

# Extended schools: Access to opportunities and services for all

A prospectus



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# Foreword

By 2010, all children should have access to a variety of activities beyond the school day. Well-organised, safe and stimulating activities before and after school provide children and young people with a wider range of experiences and make a real difference to their chances at school. It gives them the opportunity to keep fit and healthy, to acquire new skills, to build on what they learn during the school day or simply to have fun and relax.



This is a demanding, but exciting vision. It is a vision which fits with what parents want for their children, with the direction that schools are already moving in and

with the Government's wider Every Child Matters objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. Schools, located as they are right at the heart of the community, are ideally placed to take up this challenge.

From my visits to schools, I know that the best have been delivering extended services for some time. These schools are doing so because they feel passionately about the impact that they can have on children's lives. They know that by working in partnership with parents they can enable children and young people to fulfil their potential. They know that children's wellbeing and high educational standards go hand in hand. And they know that children will be better placed to achieve their full potential if they are in childcare that allows them to complete their homework, have their health problems addressed and get help from their parents to support their learning.

The best schools also know that they must work with others – with existing social services and the voluntary sector, but particularly with parents. It is vital that we ensure that services are shaped by those who will use and provide them. Breakfast and after-school clubs, high quality childcare, input from specialist services, parenting support programmes and a good range of beyond-the-classroom activities all contribute to improving children's skills, confidence, behaviour, health and achievement.

We have set out a menu of extended services that we want to see all our children enjoy. But this is not about teachers running these services or taking on additional responsibilities. Instead we will help and support schools to work with parents and the wider community to make this vision a reality. This prospectus is a critical step in that process. It sets out the vision, the timetable, the funding and the sources of practical support available.

It helps schools decide how best to spend resources this Government has made available. We have already spent £160m, and we will be spending a further £680m up to 2008. And we have also announced a new long-term commitment to renew the fabric of our primary

schools addressing concerns many schools have had over lack of appropriate space. We will achieve greater impact from our capital investment in primary schools, children's centres and children's social services by ensuring that these funding streams complement each other, can be joined up locally and have the flexibility to respond to local needs.

Developing extended services will be challenging for some schools. But when we achieve our aim, we will truly have something of which to be proud. I am always struck by the enthusiasm, energy and commitment to extended services in the schools that I visit. I know that, by schools and parents working together we will be able to ensure that the kinds of services available in the best schools are on offer to every parent and child.

A handwritten signature in black ink, reading "Ruth Kelly". The signature is fluid and cursive, with the first name "Ruth" and last name "Kelly" clearly distinguishable.

Ruth Kelly

Secretary of State for Education and Skills

# Overview

Developing extended services will be a challenge and we want to provide schools with support and practical advice about how to do so. This prospectus sets out some information on developing extended services.

But it is also important that you visit [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools) for further practical information. The website provides advice on issues such as the law, insurance, and health and safety. The website will develop as we learn more about the good practice already in schools, what barriers they have faced and how they have overcome them. As the National Remodelling Team works with schools on these issues, we will update the website with further learning on key issues such as leadership and governance of extended services. If you do not see the answer to your question here or on the website, contact your local extended schools remodelling adviser for further support.

The following section of the prospectus provides an introduction to the concept of extended services and gives some examples of what this means in different schools.

## Every Child Matters and schools

The Every Child Matters: Change for Children programme is a shared national programme of system-wide reform designed to ensure that children's services work better together and with parents and carers to help give children more opportunities and better support. It focuses on five outcomes that children and young people told us were key to their wellbeing:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic wellbeing

This means long-term investment by the Government in bringing together more opportunities and services into single settings like children's centres (for children from birth to five) and schools.

Bringing services together makes it easier for universal services like schools to work with the specialist or targeted service that some children need so that problems are spotted early and handled effectively. Opening up schools to provide services and activities also means that parents can access childcare without worrying about children moving between school and childcare facilities. This will be supported by the significant capital investment now planned for both primary and secondary schools. In addition the Children's Workforce Strategy, available at [www.everychildmatters.gov.uk/publications](http://www.everychildmatters.gov.uk/publications) looks at how this fits with the wider strategy for the children's workforce to help all who work with children come together in better ways.

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## 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. We previously funded a category of full-service extended school with a specific remit of services. But now we want all schools and children and families to be able to access a core of extended services which are developed in partnership with others. Many schools are already providing these extended services and have been doing so for some time.

Extended services can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities. By consulting with parents and involving them in the planning of services, schools will be able to develop the package of services which best meets the needs of their community.

For primary schools, this will mean working with a range of local providers to enable children and families to have access to extended services. We do not expect all primary schools to offer extended services on their own sites. For secondary schools, our expectations are different: we want to see all secondary schools open from 8am-6pm all year around, offering a range of activities for young people.

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# Core services

Building on the experiences of those schools already delivering extended services, we have set out a core offer of extended services that we want all children to be able to access through schools by 2010.

The core offer for mainstream and special schools is:

- high quality 'wraparound' childcare provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am–6pm all year round
- a varied menu of activities to be on offer such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities

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- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents

- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites
- providing wider community access to ICT, sports and arts facilities, including adult learning

Schools will want to work closely with parents to shape these activities around the needs of their community and may choose to provide extra services in response to parental demand. The core offer ensures that all children and parents have access to a minimum of services and activities. 'Extended School' is not a status that schools centrally apply for as there is no blueprint for the types of activities that schools might offer. How these services look and are delivered in or through a particular school will vary. Children with disabilities or special educational needs must be able to access all the new services. Schools will want to actively seek parental feedback and feedback from the wider community to review and improve their services.

Some of these services such as health and social care will be provided free of charge. These sorts of services will need to be funded often by local authorities and their children's trust partners such as Primary Care Trusts. But for other services, such as childcare, charges will need to be made. Schools or the partners that they are working with will need to devise charging regimes that cover the costs of the services but that are affordable for working parents. The childcare element of the Working Tax Credit provides support for low income parents in meeting childcare costs. (See page 20 for more information on meeting the costs of providing extended services).



However, this is not about teachers running these services or taking on additional responsibilities. Consistent with the aims of workforce remodelling, schools should ensure that the most appropriate person is engaged in developing and delivering extended services. We are working with the signatories to the National Agreement on Raising Standards and Tackling Workload to ensure that guidance on the development of extended services is consistent with the tenets of workforce remodelling. Schools will need to work in partnership with other providers to complement and support access to existing services in the community. These might be provided by the voluntary or private sectors, across clusters of schools or by neighbourhood-level initiatives or other specialist providers. More information on partnership working can be found on page 19.

We have set out some specific examples below of key elements of the core offer to help support the services that your school might develop.

## Core extended services

### Childcare and school activities: a role for schools

The Government recently published its ten-year strategy for childcare, **Choice for parents, the best start for children**. This sets out a key role for schools in ensuring that children experience high quality childcare. This will benefit the child, help raise standards in schools and help parents both to return to work and to balance their work and family life.

