

# Extended Services in Primary Schools in 2006

Nicholas Gilby, Tara Mackey, Jo Mason,  
Anna Ullman and Sam Clemens  
BMRB Social Research

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.



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## Introduction

Extended schools provide access to a range of services and activities, often beyond the school day, to help meet the needs of children and young people, their families and the wider community. The services provided can include childcare and activities for children and young people, adult education, parenting support programmes and access to community based health and social care services.

The Every Child Matters: Change for Children programme aims to improve outcomes for all children and young people. Children and young people said that five outcomes are key to well-being in childhood and in later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The Change for Children programme sets out a national framework for local change programmes to build services around the needs of children and young people which maximise opportunity and minimise risk.

Children's trusts will bring together all services for children and young people in an area, underpinned by the Children Act 2004 Duty to Co-operate. This will be driven by an analysis of local priorities and secured through more integrated front line delivery, processes, strategy and governance.

Extended schools form a key part of developing integrated front line delivery in local areas. Schools are encouraged to work in partnership with other organisations across the private, voluntary and community sectors to offer childcare and to provide other activities and support for children and parents, including access to specialist services on school sites.

The Government has set out a core offer<sup>1</sup> of the extended services that all schools should be able to offer by 2010 (with half of all primary schools and a third of all secondary schools doing so by 2008). This core offer will comprise:

- Childcare/varied menu of activities for children and young people between the hours of 8am-6pm, all year round;
- Varied menu of study support activities;
- Parenting support, including family learning;
- Ensuring swift referral from schools to a wider range of specialised support services for pupils; and

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<sup>1</sup> "Extended Schools: Access to Opportunities and Services for All". DfES, 2005.



- Widespread community use of the school's facilities.

Schools will make this offer themselves or in partnership with other schools or the private, voluntary and community sector. Provision will mainly be on school sites, at a neighbouring school or on a different site.

BMRB carried out a baseline survey of extended services in 2005, which included primary schools, secondary schools, maintained nursery schools and special schools. The 2006 survey only included primary schools (and middle schools deemed primary schools). Therefore comparisons between 2005 and 2006 in secondary schools are not made in this report.

A nationally representative sample of primary schools (drawn randomly from Edubase<sup>2</sup>) was interviewed between **5<sup>th</sup> June 2006 and 14<sup>th</sup> July 2006**. In total, 2,174 primary schools took part in this research. The response rate was 70%. Further details of the methodology, and a copy of the interview questionnaire and other fieldwork documents, are provided in the Technical Appendices of this report.

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<sup>2</sup> Edubase is the Department's database of all schools in England.

## Notes on the report

The term “provide” as used throughout this report does not mean that services, activities or childcare were provided directly by a school, nor that they were on the school site. Some schools may offer services to their pupils, parents or the local community which are directly provided by another school or provider with which the school is in partnership, or services may be provided jointly by a school and other schools/providers. In some cases, external providers may operate services on the school site.

In this report, schools are split into various sub-groups for analysis purposes. The breakdowns used are defined below:

<b>Level of deprivation</b>	<p>The new Index of Multiple Deprivation 2004 (IMD 2004) is a Super Output Area (SOA) level measure of multiple deprivation and is made up of seven SOA level Domain Indices: Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime. Each school was assigned to an SOA based on its postcode.</p> <p>The main analysis divides SOAs into the 30% most deprived; the next 20% most deprived and the 50% least deprived.</p>
<b>Urban</b>	<p>Schools are defined as being in either rural or urban areas on Edubase.</p>
<b>Number of pupils</b>	<p>For most schools this was provided on Edubase. However, where this figure was not provided or was 0, we asked for the current number of pupils at the end of the interview.</p>
<b>Free school meals</b>	<p>The proportion of children at a school who are eligible for free school meals (whether or not they take up the offer). This data was from the Department’s Annual School Census.</p>
<b>% BME</b>	<p>The proportion of children at each school who are of black or minority ethnic origin. This includes all children not defined as “White – British”, and so includes white minority ethnic groups. This data was from the Department’s Annual School Census.</p>
<b>Full Childcare Offer</b>	<p>Schools providing the full childcare offer are those that provide childcare between the hours of 8am-6pm all year round, with supervised transport if the provision is at a separate site. This</p>

will comprise before and after school childcare or study support activities five days a week during all three term times and all day provision during all holidays.

In this report the term “parent” includes any adult carer.

The figures presented in this report have been weighted to take account of non-response. Details of the weighting applied are provided in the Technical Appendix. All bases given in the tables or charts are, however, unweighted (i.e. they give the actual numbers answering each question).

The percentages in the tables do not always add to 100% due to rounding, and, where percentages in the text differ to the sum of percentages in the tables, this too will be due to rounding.

A \* in a table signifies a value between 0 and 0.49, while a – signifies a zero.

## **Executive Summary**

### **Childcare and study support activities**

#### ***Full childcare offer***

In 2006, primary schools in England are more or less on course for achieving the DfES target of 50% of schools offering the full childcare offer by 2008. Sixteen per cent of primary schools currently provide the full childcare offer, an increase of 14 percentage points since 2005. Forty eight per cent of the primary schools that did not currently provide the full childcare offer plan to do so within the next two years. If all of these schools go ahead with their plans, the target of 50% of primary schools providing the full childcare offer by 2008 will easily be met. Even if the amount of schools providing this offer increases by only 17 percentage points each year for the next two years they will still be on track to meet the DfES target. The proportion of schools providing the full childcare offer will then need to increase by 25 percentage points per year in order to meet the 2010 target of 100%.

Expansion of extended services is being driven by the employment of non-school staff, with between three and four in ten primary schools putting written agreements in place for each aspect of childcare.

Headteachers had mixed views on extended services. Nineteen per cent of head teachers said that they thought 8am-6pm year round childcare was a good idea. However there were some general concerns related to funding, resources and workload, as well as concerns about long schooldays and management responsibilities.

#### ***Before school provision***

There has been an increase of 13 percentage points in primary schools offering regular activities or childcare for pupils before school, from 40% in 2005 to 53% in 2006.

The vast majority of those offering before school care offered this on site (92%, with 84% doing so exclusively on site). Of those primary schools offering before school care, 24% had a contract with other providers to offer off site before school care as well.

Most (62%) used at least some primary school staff to run before school care, although those staffing care from other organisations has risen by 8% since 2005 to 32%.

#### ***After school provision***

Since 2005 after school provision has increased from a high base in 2005, by four percentage points to 91%.

Most (69%) primary schools provided after school care on site. Where care was provided off site, seven in ten schools always provided supervised transport. Thirty nine per cent had a written agreement or contract with an outside provider to provide after school care.

In 2006 26% of primary schools used staff from other organisations (mostly commercial or private), an increase of 10 percentage points from 2005.

The mean number of days per week after school care was offered has increased slightly from 3.9 days in 2005 to 4.21 days in 2006.

### ***Holiday care***

The proportion of primary schools offering holiday care has increased from 26% to 43% since 2005. Although 71% of those schools offering holiday care used their site some of the time for holiday activities or childcare, only 44% of these did so exclusively.

Thirty four per cent had a written agreement or contract with another provider to supply holiday care, which was very similar to the 2005 figure.

The majority of primary schools offering holiday care only used staff employed by another organisation (72%), an increase of 11 percentage points since 2005.

Thirty-seven per cent of primary schools provide care in every holiday, which is an increase of four percentage points since 2005.

### ***Childcare for 3-4 year olds***

There has been a small increase in the number of primary schools that offered nursery education provision for three and four year olds, from 35% in 2005 to 40% in 2006. There has been a larger increase in the proportion of primary schools offering integrated care (38%, compared with 22% in 2005).

Twenty eight per cent of primary schools that provided childcare for 3-4 year olds had a written partnership agreement or contract with someone outside the school to offer care.

Forty seven per cent of primary schools that provided childcare for 3-4 year olds only used staff employed by the school to provide this care, 35% only used staff employed by another organisation, and 13% used both.

Sixteen per cent of primary schools provided the full childcare offer to school age children but only 4% provided the same full service for 3-4 year olds.

## **Other childcare**

Less than one fifth (18%) of primary schools offered childcare for children aged up to three years old. One quarter (25%) of primary schools offered childcare for children aged up to three for five days a week, forty eight weeks a year.

## **Parenting support**

Ninety-eight per cent of primary schools offered specific information sessions to parents when children started at school. There has been an increase since 2005 of:

- family learning courses or workshops (offered by 58% of primary schools, an increase of 19 percentage points since 2005).
- parenting courses (offered by 68% of primary schools compared with 42% in 2005).

A large proportion (70%) of schools offered specialised support to parent and carers, and the vast majority (97%) offered information on the advice and support available to parents.

## **Support for pupils**

In general the number of primary schools working with non teaching professionals is quite high. Ninety six per cent of primary schools work with nurses, an increase of eight percentage points since 2005. The percentage of schools working with youth workers has risen from 21% in 2005 to 35 % in 2006. Two in three (66%) work with a parenting or family support practitioner and 84% with a social care practitioner.

## **Community use**

There has been a six percentage point increase in primary schools that allowed people from outside school to use at least one of their facilities (sports, ICT, library or arts facilities and other rooms or space). This figure has risen from 75% in 2005 to 81% in 2006.

Thirty nine per cent of primary schools offer courses on non parenting issues, an increase of seven percentage points since 2005. There has been little change in the proportion of schools offering health and therapeutic services and advice services to the local community. However, there has been a decline in the number of schools offering social services to their community (nine per cent in 2006 compared with 20% in 2005).

## **Drivers of the full childcare offer in primary schools**

Rural primary schools, smaller schools, schools with more pupils eligible for free school meals and schools with at least 10% black or ethnic minority pupils were more likely to have no plans to provide childcare than their counterparts.

