES
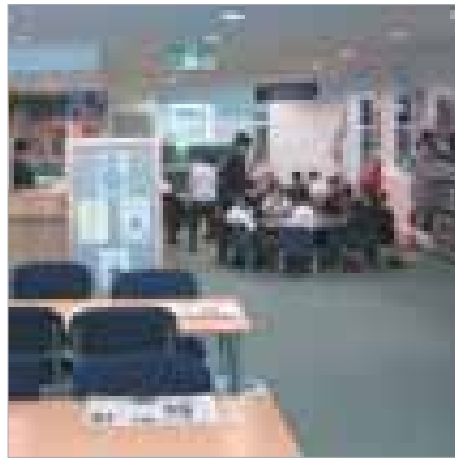
◄◄ Far left
Chafford Hundred
Campus front entrance

◄ Left
Library which is shared
between the school and
the local community

▼ Below
Chafford Hundred
Campus car park
entrance

Chafford Hundred Campus, Thurrock

One of the few all-age schools in the country, this campus serves a recently built estate which lacked community spaces. The light and spacious building provides a place to learn and socialise for local residents.

School vision

Chafford Hundred Campus provides all-age education for its local community, from nursery through primary and secondary and as a centre for lifelong-learning. A purpose-built facility, it was opened in September 2001 at a cost of over £10 million. Because of its popularity it is currently having an extension built to the secondary school and a new Astroturf pitch provided. Headteacher Chris Tomlinson says the school has a '24/7 ethos' and sees the campus as a community centre, serving a new estate with few other accessible local facilities.

Extended services

The community library acts as a focal point for local users and is a shared resource for pupils at the Campus. There are a range of adult education opportunities in art, sport, dance and other leisure classes.

A breakfast club is run from 8am and there is healthy after-school provision including sports clubs. The site also has a private child-care provider and is able to cater for wedding parties, as well as hosting the Chafford Hundred Forum and local fetes. The sports facilities are used extensively by local clubs and the school is now a Business and Enterprise College and is using the campus to make links with local employers. It recently hosted a business fair for local employers and service providers, and a community event to promote and encourage local women entrepreneurs.

Design issues

According to Chris Tomlinson the building is wearing well. It has been viewed by a large number of visitors because of its all-age education provision and the fact that it makes a statement architecturally. Key shared facilities are accessible from a wide and spacious 'street' which runs from the main entrance to the school, adjacent to the community library, through to the car park at the back of the building. This provides a welcoming entrance space for visitors, from which community areas such as the hall can be easily reached. The community library has a separate entrance, near the main entrance to the school.

Various parts of the building, such as the main hall, can be used by community groups at different times, safely and energy-efficiently, and the building's heating, lighting, security and fire systems have been carefully zoned, with control systems increased in sophistication, to achieve this.

School case study 17

> **"** Parents form an early relationship with the school when children come to nursery, so they are comfortable coming here for a whole range of different activities. **"**
>
> **Chris Tomlinson, headteacher**

The assumption when building the Campus was that, since it is a community school, most pupils and visitors would live close by. Within Chafford Hundred there is a network of cycle and footpaths and the Campus building was placed on site to make best use of these. The principal entrance and reception desk were sited to face the neighbourhood green, where pedestrian and cycle routes converge. To encourage cycling, cycle storage is located close to the building and is well lit, and lockers are provided for pupils and staff, large enough to fit cycle helmets as well as bags.

Importantly, an evaluation of the school building highlighted the need for good signage at both Chafford Hundred's public entrances. Usually only the main entrance is staffed, so users approaching from the car park can find it difficult to know where they are going. Community users welcomed the fact that there is open-access to the building throughout the day and liked the range of facilities it provided, but needed to know where they were going once they were inside.

The breakfast club is held in the school's cyber café and supervised by the Enrichment and Educational Visits Coordinator. Shining Stars childcare provision uses a range of school facilities from the sports hall to the outdoor play areas, and the cyber café.

One issue which the school has addressed is storage. Although Chris says it is a squeeze, the school does make storage space available for different lettings and clubs.

Management issues

Chris Tomlinson recognises that it is often simple additions, such as storage and signage, which can make the user experience more comfortable and encourage them to come back. Asking for feedback from users has helped Chafford Hundred understand how to make the best of the excellent resources they have.