### The specific elements of the strategy that relate to schools are:

- by 2010 all parents of primary-age children will be able to access affordable childcare at or through their school from 8am to 6pm, all year round. This will be available in at least half of all primary schools by 2008. The childcare could be based in their child's primary school, at a nearby school or on a different site provided in partnership with private or voluntary sector providers (including childminders), with supervised travel arrangements to and from the provision
- by 2010 all secondary schools will be open from 8am to 6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities. At least a third of secondary schools should be making this offer available by 2008
- by 2010 all three and four year olds will receive 15 hours of free integrated early learning and care for 38 weeks of the year (increasing from the current 12.5 hours). Parents will have flexibility to use the free entitlement over a minimum of three days and to purchase additional hours

### Approaches to delivering childcare

There are several models of delivery that schools and providers can adopt:

1. Direct delivery – some schools will wish to be direct deliverers of the childcare offers, making all the arrangements themselves – employing staff and administering and charging for the provision.
2. Delivering with third parties – some schools will wish to work with a third party provider from the private or voluntary sector, including networks of childminders, often recommended by their local authority.
3. Working in clusters with other local schools – some schools will work in clusters to share resources such as a childcare manager to develop the service and/or to rotate responsibility for childcare over holiday periods.

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4. Providing care for younger children – some schools will also be able to make high quality provision for the very early years by, for example, co-locating with a children’s centre which makes provision and support available for children from birth as well as wider support for families.

The reasons for providing or extending childcare services in schools and through existing local providers are compelling. High quality childcare combined with activities will help raise educational achievement where children have opportunities such as arts, sports, and volunteering activities. It will also help to improve children’s life chances by enabling parents to return to work and hence lift many households out of poverty. Changing patterns of work and family also mean many parents cannot rely on informal childcare and need to be able to access formal childcare opportunities which offer flexible hours and wrap around the school day to suit their working patterns. Many schools are well placed to offer childcare as they have a safe environment for children and the confidence of parents.

It is also important, particularly for younger children, that there is time for the child to rest, play and have a healthy snack. Play is an important part of children’s lives. As well as being fun in its own right, it is how children begin to explore and make sense of the world around them and learn important social skills.

### Case study

#### Childminding networks

Woodthorpe Community Primary School in York uses the childcare services of registered childminders, working with the National Childminding Association, to provide childcare that is wrapped around the school day. The childminders, as well as looking after children in a home setting, collect and drop off children at the school or at after-school activities and fill in some gaps between session times in the various settings. They also have direct, one-to-one contact with parents and carers, so they bring a lot of direct experience of parents’ views to discussions with the school.

A varied menu of activities which meet local need should be on offer in schools, including during childcare, such as homework clubs, sport (at least two hours a day beyond the school day for those who want it) including more opportunities for competitive sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities.

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More information about how to develop good quality study support opportunities is available at [www.teachernet.gov.uk/teachingandlearning/studysupport](http://www.teachernet.gov.uk/teachingandlearning/studysupport)

Many schools may be concerned that they don’t have the space for childcare. For primary schools, in particular, space may be a big issue. Often, the solution will be to make the best use of existing facilities outside of school hours. Creating the right environment and atmosphere for childcare is critical. This will be one of the issues we address in developing a joined-up programme for primary schools, enabling the various capital funding streams to be drawn together locally for greatest impact. Not all activities need to take place on the school site and it may be easier to find a suitable space working with partners such as neighbouring schools or other local providers. Local authorities will have an important role in linking strategic planning for these services to asset management of buildings and premises – both primary and secondary. We have also addressed

concerns about VAT on capital build in the 2005 Budget announcement.

### Secondary schools

We want secondary schools to be open 8am-6pm, year round, providing a wide range of things for young people to do such as arts, sports or special interest clubs, and other study support such as 'catch up' and 'stretch' opportunities. Young people will only attend activities that they find attractive and so schools will need actively to engage young people in developing their offer. The benefits to young people can be huge, giving them opportunities to pursue wider interests and develop new skills, as well as socialise in a safe environment. These activities can also play an important part in helping children live healthier lives and reducing obesity through providing cookery classes or sports. In some areas, access to affordable things for young people to do can be limited and they can also be at risk of being involved in or the victim of crime as they have no safe place to be.

### Case study

#### Engaging young people

Archbishop Michael Ramsey Technological College's development of extended services has added a new dimension to the lives of young people in Camberwell. The college is a comprehensive school for 850 children aged 11-19. It has a Saturday school until 1pm, a community centre with drop-in support sessions, provides NVQ courses and New Deal workshops. With voluntary sector support from 4Children's Make Space programme, the school has set up a breakfast and an out-of-school-hours club, providing a chill-out area and study and activity opportunities, including dance and music. The clubs are run with help from the students. The breakfast club is open on a daily basis from 7.45am and the after-school club opens three evenings per week.

### Study support

Beauchamp College in Leicestershire has developed a Curriculum Extra programme, promoting an extensive range of twilight qualification courses and volunteering opportunities. The programme is operated in partnership with the Adult Education Service, Right to Read campaigns, Open University and local primary schools. Each year over 500 students aged 14-19 enroll on courses in subjects as diverse as First Aid, ICT, street dance and aromatherapy. A range of Open University science modules is also offered, as well as volunteering opportunities such as one-to-one reading support in primary schools.

This range of study support not only encourages students to gain further qualifications and devote time to community volunteering, but also strengthens their applications to universities or to prospective employers.

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### Parenting support

Parents have the biggest single influence on their children's lives and are their child's prime educator. We know from research that good parenting in the home makes an enormous difference to children's outcomes and we want services in extended schools to support parents in this key role.

We also know that schools which work in partnership with parents to support their children's learning and development can expect significant, consistent and lasting benefits. Research evidence and inspection data,

summarised in the DfES toolkit for schools, **Involving Parents: Raising Achievement**, show that schools which work well with parents had:

- improved levels of achievement – parents' active encouragement and support for children's learning produce tangible academic benefits that last throughout a child's school career
- more positive pupil attitudes and behaviour
- increased parental participation in, and support for, the life and work of the school
- a greater willingness for parents and school to share information and tackle misunderstandings and problems at an early stage

Many parents say that there are times in their children's lives when they would benefit from more information, advice and support in their parenting role. We want all extended schools to offer access to:

- information sessions for all parents at key transition points in their children's lives, particularly starting school, and moving from primary to secondary school. Schools may wish to ask parents what topics these sessions might cover. Many schools have found it useful to look at school-based issues, health, sex, alcohol, careers etc. These sessions are often effectively delivered by a third party specialised in working with parents, such as a voluntary or community organisation
- parenting groups, using structured manual-based parenting programmes
- more specialised support for parents who might need it, for example, parents whose children have problems with attendance or behaviour at school and who need targeted support as part of a parenting contract.
- information on the advice and support available to parents – through national helplines and websites, and through local family support service

Our vision is that extended schools will serve as a hub for services for parents. In time, we anticipate that many extended schools will want to broaden the range of services available to parents through the school, for example targeted services such as

support for parents of children with behaviour difficulties or support for parents experiencing relationship difficulties. Many schools with children with special needs or special schools also work with others to provide additional support to parents such as respite care or voluntary sector support groups. Where children's centres are co-located alongside schools, this provides greater opportunities to expand the range of services on offer.