Voluntary and Foundation schools were more likely to have no plans to provide childcare than community schools.

## **Progress since 2005**

The table below summarises progress in 2006 since 2005. As can be seen the vast majority of primary schools in 2006 provided after-school childcare and activities, parenting support, and access for people from outside the school to at least some school facilities. However, to increase the proportion of primary schools offering the full childcare offer in the next two years, efforts need to be concentrated on before school and holiday childcare and activities.

Summary table	% OF PRIMARY SCHOOLS IN 2005	% OF PRIMARY SCHOOLS IN 2006	CHANGE
<b>SCHOOL-AGED CHILDREN – FULL CHILDCARE OFFER</b>			
All year round 8-6 full offer	2	16	+14
<b>SCHOOL-AGED CHILDREN – SOME LEVEL OF CHILDCARE</b>			
Some before-school childcare/activities	40	53	+13
Some after-school childcare/activities	87	91	+4
Some holiday childcare/activities	26	43	+17
<b>PARENTING SUPPORT</b>			
Any parenting support <sup>3</sup>	65	97	+32
Family learning	39	58	+19
Parenting courses	42	68	+26
<b>COMMUNITY SERVICES</b>			
Access for people from outside the school to at least some school facilities	75	81	+6
Health/therapeutic, social and/or advice services to the local community	29	25	-4
<b>SUPPORT FOR PUPILS</b>			
Works with at least one type of health professional to support pupils	99	98	-1
Worked with social care professionals to support pupils	80	84	+4

*Base: All primary schools (2,174 unweighted in 2006; 1,181 unweighted in 2005)*

<sup>3</sup> Includes parenting courses, family support worker, advice for parents, a parents' room, other parenting support groups and facilities, and family learning.

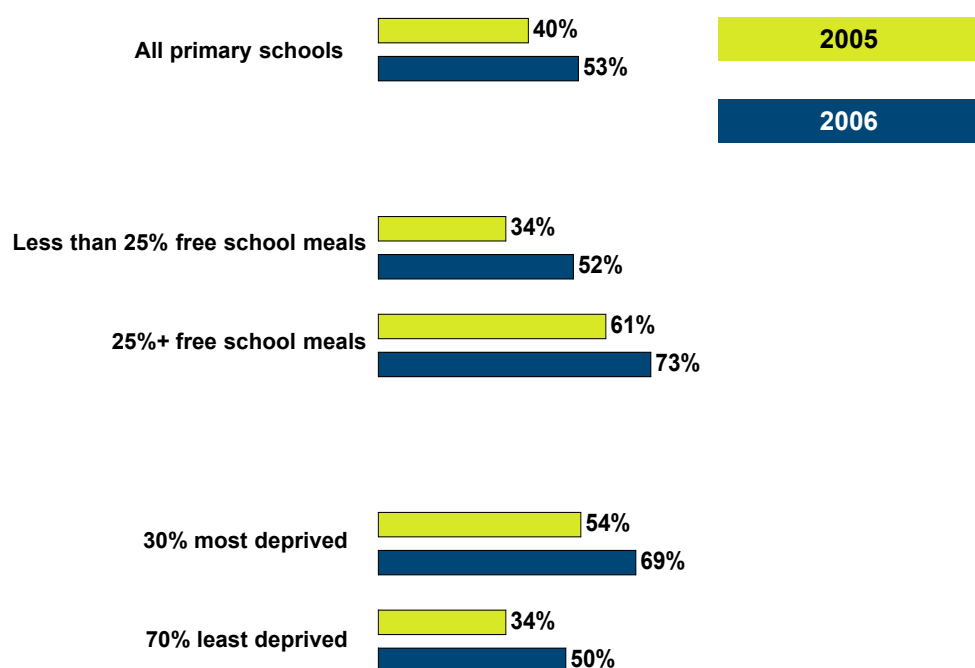


# 1 Before school childcare and activities

## 1.1 Proportion of schools offering before school childcare and activities

Fifty-three per cent of primary schools said that there were regular activities or childcare provided for children before school. This is an increase from 2005, where two fifths (40%) offered childcare before school. In 2005 23% of schools said that they had plans to provide such activities or childcare in the future, so it is likely that (at least 10%) more schools still have plans to provide before school care. Figure 1.1 compares 2005 and 2006 figures, showing the difference between schools in deprived areas and with a deprived intake (measured by percentage of pupils eligible for free school meals).

**Chart 1.1: Provision of any activity for children or childcare before school**



*Base: All primary schools (2,174 unweighted)*

In general the most deprived and more urban schools were more likely to offer before school care (69% of schools in the 30% most deprived areas, compared with 50% offering before school care in the 70% least deprived areas). Bigger schools were also more likely to offer before school care (65% of schools with more than 301 pupils compared with 41% of schools with fewer than 200 pupils).

## **1.2 Location of before school childcare and activities**

The vast majority of schools providing before school activities or childcare did so on their site (92%), with the remaining eight per cent providing activities or childcare elsewhere. (This was similar to 2005, when 95% of schools provided before school care on site). Eighty-four per cent used their school exclusively. Nine per cent used another site, five per cent another school, and three per cent a childminder's home.

Out of those schools (16% in 2006) that used another site, there has been a decrease in the proportion *never* providing transport between the school and the other site. In 2006, a quarter (25%) of these schools never provided transportation between the school and the other site, falling from 31% in 2005. The proportion of these schools always providing transport between themselves and the off-site care has remained stable (69%).

## **1.3 Written agreements with other providers**

The extended schools prospectus highlights the need for schools to have written agreements in place to underpin their relationships with other providers. These agreements should clarify accountabilities, responsibilities, minimum standards and quality criteria to providers. Twenty-four per cent of schools providing before school care had a written agreement with someone outside the school to provide these activities. This was more likely in the least deprived schools (32%) compared with the most deprived schools, where only 14% had a written agreement.

## **1.4 Employment of before school staff**

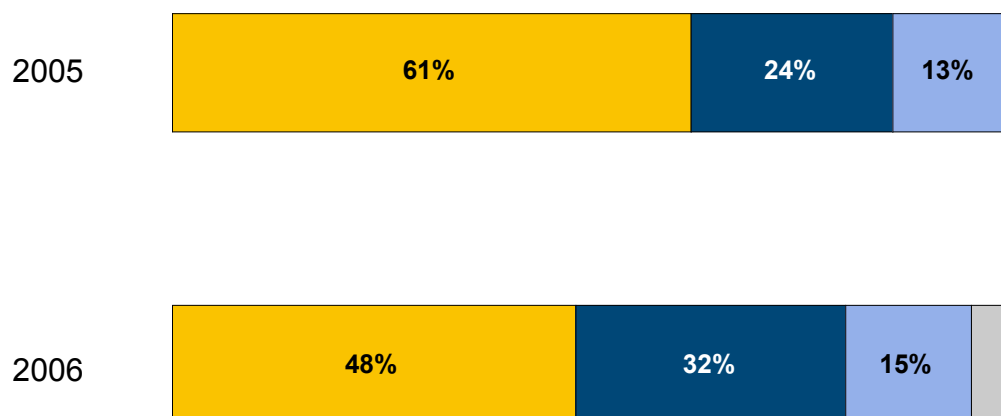
Most (62%) of the schools providing activities and childcare before school used at least some staff employed by the school to run these activities. The number of schools using staff employed by someone other than the school has increased considerably since 2005. Twenty four per cent only used staff from another organisation in 2005, but in 2006 this figure rose to 32% (see chart 1.2). Forty-seven per cent of primary schools in 2006 were staffing their before school care with staff from other organisations (either fully or partly).

Since 2005 there has been a decrease in the number of schools only using staff employed by the school, and an increase in the number of schools that only use staff employed by another organisation.

**Chart 1.2: Who runs the activities or childcare before school**

■ Staff employed by school 
 ■ Staff employed by another organisation 
 ■ Both 
 ■ Don't know

All primary schools



*Base: All primary schools that provide before school care (1,138 unweighted)*

Schools in more deprived areas, or with a more deprived intake, were considerably more likely to use staff employed by the school (see table 1.1). There were only small differences by size of school (bigger schools were slightly more likely to use staff employed by the school).

**Table 1.1: Who runs the activities or childcare before school**

	Level of deprivation (IMD)			Free school meals	
	Total	30% most deprived	70% least deprived	Less than 25%	25%+
	%	%	%	%	%
Schools that use staff employed by the school	63	74	57	58	79
Schools that use staff from elsewhere	47	35	52	52	27
Unweighted base	1,138	397	740	830	308

*Base: All primary schools that provide before school care*

Of those that employed people outside the school, 57% were from a commercial or private organisation. Far fewer were from other organisations; 21% from voluntary or

non-profit organisations, nine per cent from the LEA, six per cent from another school and just four per cent were childminders.

## 1.5 Extent of before school provision

Almost all schools (97%) that offered before school childcare or activities did so throughout all three terms. Nine in ten (90%) also offered before school care from Monday until Friday (with six per cent running before school care for two days or less). These figures were about the same in 2005 (96% of care running in all terms, and 89% five days a week).

Tables 1.2a and 1.2b compare the types of schools that do not offer before school care five days a week. Although the numbers involved are small, it is apparent that those less likely to offer care all week include rural, less deprived and smaller schools.