Main school

Main shared areas

Entrance

Entrance on level below

Routes

These colours indicate broad divisions only

NURSERY

LIBRARY

PRIMARY
CLASSROOMS

ADMIN

SECONDARY HALL

PRIMARY HALL

DRAMA

KITCHEN

SECONDARY
CLASSROOMS

CAFÉ

SPORTS HALL

appendix **one**
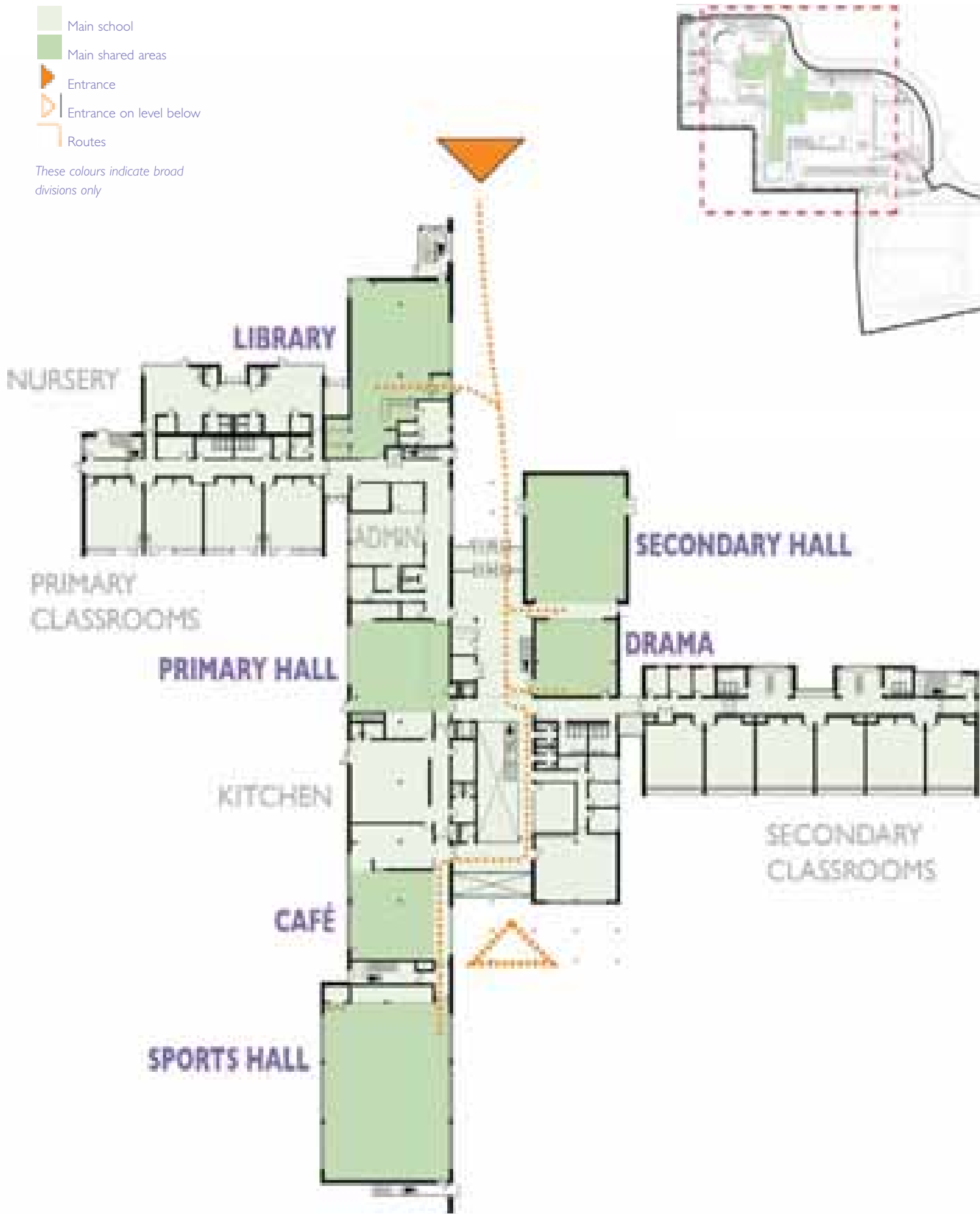
self assessment

Local authorities

This self-assessment tool considers some of the key issues set out in this publication and is an opportunity for local authorities and schools – whether they already provide extended facilities or are considering how best to meet local needs – to think how they might move forward and develop their extended services.