In developing their work with parents, schools will want to adopt a whole-school approach in involving and supporting parents, so that all members of the school staff are alert to the needs of parents. Schools will also want to develop links with local children's services, particularly social services, health and voluntary and community sector providers, securing input from specialist staff who are skilled in facilitating parenting groups and supporting individual parents. It will be crucial to ensure that services are attractive and useful to all parents, including parents from minority ethnic groups and fathers.

### Case study

#### Parenting support

Working with the LEA and the local Behaviour Support Team, Gloucestershire Parentline Plus offered workshops for parents in nine primary and secondary schools. The workshops were designed to foster children's education and learning by raising parents' awareness, skills and confidence in communicating with their children.

Daytime and evening courses were arranged and parents were invited to attend taster sessions at the schools. Courses were developed in partnership with the schools and adapted to reflect the interests of the audience. Topics included 'Helping your child learn', 'Tackling bullying', 'Working with the school to help your child' and 'Parenting teenagers'. Activities included group discussions and role play, supported by trained facilitators.

One parent commented: "The course has helped me to realise there are different ways of

dealing with feelings. It has helped me to see my children in a new light and to cope with tensions at home when there are arguments.”

## Adult learning/family learning

Parents and other adults within the community will also benefit from the facilities within schools being made more widely available. Schools can provide language, literacy and numeracy support as well as other activities to engage adults in learning such as languages, arts and crafts and other activities or qualifications.

## Family learning for families with children with autistic spectrum disorders

Millfields School is a resource base for children with autistic spectrum disorders (ASD) from across the authority. The school also provides specialist support for families of children with autism. Following one discussion on methods used to get children to go to sleep each evening, one parent commented, “I just never realised that other parents had the same difficulties. It is great to be able to share strategies and I have got lots of new ideas to try out now.”

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## Health and social care

There are a range of specialist health and social care services that children, young people and adults need to access at different times in their lives which support both their general wellbeing and their ability to learn. For children and young people these could include speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Special schools in particular often act as a hub for the delivery of health, social care and respite services for children and parents. By offering this provision, on site or through local partnerships, schools can improve access to these services and create a more streamlined and supportive referral system for those who need it.

Those schools who are working towards offering extended services should also aim to develop into a healthy school at the same time. The National Healthy Schools Programme is funded by the DfES and the Department of Health, with a regional and local network. By 2009, the Government wants every school to be working towards achieving national healthy school status. The Government has ensured that every LEA and Primary Care Trust already has a local healthy schools programme to support schools in reaching this target.

To gain healthy school status, schools will need to meet standards in a number of areas including PSHE, physical activity, healthy eating and emotional health and wellbeing. Schools will be expected to

## Case study

### Support for Parents and the Community

Highfield Primary School in Efford, Plymouth, has converted two empty classrooms into a community room. The community room offers **whizart** classes, in which parents work alongside their children on art activities one afternoon per week. After school, ICT sessions are available for parents and children. Parents wishing to develop their ICT skills can take part in a 15-week training course. The headteacher, Paddy Marsh, explained: “Many of the parents here had bad experiences at school. They still find schools a threatening environment. It’s a way of getting parents in and getting them to spend time learning and talking with their child.” As a result of the school’s success in involving parents, children are more likely to ask their parents for help with homework.

use a whole-school approach to meeting these standards involving parents, pupils, governors and staff. Working towards offering extended services entirely supports a school in gaining healthy school status. For more information see [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

### Case Study

#### Healthy schools

Archbishop Sumner School has set up the Fit4Kids programme which operates as an after-school club on a weekly basis. Led by school nurses, it aims to increase awareness of what can be done to maintain a healthy lifestyle and to further promote the healthier schools initiative. Fit4kids enjoy activities such as weekly exercise, cooking, dancing, and gardening. Parents are encouraged to participate by accompanying their child on a twice-termly basis, thus enabling the family as a whole to understand the issues around living healthily. Feedback has been good. One year 5 child has said: "It is great fun and I will learn about things to keep me healthy". Another year 6 child said: "Being healthy is not all about what we eat".

### Children's centres and the early years

We want to see strong links between extended schools and children's centres. Children's centres provide holistic services including access to integrated early learning and care, health and family support for children under five and their families. They are being established across the country in every community by 2010. Schools, especially primary schools, may wish to consider co-locating with a children's centre and offering joint services to provide a more streamlined service to parents and families. This could, for example, mean providing services for all those with children aged 0-11 in one place which would particularly benefit those parents who have a pre-school child and a child in primary school. Funding for children's centres, including capital funds, can be linked with that available for extended school services.

Our plans for a joined-up programme to draw together capital for children's centres, extended services, primary schools and children's social services will help services respond flexibly to local needs.

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### Case study

#### Early years provision through children's centres

Warren Park Primary School and the Warren Park Sure Start Children's Centre share a site. The headteacher and the head of the children's centre share a commitment to delivering services in a fully integrated, seamless way which best responds to the needs of their local community. This has been reflected in the design of the new centre with Hampshire County architects.

There is a service level agreement between the school and the children's centre to cover use of shared spaces; for example, the school uses the centre's multi-purpose community room (for after-school clubs etc) and the medical room, while Sure Start activities are delivered from the school hall and IT room (training). The 3-4 year olds' playroom is linked by a corridor to the school's reception class maximising opportunities for staff to work together and share resources across the Foundation Stage.

Examples of children's centre services being offered include:

- child and family health services
- early education integrated with daycare – including after school and breakfast clubs
- family support and outreach services – have established a multi-skilled outreach team
- drop-ins, play and exercise, antenatal and postnatal sessions, basic skills and NVQs in Childcare
- full daycare for under fives

Families have been keen to be actively involved and parents and carers have been consulted from the early stages; for example, over the briefing for the new building. They are very happy with the facilities and range of services – even wanting more.

Many schools provide free integrated early learning and care to eligible three and four year olds. The current minimum entitlement is 12.5 hours per week, for 33 weeks per year. Commitments to increase the minimum amount of free early education were announced in the Government's ten-year childcare strategy. From April 2006, the minimum entitlement will increase to 38 weeks per year. From April 2007, parents will be able to use the free integrated early learning and care offer more flexibly over a minimum of three days per week and it will begin to increase to 15 hours per week, with all children receiving 15 hours per week by 2010. Schools will therefore need to consider how they need to reconfigure their provision.

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# Benefits

Every good school knows that standards and wellbeing go hand in hand. Ofsted will report during school inspections on how wider services available in schools are contributing to improved standards, as well as improved wellbeing.