Table 1.2a: Characteristics of schools that did not offer before school care for five days a week

Days per week provided	Total	Level of deprivation (IMD)		Population density	
		30% most deprived	70% least deprived	Urban	Rural
	%	%	%	%	%
1 day a week	3	1	5	3	6
2 days a week	3	3	3	2	4
3 days a week	2	1	2	2	3
4 days a week	1	1	1	1	1
Unweighted base	1,138	397	740	896	242

*Base: All primary schools that provide before school care*

Table 1.2b: Characteristics of schools that did not offer before school care for five days a week

Days per week provided	Total	Size		Free school meals	
		Fewer than 300 pupils	Over 300 pupils	Less than 25%	25%+
	%	%	%	%	%
1 day a week	3	4	2	4	1
2 days a week	3	3	3	3	3
3 days a week	2	2	2	2	2
4 days a week	1	1	1	1	1
Unweighted base	1,138	769	369	830	308

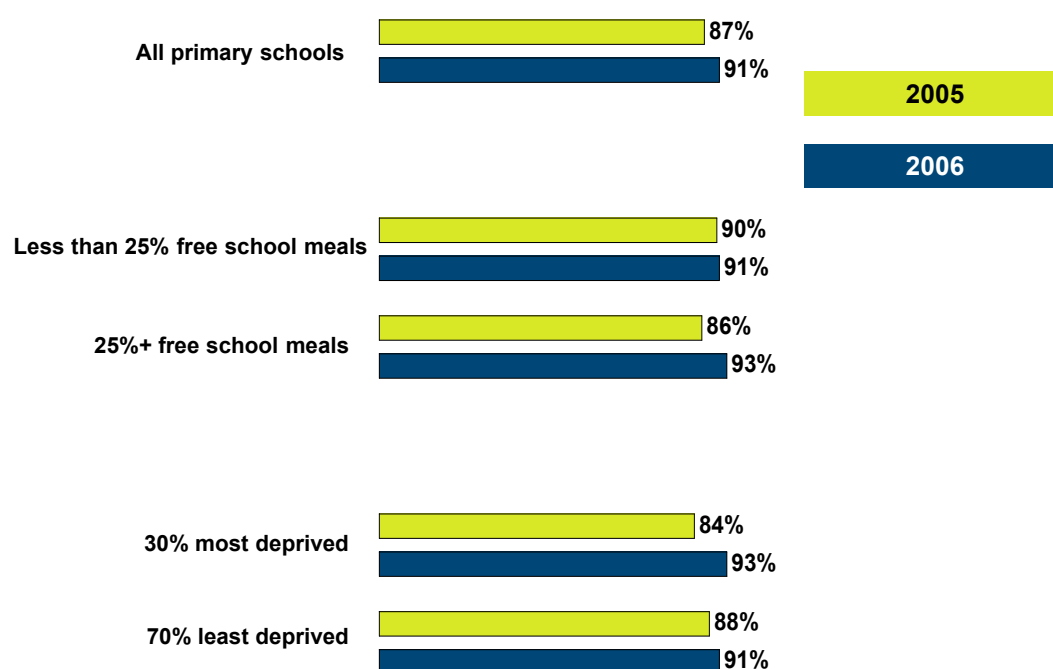
*Base: All primary schools that provide before school care*

## 2 After school childcare and activities

### 2.1 Proportion of schools offering after school childcare and activities

There has been less of a difference in the provision of after school care between 2005 and 2006 compared with before school care, which reflects the high level of provision of after school care already provided. A large majority of schools (91%) offered some form of childcare or activities after school. This was a slight increase from 2005, when 87% offered the same. In 2005, five per cent of schools said that they had plans to offer after school care, and our figures suggest that most have done this. In 2005 eight per cent were not providing any activities after school and had no plans to – presumably these come into the remaining nine per cent that currently do not offer after school childcare or activities. Chart 2.1 compares figures from 2005 to 2006.

**Chart 2.1: Provision of any activity for children or childcare after school**



*Base: All primary schools (2,174 unweighted)*

In 2006, as in 2005, there was little difference between schools with more or less deprived intakes (as measured by proportion eligible for free school meals), and little difference between school deprivation as measured by area. In 2005 schools in more deprived areas were slightly less likely to provide after school activities. It is interesting to note that schools in more deprived areas and with a more deprived intake have seen a slightly greater increase in the provision of after school care than less deprived

schools. The figures suggest that more deprived schools are catching up with (and possibly overtaking) less deprived schools in their provision of after school care.

After school care was more often provided in schools that offer before school childcare and activities (96% compared with 86% of schools where before school care was not offered), and where childcare for 3-4 year olds was offered (96% compared with 90% that did not offer childcare for 3-4 year olds).

## **2.2 Location of after school childcare and activities**

After school care was more likely than before school care to take place at the school (97% compared with 92% of before school care). This is similar to 2005 when 95% of schools had after school activities running at their school site. However, considerably more schools in 2006 hosted after school activities at alternative locations than they did in 2005. In 2006 69% of schools that offer after school care provided it exclusively at their site, with 19% at another site and 14% at another school. In 2005 just two per cent had activities at another site, and a further two per cent at another school. This substantial increase indicates that in order to fulfil the demand for out-of-school care and to reach the full childcare offer, more schools are looking at and using alternative locations as well as their own school. Schools could also be offering a wider range of, or more specialised, activities that require different locations.

Out of all schools that provide after school childcare, 69% of schools that offer off-site after school activities always arranged supervised transportation of school-age pupils from one place to the other (a further eight per cent do so some of the time). This is a decrease from 2005, when 89% of schools that offer after school care elsewhere always provided transport (and five per cent did so sometimes).

## **2.3 Written agreements with other providers**

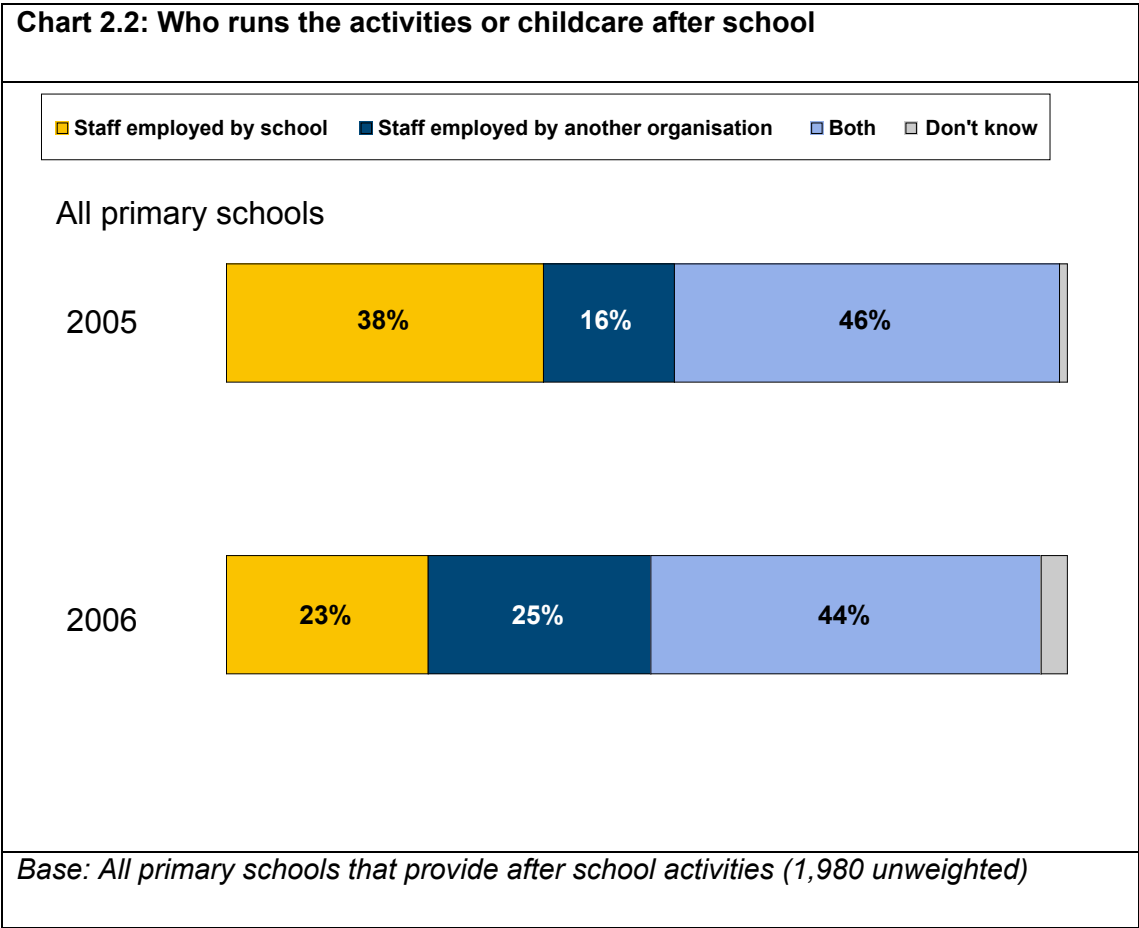
Unlike before school activities, where just 24% of schools offering these activities had a written agreement with someone outside the school to provide activities or childcare, 39% had an agreement with someone outside the school to provide after school care. This was more likely in bigger, urban schools that also provide before school and holiday care.

## **2.4 Employment of after school staff**

After school care was also more likely than before school care to use staff employed by the school (72% of after school care compared with 62% of before school care). Twenty six per cent only used staff from other organisations. This is an increase from 2005 where just 16% of schools exclusively used staff employed by other organisations. As would be expected, there was a decrease in the amount of schools

that used staff employed by the school exclusively, with 23% doing so in 2006, but two-fifths (38%) in 2005.

After school care was more likely than before school care to be run by a mixture of school staff and those from other organisations.



Schools in more deprived areas, or with a more deprived intake, were more likely to use at least some staff who were employed by the school (see table 2.1).