This is not an exhaustive list of the issues but may be a helpful prompt for schools as they move forward. We suggest that senior management teams begin by using the **School vision** and **Creating a brief for the design of extended facilities** sections to test their current thinking and identify areas for further exploration and discussion with their wider stakeholder groups. The final section is to help schools interrogate proposed designs in order to decide whether their needs are being met.

The questions are designed to help schools and local authorities draw up an action list and establish timescales and resource needs as they move forward.

Partnerships for Schools has issued guidance for local authorities on creating an educational vision as part of *Building Schools for the Future*.[11] Some key issue for local authorities are:

1   Does the education vision properly reflect the overall local authority vision?

2   Has the education vision been produced in consultation with the relevant stakeholders?

3   Has the relationship been considered between education provision and other specific plans for the area, such as health and social services?

4   Does the education vision reflect the implementation of the Children's Act and its requirements for partnership working with other agencies/key partners/schools and the establishment of integrated local structures, including Children's Trusts?

5   Is there a clear map of who the stakeholders are?

6   Has the vision been developed in partnership with the education community including staff, pupils, parents and adult learners, and other local partners?

7   Do all the stakeholders share the vision, or are there differences of emphasis in how they see the future?

Schools

User involvement

1   Do we know enough about who makes up our community? Do we want to think just about the school community (pupils, staff, parents, governors) or are we planning to serve a wider group (such as local residents)?

2   Do we know about their educational (and other) aspirations?

3   How content are they with existing service provision?

4   What are the views of staff? Are we using their expertise to best effect in developing our vision and plans for extended services?

5   What partnerships already exist that we might work with?

6   Who else has the necessary expertise and experience to help us move forward?

7   How can we involve our stakeholders in the decision-making process?

8   When do we need to involve them and how best can we do that (meetings, workshops, newsletters, surveys)?

9   How can we communicate our plans with our community?

10 Have we developed a clear stakeholder engagement plan setting out who we will involve, when and at what point we need to communicate, consult and involve our community in decision making?

School vision

1   Does the education vision properly reflect the overall local authority vision?

2   Does the education vision properly reflect any local strategic partnerships in place?

3   Has the relationship been considered between school provision and other specific plans for the area, such as health and social services?

4   Does the school vision reflect the implementation of the Children's Act and its requirements for partnership working with other agencies/key partners/schools and the establishment of integrated local structures, including Children's Trusts?

5   Has the school vision been developed in partnership with staff, pupils, parents and adult learners, and other local partners?

6   Is it possible to join up the school vision with other local initiatives such as ICT in the community, Big Lottery sports funds, Primary Care Trust capital strategies, local FE strategies and provision of Children's Centres?

7   Does the vision show how the school will provide the core offer of study support, widespread community use of the school's facilities and family learning, either wholly on the school site or in partnership with schools nearby?

11 *Building Schools for the Future: Local authority education vision – policy guidelines for wave 2*, www.bsf.gov.uk/documents

8   Does the vision reflect the need to provide a safe place to be/things to do for young people both during term-time and holiday periods?

9   Does the vision allow us to identify the best way to provide the flexibility of space that will be required over time with changes in the community?

10 Does the vision allow us to provide for access to school facilities by the wider local community, including out-of-hours use for recreational as well as for community and adult education purposes?

11 Does the vision enable us to consider the additional access issues that community use will involve – both to the school itself as well as the grounds, playing fields and car parking?

12 Does the vision enable us to identify proposals to deal with the additional security/safety issues of having a mix of pupils and community users on site and the need to ensure appropriate separation so community use does not disrupt lessons?

13 What skills do we have in our community and partner organisations and agencies which will help us deliver the vision?

Creating a brief for the design of extended facilities

1   Have we articulated our school vision for extended services in a way which the design team can understand and engage with?

2   Are we clear about budgets for the project, including the initial costs and future running costs?

3   Have we created a masterplan for our site showing how facilities might change and grow over time?

4   Does the brief make clear the sort of ethos and atmosphere we want to promote in the school?

5   Have we expressed how we want security to operate, and how accessible we want the facilities to be at different times of the day?

6   Do our proposals adequately cover the need for different sizes of facilities for different user groups – such as toilets/wash basins which can be used by very young children and also by adults, desks and chairs for different age groups, adjustable chairs for computer use?

7   Is there provision of flexible multi-use areas for use by others within the school, including services working with children?

8   Do proposals reflect an awareness of the diversity issues for community user groups, for example use of showers?

9   Is there clarity about who will be responsible for the day-to-day management of the extended services? Has their input been sought in creating the brief?