Through School Improvement Partner (SIP) conversations, schools will be challenged and supported in how extended services can contribute to their school improvement priorities.

So, what are the advantages?

Providing extended services:

- supports improvement in standards
- enables children to have fun and develop wider interests/new skills
- enhances support for vulnerable children and those most at risk
- encourages greater parental involvement in children's learning
- makes better use of our school facilities by opening up sports, arts and ICT facilities to the community
- provides better help to staff and parents to address children's wider needs, such as support from visiting multi-agency teams
- provides additional opportunities for staff in schools for example, childcare and support staff may be interested in additional work in some of the services
- enables parents to return to work and so reduces the number of children living in poverty
- reduces health inequality through greater take up of school-based health and social care services such as smoking cessation clubs or midwifery services

## Case study

### Parenting support

The Family Links Nurturing Programme provides structured ten week courses for both parents/carers and children, embedding its parenting support in the broader context of home/school links. It builds positive relationships based on four key constructs: self-awareness and self-esteem, appropriate expectations, empathy, and positive discipline.

- the Parent Programme improves parents' confidence and skills, encouraging them to maintain effective positive discipline while understanding their own and their children's emotional needs
- the Children's Programme offers personal, social, health and citizenship education

The programme has contributed to the work of Pegasus School, a primary school in Blackbird Leys in Oxford, in involving parents in their children's education, and supporting pupils in developing self-esteem and self-confidence. Jill Hudson, the headteacher explained: "If you're looking at raising academic standards, it isn't good enough just to look at the curriculum...If you can't reach the child, then you can't teach them."



# Who you should involve

Schools already have an important role to play in their local community. Through extending their services, schools will be able to develop and deepen their links with children, their families and the wider community.

Welcoming the whole community is a key element of the inclusive ethos that characterises successful schools. Such an ethos places the highest priority on valuing all members of the community and building the relationships that enable everyone not only to benefit from the opportunities provided, but also to help identify, shape and improve new and existing services and facilities.

## Consultation

The Education Act 2002 requires schools to consult widely before providing extended services. They must, as a minimum, consult parents of children registered at the school, the children, staff and the local authority.

This process also helps to identify the sort of resources – time, people, money – that will be needed to set up and provide the activities. The governing body of the school also has a key role to play in consulting with the community about developing extended services. Consultation, particularly with families and the community, should not be a one-off exercise. It should be carried out regularly to obtain feedback to ensure that what is being provided continues to be what is needed. Different approaches are helpful at different times – some schools have consulted through pupil councils and parent forums, others via the school website and newsletters.

## Involving children and parents

Involving children and parents in deciding what extended services are offered and how they are offered is critical to ensuring that needs are met. People are more committed to things that they have helped develop. They are more likely to take up the offer and even participate in delivery. It is particularly important for schools to reach out to parents who, perhaps because of their own

negative experiences in school, might otherwise be less willing to engage in services delivered on the school site. This might also be done through existing forums like Parent Teacher Associations.

### Parents should be involved in:

- planning the activities for children and young people
- identifying what activities would be wanted for parents themselves: adult literacy, parenting support, computer skills
- helping run particular activities; for example sports, visits, clubs
- providing ongoing feedback on the extended school programme

Parents have a crucial role to play in supporting their children's learning and development, and in helping them achieve the five Every Child Matters outcomes. Research evidence shows that good parenting is the most important factor for children's achievement and that schools which work well with parents can expect significant, lasting benefits. Schools at the forefront of extended services have recognised this.

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A clear notion of what is expected of parents in terms of cooperation on issues like behaviour will be considerably easier to implement if parents themselves feel they have a role to play and a say in how schools are run. The most important principles are: honesty about the agenda, improving outcomes for children, and how both the school and parents play their collaborative roles in improved outcomes.

### Involving the local authority

Involving the local authority at an early stage is very important. Following the Children Act 2004, local authorities are working with key partners as part of children's trust arrangements to plan and commission services strategically. They will already have an understanding of what childcare is available in your area and what local community and neighbourhood needs are. They may have plans already in place for developing this provision. Local authorities, as part of a children's trust, can also help schools to identify resources needed to develop extended services – they have access to funding sources that may be used to support services or could help by making links with potential partners or providing details of relevant local services and facilities.

### Consulting staff

It is also essential to seek the views of staff and their recognised unions. Many school staff may be interested in working in some of the extended services. For example, support staff may be interested in working in childcare during the school holidays or beyond the school day. Should third party providers be engaged, they will be keen to secure well-trained school staff that are known to the children and the school community to deliver their services.

More advice on how to carry out consultation is provided at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

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# Working in partnership

Schools do not have to develop and provide all these services themselves.

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Many schools will develop the core offer of extended services by working in partnership with existing local private or voluntary sector providers or by building on existing links with other local schools and working as a cluster. For example, a local cluster of schools may rotate the responsibility for delivering holiday childcare so that parents from nearby schools can drop off and pick up their children from a neighbouring school during the holidays.

There is also much to be learnt about good partnership working from special schools which often have excellent expertise in working in partnership with health and social care.

There are many groups that schools will know through their existing contacts. For example, by 2006 every school will be involved in a School Sport Partnership. There will be opportunities to use these partnerships to offer a range of sporting activities across a cluster of schools. Local authorities will also be able to provide advice about wider groups, agencies and services and neighbourhood -level initiatives that are willing to work in partnership to develop activities to meet the core offer of extended services. The key is to think broadly across the community about who might be willing to

deliver services or who will benefit and hence might be willing to support a broader range of services based in or around a school site.

Education Improvement Partnerships offer a way to bring together local providers from all sectors to provide more joined-up services to meet the needs of the community. An Education Improvement Partnerships prospectus has been published and is available at [www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships](http://www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships)

## Case study

### Working with other service providers

Kidbrooke School in Greenwich is working in partnership with other children's services, including health, to provide a lunchtime health centre within the school. This is a multi-agency service, co-ordinated by a paid worker. Services include one-to-one sessions with the school nurse, the family planning nurse, sessions with youth workers from the Children and Young People's service, leaflets and information, referrals and signposting. The service is very well accessed by young people.

### Cumberland School: School Sport Partnership

Through the work of the School Sport Partnership, the Sports College provided a range of opportunities for KS2 pupils to get involved in PE and sport events, competitions and lessons at the secondary school. In addition, Saturday schools and holiday programmes were set up at secondary schools in the partnership. The programme is helping pupils to settle into secondary school more effectively. Pupils are reported to be showing increased confidence and self-esteem as a result of getting to know the teachers and the school through the PE and sport activities.

# Making it happen

There are many practical issues such as funding (including costs and fees), premises, management and school organisation, which schools need to consider when developing extended services. The extended schools website has more information and will continue to be updated with practical advice and support materials.

If the answer to your query is not in this prospectus, please do look on the website at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools) or contact your local extended schools remodelling adviser for further support.