Table 2.1: Who runs the activities or childcare after school

	Total	Level of deprivation (IMD)		Free school meals	
		30% most deprived	70% least deprived	Less than 25%	25%+
	%	%	%	%	%
Schools that use staff employed by the school	72	77	71	71	80
Schools that use staff from elsewhere	74	71	74	72	72
Unweighted base	1,980	542	1,437	1,590	390

*Base: All primary schools that provide after school activities*

Whereas less than half (47%) of primary schools offering before school care used staff employed by someone other than the school, 74% of schools offering after school care used them. This compares to 62% in 2005. This is related to the increase in off site after school provision, where it is more likely that staff will be from other organisations. As with before school care, most other staff were employed by commercial or private companies (63%), with almost a fifth (19%) hired by voluntary or non-profit organisations, 15% by the LEA, eight per cent from another school, and two per cent were childminders.

## 2.5 Extent of after school provision

Almost all schools offering after school childcare or activities (99%) provided it for all three terms. (This was very similar to 2005 when the figure was 97%). Most (59%) provided it five days a week, although a significant number provided after school care four days (17%) or three days (13%) per week. This is more than in 2005, when 48% of schools ran after school care or activities five days a week. The mean number of days that after school care is offered per week has increased slightly from 3.9 days in 2005 to 4.21 days in 2006.

**Table 2.2: Number of days that after school activities are provided; how this relates to size and location of school**

		Number of pupils		Location	
	Total	200 or fewer	201+	Urban	Rural
	%	%	%	%	%
1 day	3 (6)	4 (8)	3 (4)	3 (6)	4 (6)
2 days	8 (10)	10 (13)	6 (7)	7 (8)	10 (14)
3 days	13 (19)	17 (23)	11 (16)	12 (18)	16 (21)
4 days	17 (17)	20 (18)	15 (16)	14 (16)	21 (20)
5 days	59 (48)	48 (37)	66 (58)	63 (52)	49 (39)
Unweighted base	1,980	813	1,167	1,357	623

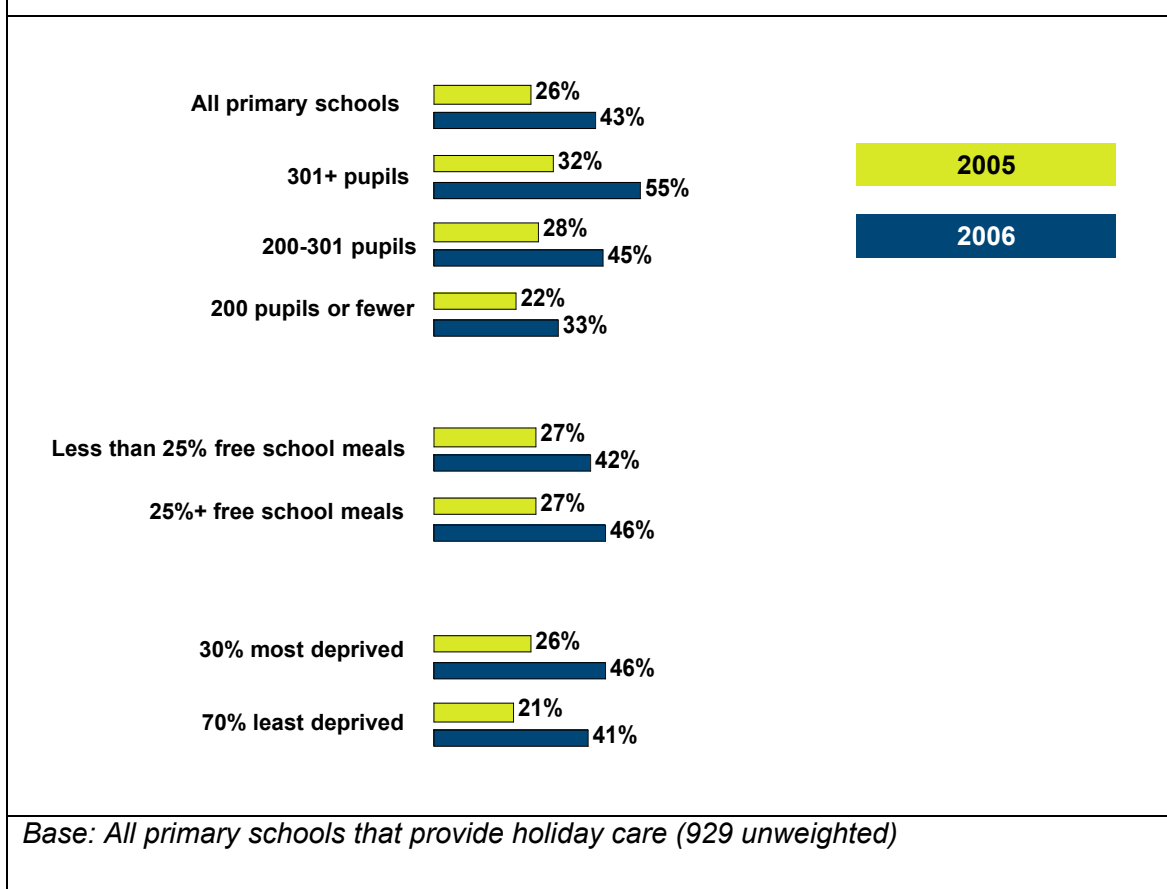
*Base: All primary schools that provide after school activities*  
*(Italic numbers in brackets refer to 2005 figures).*

### 3 Holiday childcare and activities

#### 3.1 Proportion of schools offering holiday childcare and activities

Compared with 2005 figures there was a large increase in the number of schools that provide holiday childcare. Forty three per cent of primary schools offered some kind of care in the holidays, compared with 26% in 2005 (see chart 3.1). This was more likely to happen in urban community schools with a more deprived intake (when measured by percentage eligible for free school meals). Bigger schools were also more likely to offer holiday care.

**Chart 3.1: Primary schools providing holiday activities or childcare**



#### 3.2 Location of holiday childcare and activities

Seventy-one per cent of holiday activities provided by primary schools took place on the school site at least some of the time. This was more likely in bigger schools (76% of schools with more than 301 pupils compared with 68% in schools with fewer than 300 pupils [see table 3.1]). In 2005 this figure was far higher, with 79% offering holiday care at their school.

Forty-four per cent of primary schools used their school exclusively for holiday activities.

In 2005 far fewer schools used other schools for holiday provision (7%) and other sites (13%). In 2006 around a third of schools used another school or another site (31% and 33% respectively), with only 2% using a childminder's home. This suggests that in order to provide the full childcare offer, schools are working in partnership with other schools, and sometimes other sites and individuals in their local area, in order to offer more out of hours childcare.

### **3.3 Written agreements with other providers**

The percentage of schools with a written agreement with someone outside the school to provide holiday activities was the same as in 2005 (34% in 2006 and 35% in 2005), and 65% of schools did not have a written agreement with anyone outside the school. Written agreements were more likely in bigger schools (39%), more deprived schools (36%), and those with a more deprived intake (36%).

### **3.4 Employment of holiday provision staff**

It was common for holiday activities to be run by staff who were not employed by the school. Seventy-two per cent of primary schools only used staff employed by another organisation – an increase of 11 percentage points since 2005. Twenty eight per cent of primary schools offering holiday activities used staff employed by the school, while 13% used staff exclusively employed by the school (compared with 16% in 2005). As in 2005, larger schools were more likely to use school staff, as were schools with a more deprived intake. Community schools were also more likely to use school staff (31% compared with 23% of other school types).

Table 3.1 shows where holiday care was provided and who it was run by in 2006. In most cases (71%), at least some of these took place on the school site which includes 44% of activities happening exclusively on the school site. In addition, schools used other schools (31%) or sites (33%) to run their holiday activities. Of all the primary schools offering holiday activities, in 55 percent of cases they took place off site. Large schools are more likely than smaller schools to use their own staff (33% in schools with more than 300 pupils compared with 24% of those with less than 200 pupils) as well as staff from other organisations, whereas more small schools exclusively use staff from elsewhere.

Table 3.1: Where holiday activities are provided and who runs them; primary schools providing holiday activities

		Number of pupils		
	Total	200 or fewer	201-300	301+
	%	%	%	%
<b>Exclusively at the school</b>	<b>44</b>	<b>67</b>	<b>69</b>	<b>76</b>
<b>Not at the school</b>	<b>55</b>	<b>55</b>	<b>59</b>	<b>52</b>
At another school	31	30	35	29
At another site	33	34	35	30
Holiday care uses staff from school	28	24	26	33
Holiday care uses staff from elsewhere	86	88	86	85
Unweighted base	929	313	307	309

*Base: All primary schools that provide holiday care*

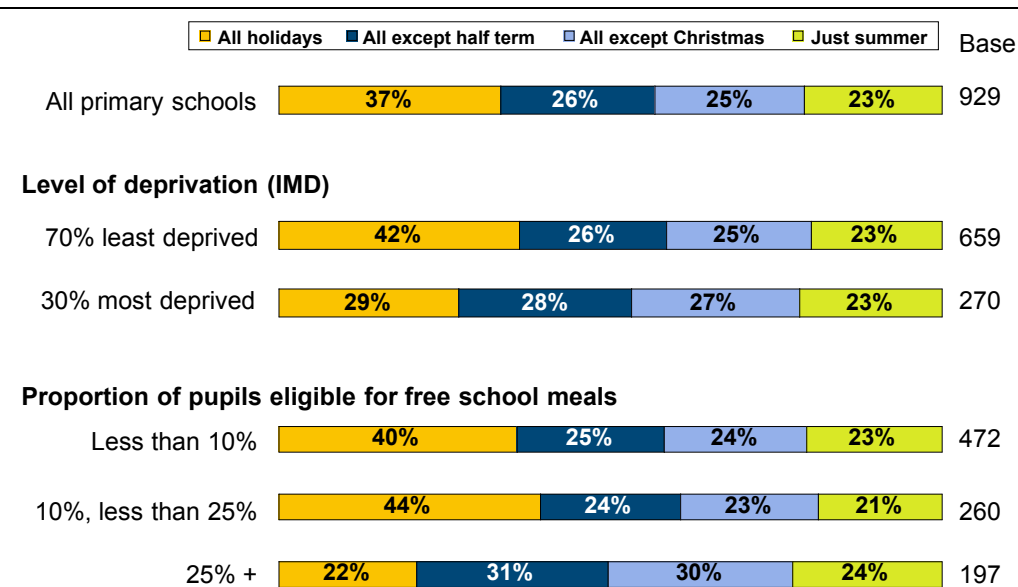
As with before and after school care, where schools used staff employed by someone other than the school to provide holiday activities, most (53%) were employed by a commercial or private organisation. Twenty four per cent were employed by the Local Education Authority, 21% by voluntary or non-profit organisations, and fewer (10%) were from other schools.