10 Do we want to use spaces we already have in the school to deliver extended services?

Assessing design proposals

1 Do the proposals represent value for money? Are they within budget? How often will elements of the design, such as fixtures and fittings, need to be replaced and do the overall running costs for the facilities match our budget?

2 Do the proposals make the best use of our existing site?

3 Does the way the spaces are arranged make sense in terms of how they will be used? Are the right spaces grouped together, for example?

4 Are the proposed corridors, stairways and so forth wide enough to cater for the level of 'traffic' that community use could bring?

5 Are there clearly signposted and accessible reception facilities, sited in the best position to point community users in the right direction for the services they need?

6 Does the design ensure adequate levels of security for all school users?

7 In schools that have no immediate plans for community use, does the overall design allow for future community use, either by conversion of space or by the easy addition of new facilities?

8 Does the design take account of what different community services will need – for example a room with a sink for a health care worker, rooms for confidential discussion, rooms for childcare?

9 Is there sufficient storage space over and above that needed by the school for toys, furniture, sports equipment and so forth by a range of users?

10 Does the design take account of future requirements for flexible use of accommodation, and the possibility that health workers, social care workers, Connexions and others may be co-located with schools?

11 Is there adequate external lighting of footpaths, entrances and car parks for evening visitors? Can these be controlled separately from the rest of the school to save energy?

12 Does the community have access to only the appropriate areas/services? Do proposals ensure there are no 'dead' areas where people cannot be seen?

13 Is there adequate parking with reserved space for people with disabilities?

appendix **two** **resource material**

21st Century Schools: Learning environments for the future, CABE 2004

A Guide for School Governors, RIBA 2004, www.architecture.com

Being Involved in School Design: A guide for school communities, local authorities, funders and design and construction teams, CABE 2004

Building Bulletin 98: Briefing Framework for Secondary School Projects, TSO 2004, available on www.teachernet.gov.uk/schoolbuildings

Building Bulletin 99: Briefing Framework for Primary School Projects, TSO 2006, available on www.teachernet.gov.uk/schoolbuildings

Building for Sure Start, DfES 2003, www.surestart.gov.uk/publications

Building Schools for the Future: Local authority education vision – policy guidelines for wave 2, Partnerships for Schools 2004, www.p4s.org.uk

Creating Excellent Buildings: A guide for clients, CABE 2003

Evaluation of the Extended Schools Pathfinder Projects, DfES Research Report RR530

Every Child Matters: Change for Children in Schools, DfES 2004

Exemplar Designs: Concepts and ideas, DfES 2004

Extended Schools: Access to opportunities and services for all. A prospectus, DfES 2005

Extended Schools: Providing opportunities and services for all, DfES 2002

Falling School Rolls advice, www.teachernet.gov.uk/management/fallingschoolrolls/

Guidance for local authorities on improved joined-up planning and funding, Partnerships for Schools 2004

How schools can contribute to area regeneration, Joseph Rowntree Foundation 2003

Insurance: A guide for schools, DfES 2003

Inter-agency working to prevent school exclusion, Joseph Rowntree Foundation 2001

Links between schools, family and the community: A review of the evidence, Joseph Rowntree Foundation 1999

Material for Schools: Involving parents, raising achievement, Professor John Bastiani edited by Sheila While, DfES 2003

Building Bulletin 95: Schools for the Future: Designs for Learning Communities, TSO 2002

Schools Out: Can teachers, social workers and health staff learn to live together? Demos and Hay Group 2004

The Architect's Plan of Work, RIBA 2000, www.architecture.com

The provision of integrated services by family centres and New Community Schools, Joseph Rowntree Foundation 2005

The School Works Toolkit, www.school-works.org

Towards the Development of Extended Schools, DfES Research Brief RB408 2003

VAT on Extended Schools Activities, available on www.teachernet.gov.uk /extendedschools

Whole Life Cost Forum, www.wlcf.org.uk

There are six Know How leaflets available on the Teachernet site covering:

- governors' roles and governance
- working with voluntary and community-sector organisations
- welcoming the whole community
- evidence and evaluation
- school companies
- ICT.

www.teachernet.gov.uk /extended schools/practicalknowhow

DfES publications can be ordered by calling 0845 602 2260

DfES Building Bulletins can be ordered from the Stationery Office by calling 0870 600 5522

appendix **three** **photography references**

department for
education and skills
creating opportunity, releasing potential, achieving excellence