## Meeting the costs of providing extended services

Start-up funding will be available to schools to help them in developing extended services (see page 21). However, services will need to be developed in such a way as to ensure they are affordable and sustainable. This will involve devising a clear charging policy for those activities that should attract a fee, for example, childcare. Some parents may be eligible for the childcare element of the Working Tax Credit to help support some of the costs of the childcare. More information on charging is available on our website and we will provide further guidance as our work with schools progresses.

be responsible for the charging policy, although the school may wish to be reassured that the fees levied are affordable and appropriate for the area. If the activities are delivered on the school site, the school will wish to factor in any extra costs it may incur or consider charging the provider for the space. The funding raised can be used to finance further community initiatives, or to supplement the delegated budget in supporting the education of pupils

When drawing up costs and charging regimes, it is important to think about the sort of extra costs that might be incurred:

- buildings – there may be extra costs associated with additional security, caretaker time or use of the space
- utilities – remember to build in costs of extra electricity, gas, phone use etc where activities are delivered on school site
- equipment – there may be a need to purchase particular equipment; this will need to be stored somewhere
- staffing – depending on how the activity is delivered, there may be additional staffing costs, including covering expenses of volunteers
- management – the costs may need to reflect any time that involves school staff such as bursars taking on any extra responsibility.
- insurance – the school may be required to take out extra cover for the extended activity.

These costs might exist even where the personnel delivering the service belong to and are funded by another organisation. For example, a social worker based on the school site will still incur accommodation costs. These will need to be

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Where the activities are provided by a third party – a local childcare provider, say – the provider will

negotiated with the service provider to ensure the school does not incur ongoing costs they cannot meet. Local authorities can advise on the best sources of business service support to schools.

## Start-up funding

To support schools in setting up and embedding their services, the Government has committed considerable additional funding. This is being made available through local authorities – around £50 million in 2003-05, £110 million in 2005-06, £194m in 2006-07 and £238m in 2007-08. Given the challenges that provision of extended services may involve in the shorter term, additional funding is being made available directly to all schools through the School Standards Grant (SSG). This funding will amount to £100m in 2006-07 and £150m in 2007-08. This information, including the allocation made to your local authority, is available at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

Local authorities should be developing, in consultation with their schools and other children's service partners, a strategy for how this funding will be allocated to help schools develop extended services over the next few years. This funding can be used flexibly – for example, it could be used to employ managers to develop extended services across clusters of schools or to help 'kick start' new activities.

The level of resources needed will vary between schools according to the services already in place, levels of deprivation, whether schools are directly delivering services or working with a third party

and whether the approach to delivery is across a cluster. Funding allocations therefore need to be strategically planned at local level. We will be working with local authorities to ensure that the development of plans for extended services and the allocation of any start-up funding is straightforward, avoiding any unnecessary bureaucracy.

Funding has also been announced of over £500 million in the two years from 2006 to 2008 to further boost the national PE, School Sport and Club Links strategy. This will support the Government's ambition that by 2010 all children will be offered at least four hours of sport every week: at least two hours of high quality provision at school and in addition the opportunity for at least 2–3 hours a week beyond the school day. To support this, every secondary school by September 2006 will have a School Sport Co-ordinator. The Co-ordinator's role will be to develop sport-based opportunities in a secondary school and their family or primary/special school.

There are also other relevant funds that your local authority will be able to advise you on, including the Children's Fund, the European Social Fund and funding from the Learning and Skills Council. As part of children's trust arrangements, local authorities can also help schools make links with funding strands of other trust partners in other services. For example, Primary Care Trusts are working towards ensuring that there is at least one full-time qualified school nurse for every secondary school and their feeder primaries in accordance with local needs. Capital can, of course, be joined up with other capital allocations from this department and others, as well as locally generated investment, to enable larger projects to go ahead.

## Premises

Developing extended services is often about making better use of existing capital resources. For example, by opening up ICT, sports and art facilities to the community beyond the school day. For the secondary phase, proposals for Building Schools for the Future should set out how schools will be able to deliver extended services and be open year round, as dynamic, community sites. Other capital projects for

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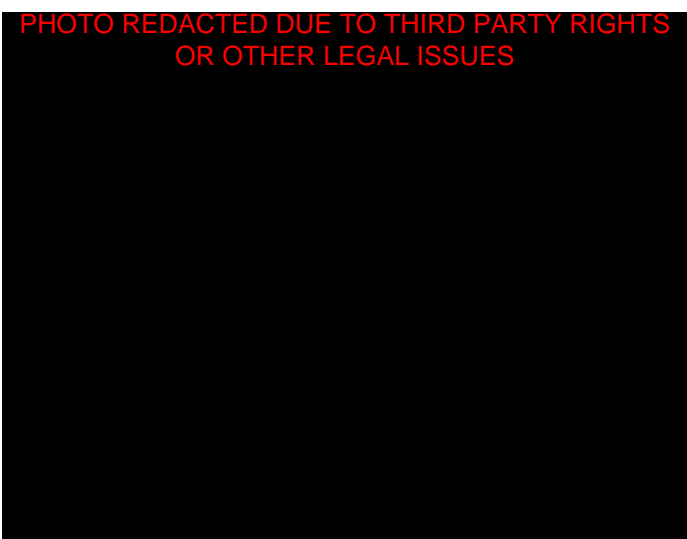
secondary schools funded by the DfES should also consider how they could contribute to extended services. The DfES **exemplar designs** and **transforming schools** guides show how this can be achieved. These can be downloaded at [www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/exemplars](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/exemplars)

Primary schools often face particular capital constraints in developing extended services. The Government has announced the capital strategy for primary schools, a new long term commitment to rebuild, refurbish and upgrade the fabric of at least half of all primary schools in England, starting in 2008 and lasting for around 15 years. An essential element of this will be ensuring that they support the delivery of extended services. Those schools not benefiting directly will continue to receive support for their maintenance and smaller-scale capital needs. Capital for extended services can of course be joined up with primary schools' own devolved formula capital or the local authorities' capital allocations to support larger projects. This will ensure that capital funding streams for primary schools, children's centres and children's social services complement each other and have the flexibility to respond to local needs. Sure Start is providing a much-needed enhanced programme of capital support for primary schools to help overcome barriers that they may be facing in developing extended services such as lack of play or reception areas. But we can make a greater impact if this investment is joined up locally with primary school, children's centres and children's social services capital.

For secondary schools, the Building Schools for the Future (BSF), Academies and Targeted Capital Fund (TCF) programmes will rebuild or remodel the building stock of all secondary schools that need it over the next ten to fifteen years.

This could include improved ICT, sports and arts facilities. We want these facilities to be available to young people and the wider community beyond the school day and across the year so that we are making best use of our resources as community assets. As part of the business case approval procedure for BSF, Academies and TCF, we will look at how the schools intend to offer the core of extended services.