In 2005 we asked primary schools about their future plans for holiday provision, and 14% claimed to have plans to introduce holiday care. This was more common in larger schools and those in the most deprived areas. A majority had also taken real steps to ensure these plans would happen, with 70% having discussed their plans with their Local Authority, 66% having looked into possible funding, and 22% had already recruited staff. The fact that there has been an increase of 17 percentage points between 2005 and 2006 in the number of primary schools that provide holiday activities or childcare suggests that these primary schools, as well as some others, have fulfilled these plans.

### 3.5 Extent of holiday provision

As chart 3.2 shows, 37% of primary schools provided childcare or activities in every school holiday. This is an increase of four percentage points since 2005. Fewer provided it in all holidays except Christmas and half term (25% and 26% respectively), and 23% just provided holiday care over the summer. There has been a dramatic increase in the number of schools that provide care in all holidays except half term (in 2005 figures were closer to five per cent, in 2006 they are around 25%).

**Chart 3.2: When holiday activities and childcare are provided**



*Base: All primary schools that provide holiday care (929 unweighted)*

In a large majority of cases (72%), schools offered holiday care five days a week (this is similar to 2005 where the figure was 75%). Far fewer (between two per cent and six per cent in 2006 and 2005) offered care for more or less than this.

## 4 Full Childcare Offer

One of the key aims of the extended schools initiative is to provide parents of school-aged children affordable, high-quality childcare between the hours of 8am-6pm, all year round. This requires schools to offer both before and after school childcare or activities (with supervised transport if the activities are at a separate site), running from 8am or earlier to 6pm or later, 5 days a week during all three terms. In addition, schools need to:

- offer holiday activities that run from 8am or earlier to 6pm or later for at least 5 days a week; and
- take place on the school site; or
- use school staff; or
- have a contract or partnership agreement with the provider.

These holiday activities should take place during all school holidays (including Christmas and half terms), and run from 8am or earlier to 6pm or later for at least 5 days a week. In order to ensure that the provision is in partnership with a school, the activities or childcare provided need to be on the school site, or involve staff employed by the school, or for provision elsewhere using non-school staff there should be a contract or agreement in place between the school and the provider.

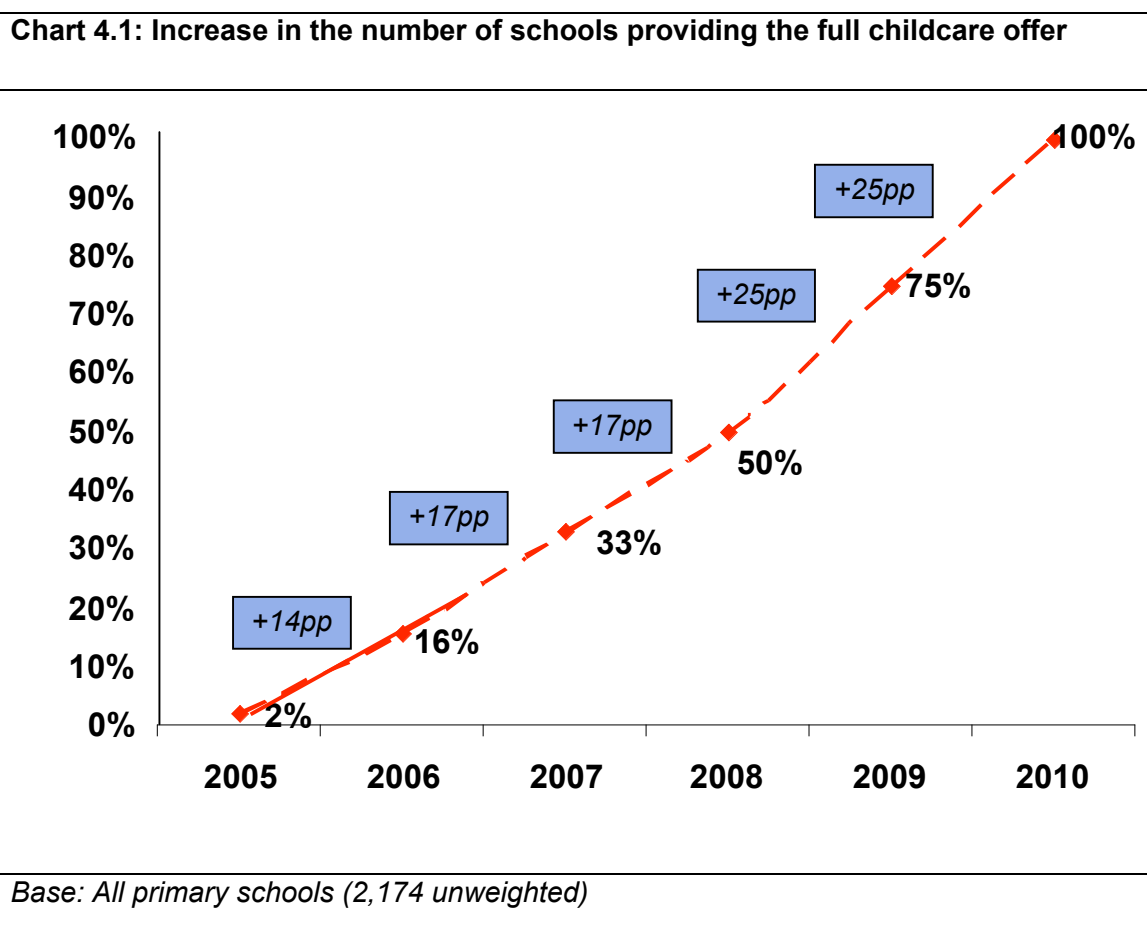
### 4.1 Increase in the number of schools providing the full childcare offer

The aim of the Government, as set out in the extended schools prospectus, is that all maintained primary schools will provide the full childcare offer by 2010, with half of all primary schools doing so by 2008. The baseline survey carried out in 2005 showed that only 2% of primary schools offered this level of service for school-age children. There has been a significant increase in the past year and the information collected in the 2006 survey shows that 16% of primary schools (amounting to around 2875 primary schools) provide the full childcare offer, an increase of 14 percentage points.

The chart below illustrates the 2005/2006 increase and the dashed line shows the *required increase* for 2007 and 2008 in order to reach the 50% milestone in 2008, assuming an evenly paced expansion. It may be reasonable to assume that the rate of expansion will increase year on year as primary schools will have had more time to make the necessary arrangements and there will be more support and assistance available to schools. However, it is likely that the rate of increase will start to tail off when the proportion of schools that provide the full childcare offer reaches a certain level. The first schools to provide the full childcare offer are likely to be the ones that find it the least difficult to arrange such provision and as time goes by the schools that

find it more difficult will be the only ones left behind. It is difficult to predict when this point will be reached, but given that about one-third of schools have no plans to provide the full childcare offer within two years (see section 4.4 Future plans) it seems likely that the rate of expansion will tail off when around 60% of all primary schools provide the full childcare offer (if not before).

In 2005 a substantial proportion of primary schools provided both before school care and after school care. However, as the number of primary schools that provide childcare activities during the holidays has almost doubled this means that a much larger number of schools now fulfil the criteria for providing the full childcare offer.

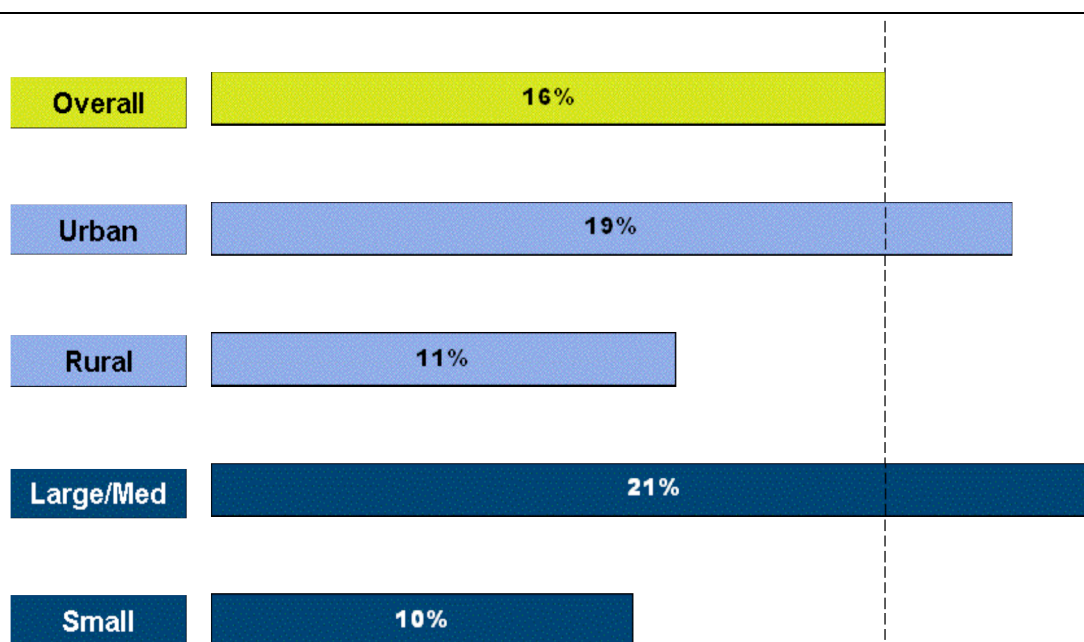


## 4.2 Urban and large primary schools more likely to provide full childcare offer

Primary schools in urban areas were significantly more likely to provide the full childcare offer than those in rural areas, 19% compared with 11%. One in ten (10%) of the smaller primary schools (with fewer than 200 pupils) provided the full childcare offer, compared with large and medium primary schools where 21% offered this option.