We intend to work with you in the coming years to develop a coherent programme that enables various capital resources, held by schools, local authorities and others, to be better joined up locally for greatest impact. In the meantime, your local authority will be able to tell you about funding that is available in the next three years, and advise how various funding strands can be brought together. In many cases this will be about small capital projects such as new play areas or quiet rooms where visiting multi-agency teams can meet with parents. But in other schools it will support large scale projects such as a children's centre co-located alongside a school.



## Leading extended services

As extended services develop, parents and community members will become more accustomed to the notion of the school site hosting a range of services and recognise that not all are directly delivered by the school or accountable to the school leadership. However, as part of the consultation process on developing extended services, the issue of accountability and how this will be arranged should be discussed and made clear to parents.

Schools will need to think about how their current leadership arrangements can be developed to ensure that additional pressures are not placed on the headteacher. However, the headteacher will obviously want to be one of a group of people, including governors and those accountable for delivering social care, healthcare and other services, who influence the way services develop to ensure they reflect well on the school and the community. The National Remodelling Team will be supporting schools and local authorities in developing models which achieve this.

Where other providers are using the school site to deliver extended services, relationships should be underpinned by written agreements with the school and/or the local authority in which accountabilities, responsibilities, minimum standards and quality criteria need to be made clear. There are a number of features that schools will need to think about when drawing up written agreements with other providers and more detail on this will be available at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

We will also be working with the Workforce Agreement Monitoring Group to ensure that any agreements fit with the tenets of workforce reform.

## Governing bodies

Governing bodies have a key role to play in developing and leading extended services. The extended schools website provides some examples of the governance framework that some schools have developed to manage extended services. The National Remodelling

Team, which has been working with governing bodies and others on workforce reform will also be providing support and guidance for governors. In doing so, they will work with the National Governors' Council and the National Association for School Governors to develop specific guidance for governors on the implications of extended schools.

## School organisation and staffing

Another key consideration for schools is to decide who should be responsible for the delivery of extended services. It should be clear from the outset that there is no expectation that teachers will deliver extended services nor is it necessary for headteachers to be responsible for their management, although it may be appropriate that someone undertakes a co-ordination role. Extended schools are not about extended hours for teachers and headteachers. Workforce remodelling will have provided schools with the skills to create a staffing structure appropriate to the extended services they wish to deliver. Schools should look at the expertise both within the school and locally to determine the best person to deliver each aspect of extended services.

Often this involves working effectively with other statutory services and with the voluntary, community and private sectors. But often school staff, such as support staff and teaching assistants, will have the relevant skills and experiences and may want to be involved in the new opportunities that are emerging. Other staff, such as health and youth workers, local arts organisations or sports instructors may take the lead in many cases.

Schools will want to take a strategic view of staff training and development needs when developing extended services. They will want to ensure that appropriate skills and knowledge are spread throughout the whole school team - both teachers and support staff.

## Registration and inspection

We are aware of some concern from schools about the current interface between the registration and inspection by Ofsted of any under-eights childcare schools offer, including the national daycare standards that should be applied, and their normal Ofsted school inspection arrangements. We are tackling this in a number of ways.

First, from the autumn term 2005 and subject to the necessary legislation being approved, Ofsted will be scheduling routine inspections within a three-year cycle with the aim of ensuring that schools, as far as possible, have a single inspection covering both their education provision and any childcare they provide.

Secondly, we are planning to establish a new legal framework for the regulation and inspection of childcare and early education, together with a new birth-to-five quality framework. These new frameworks will be in place by 2008, and will address the concerns that some schools have expressed about how the national standards and registration arrangements which apply to under eights daycare set different requirements to those which a school has to meet for its normal educational provision.

Thirdly, our integration of the inspection arrangements for children's services will be further enhanced as we develop plans for bringing within Ofsted the inspection functions relating to children which currently rest with the Commission for Social Care Inspection.

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# What next?

**This is a challenging agenda for schools and for local authorities. It will require a real cultural change to encourage all the services that work with children to work in more integrated way.**

In developing their Children and Young People's Plan, through children's trusts or similar arrangements through the Children and Young People's Strategic Partnership, local authorities should include their strategy for supporting schools to offer extended services.

## Support for the roll-out of extended services

We also want to be sure that services develop in a way that is supported by the workforce remodelling and teacher workload agenda in schools. In order to maintain consistency with workforce reform, we have asked the National Remodelling Team (NRT) and its local and regional remodelling partners to take a lead role in supporting schools through the development of extended services. A new change programme will build on the well-received training and support that the NRT delivered around the remodelling agenda and also on the close working relationship developed with the professional associations that are signatories to the national workload agreement.

The NRT is currently working with a group of schools in six local authorities to plan the change programme. By September 2005 the NRT will start work with at least 2,500 schools and scale up involvement in each year thereafter. Schools will be consulted as local roll-out plans develop.

## Further practical information

Your local extended schools remodelling advisor should be able to help. The Extended Schools Support Service (TESSS) run by the voluntary sector organisation, Continyou, also offers practical advice. Contact details can be found at the end of this document, along with details of other useful organisations. NRT and ContinYou are

already working closely together to ensure coherent support for this agenda.

We hope this prospectus has given you some helpful pointers as to how to start developing extended services in your school. More details, practical advice and case studies are available on the website at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

We are adding material to the website all the time as the work develops. If the answer to your question is not there now, keep looking or get in touch with your local extended schools remodelling adviser for further help. The website has or will have information on:

- data protection/confidentiality issues
- Criminal Records Bureau responsibilities
- VAT implications
- case studies
- insurance
- governance of extended services
- school companies
- involving the voluntary and community sectors
- evidence and evaluation
- workforce remodelling

Please visit [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools) for further details

# Frequently asked questions

## Childcare

### What is 'wraparound' childcare?

The Government wants all schools to offer, on site or in partnership with other schools or local providers with supervised transfer arrangements, access to childcare and activities from 8am to 6pm all year round. This provision is 'wrapped around' the normal school day (or the free entitlement to integrated early learning and care for three and four year olds). This can be offered through schools, children's centres, nurseries, out-of-school clubs, registered childminders or approved childcarers. Parents will be charged for childcare. Those parents who are on low incomes and are eligible will be able to apply for support to meet up to 80% of the costs through the childcare element of the Working Tax Credit.

### What if a school doesn't want to deliver childcare?

If a school doesn't deliver childcare directly then we would expect them, with support from their local authority, to link with another nearby school or a voluntary/community or private sector provider – for example childminders, approved childcarers or out-of-school clubs. Schools will need to liaise with these providers to determine existing childcare provision and demand in the area. This will ensure any childcare they offer complements rather than duplicates provision and meets demand.

## Workforce

### How does this fit with the school workforce remodelling agenda?

We do not expect teachers to provide childcare or other activities, nor do we expect headteachers to manage extended services. The intention is to support teaching and learning and help to reduce burdens on teachers – for instance, the provision of breakfast clubs can lead to better pupil concentration and improved behaviour. However, support staff may wish to be involved as extended schools may provide career opportunities for support staff, particularly in the managerial sphere.