**Chart 4.2: Proportion of primary schools providing the full childcare offer**



*Base: All primary schools (2,174 unweighted)*

Small and/or rural schools face specific problems in delivering extended services. Headteachers in small and/or rural settings expressed particular concern over:

- lack of demand amongst parents;
- lack of suitable facilities;
- general difficulties with funding;
- limited staffing; and
- problems with transport in rural areas.

Below are some examples of what headteachers said:

*"It is a small rural school; the planned levels hoped for by 2010 are not viable. These would work in city school, we haven't got the space and there's no demand."*

*"Well, at the moment this small rural school is just about surviving the services that it offers. Even if there was demand, there are no facilities here for it. I've only got three classrooms and an office. I can hold a list of childminders as easily as anyone else but that's not what you're talking about. If we don't have the facilities or available resources it's not going happen. So there would have to be other changes which may or may not occur."*

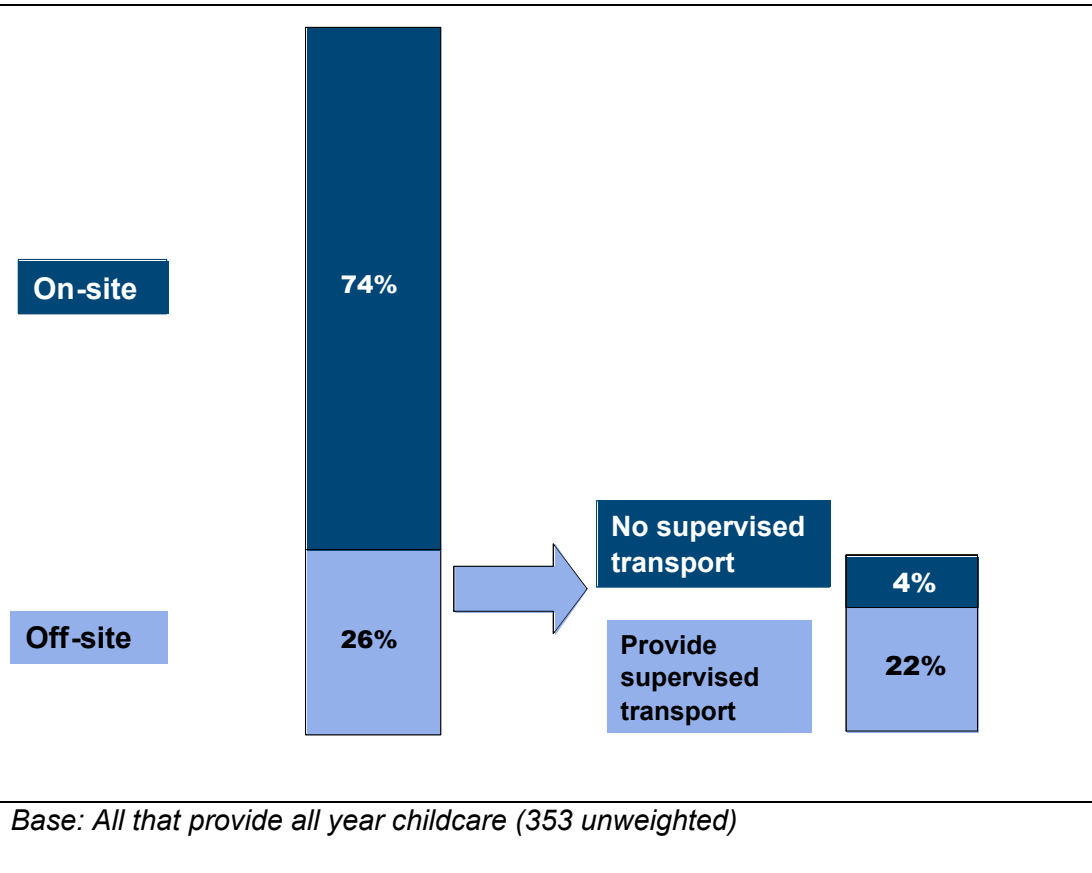
*"I am very much for extended services; it sounds as though we don't do anything! However, we are a very small school with no additional accommodation such as a hall or an IT area and therefore our school is not a suitable space for use by other organisations. We find it very difficult to provide extended services at the moment because of our lack of facilities. The other issue we have is that many children travel to and from school on a bus and if those children do not get the bus home some parents do not have transport to pick them up from here or any other venue."*

*"We have done this [provided extended services] and piloted it for two years and it is difficult to sustain in rural areas because of funding and being a small school - support with this would be welcome. I really have tried to do this in so many different ways but Ofsted regulations require two members of staff even for one child so therefore it financially drains it. It just can't fund itself where numbers are low and therefore children in rural areas are not getting equal opportunities."*

### **4.3 On-site / Off-site**

Seventy-four percent of all primary schools that provided childcare for at least 10 hours per day and at least 48 weeks per year, offered childcare activities on site during term time. The remaining 26% provided childcare services off-site, with 22% also providing supervised transport to pupils attending these activities. This means that overall less than 1% of all primary schools (0.7%) provided the full childcare offer but did **not** offer supervised transport.

**Chart 4.3: Proportion of primary schools offering childcare on-site vs. off-site**



#### 4.4 Future plans

Almost half (48%) of the primary schools that did not currently provide the full childcare offer planned to do so within the next two years. This means that if just over two thirds of all primary schools that said they plan to offer full extended services within two years actually manage to do so the 2008 target of 50% will be met. There are, however, a substantial minority (32%) of schools that did not plan to provide these services within two years. Smaller schools (with fewer than 200 pupils) and schools in rural areas were significantly more likely to say that they have no plans for providing full extended services within the next two years.

Table 4.1: Future plans to provide the full childcare offer

Already providing full childcare offer	16%
Plan to provide full childcare offer within two years	48%
Do not plan to provide full childcare offer within two years	32%
Don't know	4%

Base: All primary schools (2,174 unweighted)

#### 4.4.1 Reasons for not planning to provide the full childcare offer

Headteachers who said that their schools were not planning to provide the full childcare offer within two years were asked an open-ended question about why they were not planning to do so. The most common reason was lack of demand (19%), lack of funding (16%), lack of space (14%) and lack of facilities (13%). Below are some of the comments illustrating these points of view:

*"We ask the parents annually about a breakfast club but there is not enough interest. The after school club is almost closing because not enough children are using it, so it's not financially viable. Only 70 children in the school and the government need to provide more money. We have 15 children registered for the club but they don't use it regularly, 4 children attend every night others come when needed. Parents are asked every year but there is not enough support. Can't subsidize it from the school budget."*

*"We have only just attended a conference on it at the end of May. I would need lots of plans put into place. This will have a knock on effect on preparation to teachers for cleaning and site agent staff. It also needs someone to manage its staff to lead these sessions. It needs to be approved by staff and governors. Personally, I don't agree with it. I don't think children should be at school 10 hours a day. They should be at home taking part in family life. It's also got to have a budget, where is the money going to come from to pay the staff, heating and lighting resources? If cleaning staff have to do their job after 6pm I might not be able to recruit cleaning staff."*

*It's a space issue for us, having separate room to do this in, away from where staff have to do work. And the other reason is when we have polled parents there isn't a need or a demand for this at the moment."*

*"I am not able to afford it. We do our best with the resources we have got."*

Twelve per cent mentioned that they were planning to open an out of school club, and 10% said that providing extended services were particularly difficult for smaller and/or

rural schools. Headteachers also expressed doubts about whether wrap around childcare should be the responsibility of schools (10%).

Nine per cent of headteachers cited lack of staff as the reason for not planning to provide extended services. They also expressed concern over the increased workload and extra pressure on headteachers and teaching staff that offering extended services would entail. Or in the words of one headteacher: *“Everybody is grossly overworked and the school is in constant use. When the children go home the teachers do what they need to do when they are not here.”*

Headteachers also gave a range of other reasons for not planning to provide the full childcare offer such as: services being offered by other providers, being part of or planning to be part of cluster groups, staff changes such as the headteacher retiring or moving etc. Some headteachers also mentioned the need to discuss this internally or externally before any plans could be made. The table below lists the most common reasons given by headteachers.

Table 4.2: Reasons for not planning to provide the full childcare offer

Lack of demand	19%
Parents can't afford it/Lack of funding	16%
Lack of space	14%
Lack of facilities	13%
Intending to open out of school club etc.	12%
It's hard for rural/small schools	10%
School should be for education, not childcare	10%
Lack of staff	9%
Creates extra workload/ pressure for staff	7%
Services offered by other providers	6%
We are part of/looking at a cluster group	6%
Staff changes	4%
Need to discuss internally and/or externally	4%
<i>Base: All primary schools that did not provide the full childcare offer and did not have plans to do so within the next two years (697 unweighted)</i>	

## 4.5 Capacity – Number of childcare places available

Headteachers of schools that provided the full childcare offer were asked about the number of childcare places available to school age pupils. On average primary schools could provide 37 spaces. Schools that were unable to answer how many places they could offer were asked about how many pupils made use of the full extended services in the last week and the mean was 19 spaces and the majority of those, 73%, said they had a *lot* or *some* spare capacity.