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For teachers and other staff working in the foundation stage, where care and education are integrated, we are also not expecting teachers to extend their day or current duties.

## Effect on pupils

### Will all parents have to drop off their child at 8am and leave them there until 6pm?

No. This is about providing parents with greater choice, flexibility, convenience and accessibility to help them balance family and work commitments. The 8am-6pm offer allows greater flexibility for full or part-time employment. Provision should be high quality and enjoyable, offering a range of arts and cultural activities for children as well as time to relax, play, and do sport. Some parents may choose to use home-based carers who are part of the extended schools offer.

### Won't the provision of community services on school premises distract schools from their core purpose of educating children?

No. We have seen in schools already providing these services that they support and complement the main teaching and learning activity within the school and raise standards. Every good school knows that pupil wellbeing and standards go hand in hand. Providing extended services in schools can help identify any barriers to learning early on. They can reduce burdens on teachers by dealing with pupils' wider problems, leaving teachers to concentrate on teaching.

They encourage parents to become more involved in the school and in their children's learning.

### Shouldn't others provide these services?

Often it will be others providing these services. The school will be acting as the 'host' to services provided by other agencies or children's services – for example, healthcare may be provided through a health centre or childcare by a private or voluntary organisation using the school site as the venue to make the best use of facilities schools currently have and to increase the accessibility of services.

## Rural areas

### What about the particular needs of rural areas?

Extended schools will be particularly important for rural areas and areas of disadvantage. Here they have a unique opportunity to offer a one-stop shop for children and families – in and out of school. The extended schools website provides some case studies about how extended services can work in rural schools. For example, childcare might be provided by a network of childminders who, as well as looking after children in a home setting, collect and drop off children at school. In the allocation of funding, we will also be taking account of the additional cost of providing extended services in rural settings. This will help local authorities and schools address issues such as after school transport.

## Funding

### What financial incentives will there be for schools to do this? How will schools be funded?

We are making funding available over the next few years to support the development of childcare and other extended services in schools. This includes capital and revenue funding. The sum available for individual schools will be determined at local level and will depend on factors such as the model of delivery and levels of need. Schools will be able to charge parents for the childcare and other activities they provide. For capital investment, there is much more that can be done to help schools and authorities join up different streams of funding locally for greater impact. We will work with you to develop these in the coming months.

### Will the childcare tax credit be available to support the use of out-of-school provision?

Parents may be able to apply for the childcare element of the Working Tax Credit to support some of the costs of eligible school-based childcare. The limits have increased from £200 to £300 per week (from £135 to £175 for one child) from April 2005. The maximum proportion of childcare costs that can be claimed will be increased from 70% to 80% with effect from April 2006. Further advice is available from the Tax Credit Helpline on **0845 300 3900** or the website on [www.hmrc.gov.uk/taxcredits](http://www.hmrc.gov.uk/taxcredits)

### What are the VAT implications of providing school-based childcare and opening the school premises to the community?

Information on the VAT implications of extended services, including childcare, can be found on the extended schools website [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools). If schools have any particular difficulties, they should contact HM Revenue and Customs' National Advice Service on 0845 010 9000. Schools may also find it helpful to read the following public notices: Notice 700 **The VAT Guide**; Notice 700/34 **Staff**; Notice 701/1 **Charities**; Notice 701/19 **Fuel & Power**; and Notice 708 **Construction** all of which can be found on [www.hmrc.gov.uk](http://www.hmrc.gov.uk).

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## Partnership

Do all the services have to be provided on one site or can schools work together in a 'cluster'?

Local authorities and schools have flexibility in how they use extended schools funding. Many schools will choose to develop services across a cluster of schools, each delivering aspects of extended services so that the 'core offer' for their phase is available across the cluster. Wherever possible for younger children, including those in non-maintained special schools, it is preferable to offer provision all on one site

What other partners are available?

Your local authority will be able to help you make links with children's trust partners such as the Learning and Skills Council, Primary Care Trusts, the voluntary and community sectors, the Children's Fund, the Neighbourhood Renewal Unit, Youth Offending Teams, social care services and many other potential partners.

## Support

Will schools get support for the workload involved in managing all the different partnerships, resources and types of provision?

The funding available to develop childcare in schools can be used flexibly to support whatever barriers schools might face in developing the offer including, for example, employing a manager to lead on the development of the offer across a cluster of schools . But local authorities will also be able to provide good business advice and wider support to schools in growing the offer, including how to develop good partnerships with providers who are able to lead on developing the offer in the school.

What support can schools expect from their local authority?

The local authority can be a major partner in helping and supporting schools to provide services and facilities on site, and will be able to help take a strategic view of local needs and gaps in provision. The local authority will need to plan with schools and others the allocation of funding over the next few years of roll-out. It will also need to ensure that services are planned effectively across the area to ensure that there is not any

unhelpful competition, for example, too many providers developing childcare where there is insufficient demand. Local extended school remodelling teams will also be available to work closely with schools to support the links with local authorities and other partners.

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# Resources

## Guidance and support

The Department for Education and Skills extended schools website provides guidance on how to set up and manage extended activities and services in schools as well as useful contacts and case studies at [www.teachernet.gov.uk/extendedschools/](http://www.teachernet.gov.uk/extendedschools/); email: [extended.schools@dfes.gsi.gov.uk](mailto:extended.schools@dfes.gsi.gov.uk)  
DfES/Sure Start Unit research on extended schools and childcare can be found at [www.dfes.gov.uk/research/](http://www.dfes.gov.uk/research/) – put 'extended school' into the free text search box.

The National Remodelling Team (NRT), established by the DfES, supports schools throughout the remodelling programme and in developing extended services by providing guidance, support and practical help. More information is available at [www.remodelling.org](http://www.remodelling.org); tel: 020 7979 2850  
email: [extendedschools@remodelling.org](mailto:extendedschools@remodelling.org)

The Extended Schools Support Service (TESSS) provided by ContinYou, with the NRT, also offers experienced and focused support for schools, LAs and others involved in providing extended services, such as health and social care in schools at [www.continyou.org.uk/tesss](http://www.continyou.org.uk/tesss). For general enquiries, please email: [extended.schools@continyou.org.uk](mailto:extended.schools@continyou.org.uk) or tel: 024 7658 8440

Every Child Matters: Change for Children is a shared programme of change to improve outcomes for all children and young people. It takes forward the Government's vision of radical reform for children, young people and families. Through the website, you can access policy information, details and guidance on implementation, and examples of emerging practice: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk).  
To order a copy of the **Every Child Matters: Change for Children** publication contact DfES Publications, tel: 0845 602 2260; email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

The Education Improvement Partnerships prospectus available at [www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships](http://www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships)

## Consultation and planning

**Building Learning Communities** is a toolkit published jointly by the DfES and ContinYou in 2000 and provides practical information and resources for developing the role of schools in the community. It focuses on activities such as study support programmes, school business links parental involvement, and ways in which schools can become centres of learning for the community. It is available from DfES Publications, tel: 0845 602 2260; email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com) (ref. 0344/2000) and can be downloaded from the Extra Community website: [www.extracommunity.org.uk](http://www.extracommunity.org.uk)

## Practicalities

Information on procedures for employing staff is available from the Department for Education and Skills at [www.dfes.gov.uk/a-z](http://www.dfes.gov.uk/a-z) and from the Criminal Records Bureau at [www.crb.gov.uk](http://www.crb.gov.uk).