Table 4.3: Number of childcare places available for school age pupils

Less than 10	2%
10-24	31%
25-50	37%
51+	8%
Don't know	22%
<i>Base: All schools that provide full childcare offer (353 unweighted)</i>	

## 5 Drivers of Full Childcare Offer

Logistic regression was carried out to see whether there was an association between relevant school variables and whether or not a school provides or plans to provide the following offer of full childcare within two years:

“childcare available through their school for all children aged 3 -14 for up to 10 hours a day, 5 days a week, 48 weeks a year that fits in with their schooling”.

For this, a variable was created that grouped together schools into two types:

- Those that **currently provide** the offer as defined above and those that **intend to provide** it within the next two years
- Schools that **have no plans** to offer full childcare as defined above within the next two years, and those that answered don't know.

Logistic regression assesses the variables to determine which ones have an effect on the likelihood of something occurring. In this case, the focus is on whether the school **has no plan** to provide the childcare offer defined above as these are the schools requiring most attention.

The analysis was only carried out in relation to childcare, and not in relation to other aspects of the full offer such as community access and parenting support. This is because the majority of schools already provide these other aspects of the offer, meaning that there are not enough schools in the survey that do not provide such aspects to explore in more detail.

Some variables were excluded from the analysis as they were closely related to other variables. Details of excluded variables, and more information about logistic regression are included in the Appendix.

### 5.1 Results

The logistic regression results show the explanatory power of different factors, when controlling for all other factors, on whether a school has no plans to provide the full childcare in the next two years. The full results are given in the Appendix, with a summary of the results given below.



The variables that best predict whether or not a school provides or intends to provide the offer defined above are given in the table below.

<b>Variable</b>	<b>Most likely to have NO plans</b>	<b>Most likely to have provision or plans*<sup>4</sup></b>
Population density	Rural	Urban
Size of school	301 pupils or more	200 pupils or fewer
% eligible for free school meals	25% or more	Less than 10%
Percentage BME pupils	10% or more	Less than 3%
School type	Foundation/Voluntary	Community schools
Childcare for 3-4 year olds provision	No provision	Some provision
Holiday activities provision	No provision	Some provision
Health professionals (HP)	Work with HP	Do not work with HP
Social care professionals (SCP)	Do not work with SCP	Work with SCP

This identifies a number of school attributes which may help to identify schools that need most attention in order to meet targets of full childcare provision. It is worth noting that particular attributes have a greater impact on the likelihood of having plans to provide the offer.

The services that are already provided in a school have the greatest impact on the likelihood of having plans. Existing childcare for 3-4 year olds, existing holiday activities and work with social care professionals are most important.

- Schools that do not provide childcare for 3-4 year olds are twice as likely to have no plans for full provision compared with those that currently provide childcare for 3-4 year olds.
- Schools that do not provide holiday activities are twice as likely to have no plans as those that do provide holiday activities.
- Schools that do not work with social care professionals are almost twice as likely (87%) to have no plans compared with those that do work with social care professionals.

Demographic factors have less of an impact, but are still important. Rural schools, smaller schools, schools with higher free school meal eligibility and more BME pupils are all less likely to have any plans.

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<sup>4</sup> Strictly speaking this is schools that are “less likely to have no plans” which broadly equates to “more likely to have provision or plans”

- Schools with a quarter of their pupils eligible for free schools meals are 31% more likely to have no plans than those with under 10% eligible.
- Schools with at least 10% BME pupils 31% more likely to have no plans than those with under 3% BME pupils.
- Schools with 200 pupils or fewer are 27% more likely to have no plans than schools with 301 pupils or more.
- Rural schools are 24% more likely to have no plans than urban schools.

School type also has an impact.

- Community schools are most likely to provide or plan to provide full childcare provision.
- Voluntary Controlled schools are 20% more likely to have no plans, with Voluntary Aided schools 44% more likely and Foundation schools 71% more likely. <sup>5</sup>

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<sup>5</sup> There are three main types of maintained school: foundation, community and voluntary, with this last group split into voluntary aided and voluntary controlled. More details are included in the Appendix.

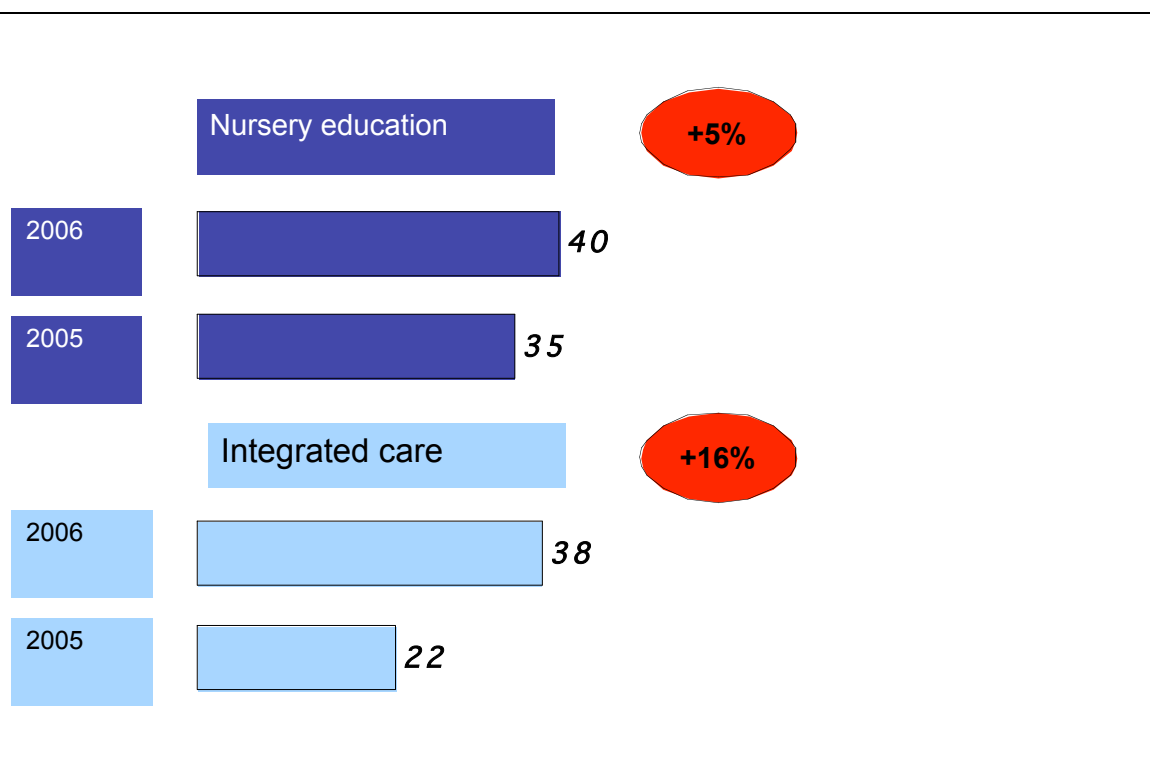
## 6 Childcare for 3-4 year olds

### 6.1 Extent of childcare for 3-4 year olds

By 2010, the Government has committed to ensuring that all 3-4 year olds have access to 15 hours of free early learning and care for 38 weeks of the year (traditionally, although not exclusively, in term time), and that parents will be able to take up the entitlement flexibly over a minimum of three days in a way that helps them to balance work and family commitments most effectively. Parents can, of course, purchase additional hours of childcare beyond the free entitlement if they wish. Therefore, primary schools providing free nursery education places will need to become more flexible in the patterns of provision they offer, responding to parental demand for longer sessions that go beyond the traditional 2.5 hours per day and may cut across breakfast and lunchtimes.

In 2005, 35% of primary schools offered nursery education provision for three and four year olds. Over the past year, this figure has increased by five percentage points to 40%.

**Chart 6.1: Proportion offering childcare for 3-4 year olds**



*Base 2005: All schools (Nursery 1,811) All schools who provide nursery education (Integrated 602, unweighted)*

*Base 2006: All schools (Nursery 2,174) All schools who provide nursery education (Integrated 844, unweighted)*

The primary schools that provided nursery education were asked if they currently offered any integrated childcare for these children (defined as “somewhere children are looked after before or after the standard 2.5 hours of nursery education”). Thirty eight per cent of primary schools were currently offering integrated care. This is a substantial increase since 2005 when only 22% were offering integrated care. It is encouraging to note that 19% of primary schools in 2005 said they had plans to offer integrated care, and that there has been an increase of 16 percentage points in those implementing integrated care.

## **6.2 Location of care for 3-4 year olds**

The majority (88%) of primary schools providing integrated care did so on site at their school. There has been a slight decline since 2005 when almost all (95%) schools that provided this care did so on site. Schools that previously did not have the facilities to provide this care on site appear to have sought out offsite alternatives to help them provide the full childcare offer.

Of those primary schools that provided childcare for 3-4 year olds offsite, 48% always provided supervised transportation from the school to the childcare site and 13% sometimes provided supervised transport.<sup>6</sup> Thirty seven per cent did not provide any supervised transport at all.

## **6.3 Written agreements with other providers**

Twenty eight per cent of primary schools that provided childcare (either on or offsite) for 3-4 year olds had a written partnership agreement or contract with someone outside the school to provide this care.