Information on governor responsibilities and regulations for governing bodies can be found at [www.governornet.co.uk](http://www.governornet.co.uk). Detailed information on how much to charge for activities, and how staff can be remunerated for out-of-school-hours activities can also be found here.

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Detailed information on Health and Safety is available in **Health and Safety: Responsibilities and Powers** (DfES Guidance for LEAs and schools) at [www.teachernet.gov.uk/responsibilities](http://www.teachernet.gov.uk/responsibilities). General information on health and safety responsibilities, management, reporting accidents, etc. can be obtained from the Health and Safety Executive at [www.hse.gov.uk](http://www.hse.gov.uk) or tel: **0870 154 5500**.

The Department for Education and Skills website at [www.teachernet.gov.uk/management/resourcesfinanceandbuilding](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding) provides information on school buildings, purchasing and asset management as well as details of useful sources of additional funding (including capital funding). Guidance about the letting of school premises can be found at [www.teachernet.gov.uk/schoolslandandproperty](http://www.teachernet.gov.uk/schoolslandandproperty)

Exemplar designs aim to improve the design quality of school buildings. The designs are intended to develop a shared vision of what 'Schools for the Future' are ; create benchmarks for well designed schools; push forward the boundaries of innovation and inspiration; support the delivery of Building Schools for the Future; and encourage industry to develop new ways of delivering school buildings. More information can be found at [www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/exemplars/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/exemplars/)

VAT guidance can be found in the leaflet **Accounting for VAT** on the extended schools website at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools). The H.M. Customs and Excise National Advice Service on **0845 010 9000** also provides guidance on schools' individual circumstances as well as the website [www.hmrc.gov.uk](http://www.hmrc.gov.uk).

## Childcare

Sure Start is a joint DfES and DWP programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support: [www.surestart.gov.uk](http://www.surestart.gov.uk); tel: **0870 0002288**; email: [info.surestart@dfes.gsi.gov.uk](mailto:info.surestart@dfes.gsi.gov.uk). Visit the website to read the recently published **Looking for childcare?** booklet which explains the childcare and early education

choices for parents as well as advice on how to arrange childcare. It also contains information on financial support, health, learning development, flexible working and careers for parents in childcare. To order a copy contact DfES Publications tel: **0845 602 2260**; email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com) quoting the reference LEA-1252-2005

Childcare Link provides information about individual childcare services available in local areas through the UK and contact details for local Children's Information Services at [www.childcarelink.gov.uk](http://www.childcarelink.gov.uk); tel: **08000 96 02 96**.

The Ofsted website provides information on regulation and registration of childcare and includes reports on individual services that schools may wish to offer at [www.ofsted.gov.uk](http://www.ofsted.gov.uk); tel: **0845 601 4771**.

4Children is the national charity dedicated to creating opportunities and building futures for children, developing and shaping policy to ensure that all children and families are able to fulfil their potential. For information and guidance about childcare in extended schools, including advice and consultancy for local authorities and schools, links to innovative out-of-school programmes in sports, arts and music and access to quality management schemes, visit [www.4children.org.uk](http://www.4children.org.uk)

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The National Childminding Association (NCMA) is a national charity and membership organisation that speaks on behalf of registered childminders and other home-based carers in England and Wales. More information, including a briefing on home-based childcare and extended schools, is available at [www.ncma.org.uk](http://www.ncma.org.uk)

The National Day Nurseries Association is a national childcare charity which promotes quality childcare and education for all children in the early years. Information is available at [www.ndna.org.uk](http://www.ndna.org.uk); tel: 0870 774 4244.

Daycare Trust is a national childcare charity promoting high quality affordable childcare for all. For more information visit [www.daycaretrust.org.uk](http://www.daycaretrust.org.uk); tel: 020 7840 3350.

## Activities

Information about how to develop good quality study support opportunities is available at [www.teachernet.gov.uk/teachingandlearning/studysupport](http://www.teachernet.gov.uk/teachingandlearning/studysupport)

Details of the national Physical Education, School Sport and Club Links (PESSCL) strategy can be found at [www.teachernet.gov.uk/teachingandlearning/subjects/pe/nationalstrategy/](http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/nationalstrategy/)

The Youth Sport Trust is a registered charity which provides support to schools in the education and development of young people through physical education (PE) and sport. For more information visit [www.youthsporttrust.org](http://www.youthsporttrust.org); tel: 01509 226600

## Parents and families

The DfES toolkit for schools, **Involving Parents: Raising Achievement**, can be downloaded at [www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/ipratoolkit](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/ipratoolkit)

Professor Charles Desforges' **The Impact of Parental Involvement on Pupil Achievement** report can be downloaded at [www.teachernet.gov.uk/docbank/index](http://www.teachernet.gov.uk/docbank/index)

Family Literacy, Language and Numeracy – a guide for policy makers (ref: FLLN) and Family Literacy, Language and Numeracy for Extended Schools (ref: FLLN/EX) are both available from

DfES Publications, tel: 0845 602 2260, email: [dfes@prolog.com](mailto:dfes@prolog.com). More information and further links to family programmes can be obtained from [www.skillsforfamilies.org](http://www.skillsforfamilies.org)

**A large number of organisations have expertise in parenting support:**

The National Family and Parenting Institute (NFPI) is a registered charity, which works to support parents in bringing up their children and promote the wellbeing of families. For more information, visit [www.nfpi.org.uk](http://www.nfpi.org.uk) or call 020 7424 3460.

The Parenting Education and Support Forum (PESF) is an umbrella body for people who work with parents. For more information, visit [www.parenting-forum.org.uk](http://www.parenting-forum.org.uk) or call 020 7284 8370.

The Trust for the Study of Adolescence (TSA) aims to help improve the lives of young people and families. For more information, visit [www.tsa.com](http://www.tsa.com) or call 01273 693311.

Parentline Plus is a national charity offering help and information for parents and families. For more information, visit [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) or email [parentsupport@parentlineplus.org.uk](mailto:parentsupport@parentlineplus.org.uk) or call 0808 800 2222.

The Race Equality Unit is a registered charity working towards better support for black and minority ethnic communities. For more information, visit [www.reu.org.uk](http://www.reu.org.uk) or call 020 7619 6220.

Barnardo's is a registered charity which works with children, young people and families. For more information, visit [www.barnardos.org.uk](http://www.barnardos.org.uk) or call 020 8550 8822.

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The prospectus is also available on-line at:  
[www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

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