## **6.4 Employment of staff to care for 3-4 year olds**

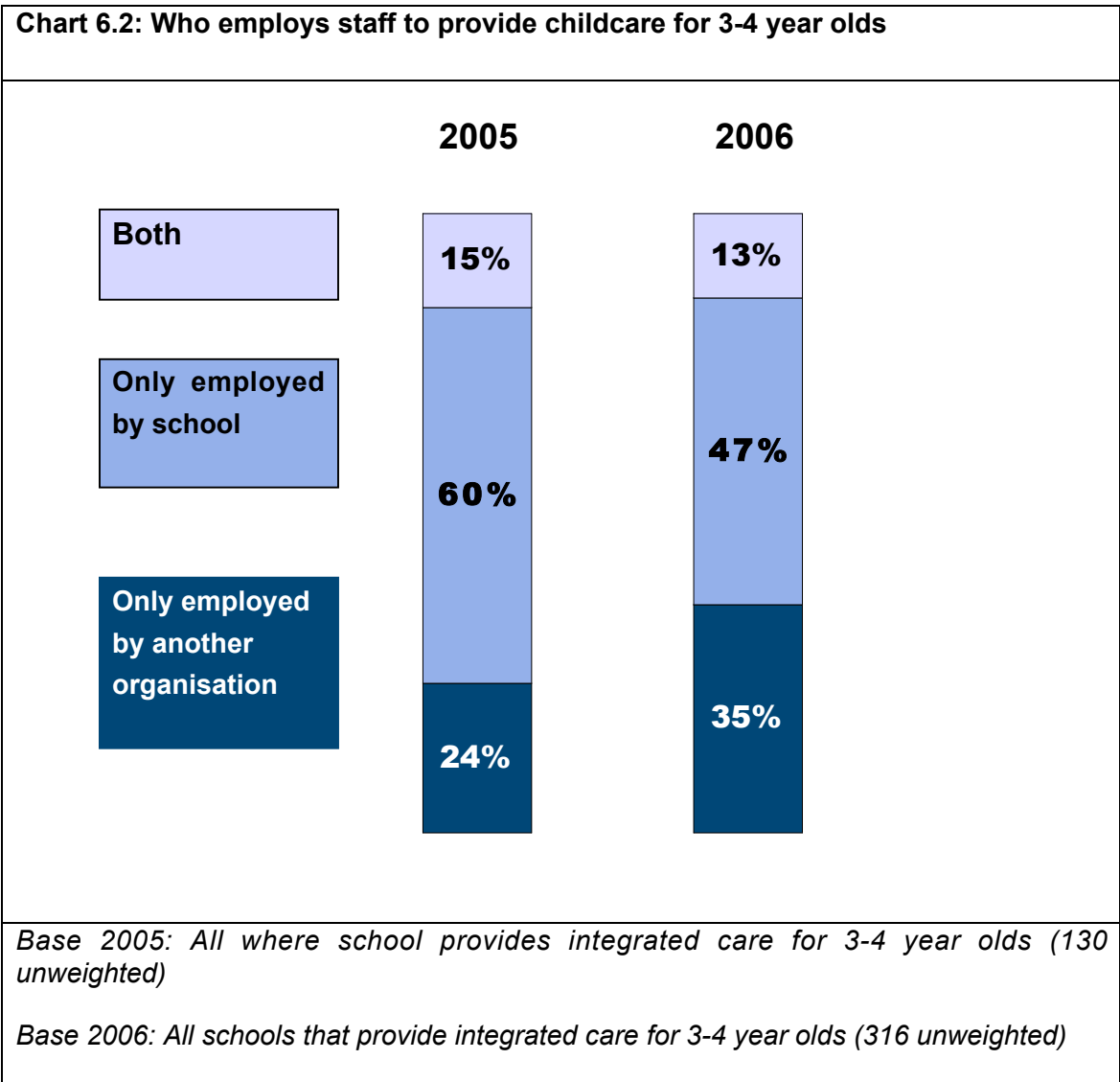
Forty seven per cent of those primary schools that provided childcare for 3-4 year olds, only used staff employed by the school to provide this type of care. This included staff such as teachers or staff specially employed to provide childcare. Thirty five per cent only used staff employed by another organisation and 13% used both.

The chart below illustrates the change since the 2005 baseline survey. An increasing number of primary schools were using staff employed by someone other than the school to provide childcare for 3-4 year olds whilst the percentage of schools

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<sup>6</sup> This question was not asked in the 2005 Baseline survey.

employing their own staff to provide this care decreased. Again, it appears an increasing number of schools outsource in order to provide more extended services.



In common with before school, after school and holiday care, where schools used staff employed by another organisation to provide childcare for 3-4 year olds, 51% used staff from a commercial or private organisation, 22% used staff employed by a voluntary or non profit organisation and 19% used staff from their local authority. A very small minority of schools used childminders (six per cent self-employed; two per cent from a network), or staff from another school (three per cent).

Of those staff employed by the local authority, 30% were managed by the school, two thirds (66%) were not and four per cent were not sure who managed staff employed by the local authority.

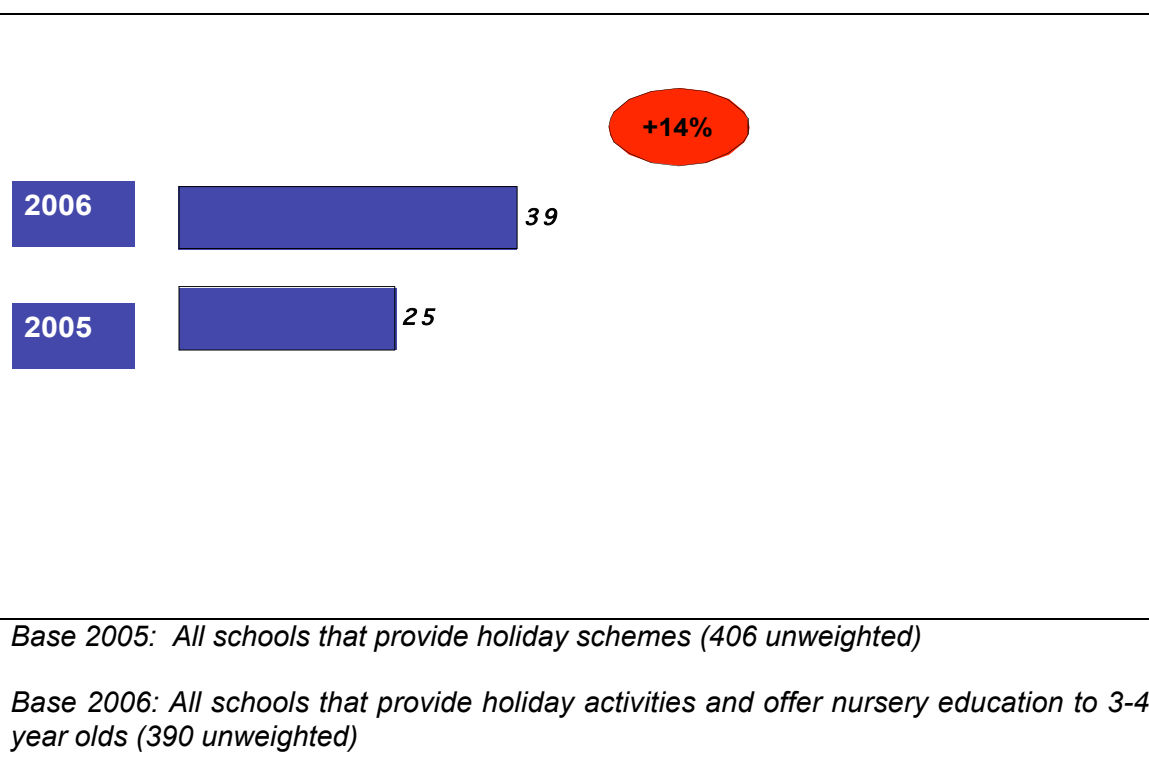
## **6.5 Provision of childcare activities for 3-4 year olds during term time**

Almost all (98%) primary schools that provided childcare for 3-4 year olds did so during all three school terms. In addition, the majority (98%) of these schools also provided this type of care five days per week.

## **6.6 Provision of holiday care for 3-4 year olds and school age pupils**

Whilst 43% primary schools provided holiday care for school age pupils seven per cent provided holiday care for 3-4 year olds. Looking specifically at those schools that provided holiday activities and offered nursery education to 3-4 year olds, 39% also offered holiday activities to this group. This has risen by 14 percentage points since 2005.

**Chart 6.3: Proportion offering holiday childcare for 3-4 year olds**



## **6.7 Provision of full childcare offer to 3-4 year olds and school age pupils**

One sixth of primary schools (16%) provided the full childcare offer to school age children but only four per cent provided the same full service for 3-4 year olds. While this appears to be an increase since 2005, (when only one per cent provided the full childcare offer for pre school children) it is still a very small proportion.

In order for schools to fulfil the criteria for the full childcare offer, greater efforts need to be focused on increasing the integrated care available and providing more holiday care for pre school children.

## **6.8 Capacity – number of spaces available for 3-4 year olds and school age pupils**

Headteachers of primary schools that provided the full childcare offer were asked about the number of childcare places available to pre school children. On average primary schools could provide 27 spaces. Schools that were unable to answer how many places they could offer were asked about how many pupils made use of the full childcare offer in the last week and the mean was two places and 53% of those, said they had a *lot* or *some* spare capacity.

Table 6.1: Number of childcare places available for 3-4 year olds and school age pupils

	3-4 year olds	School age pupils
	%	%
Less than 10	5	2
10-24	33	31
25-50	22	37
51+	8	8
Don't Know	31	22
<i>Unweighted base</i>	96	353

*Base: All primary schools that provide the full childcare offer*

The table above shows the percentage of places available to 3-4 year olds and school age pupils. It seems that quite a significant proportion of schools were unable to answer how many places they could offer. These schools were asked how many pupils made use of the full childcare offer in the last week and the mean for 3-4 year olds was two places.

Of those that were unable to say how many spaces they had available 53% said they had *a lot* or *some* spare capacity for 3-4 year olds and 73% said they had spare capacity for school age pupils. It is disappointing to note that the places which are available are not currently being fully utilised. This could be due to a lack of demand for this service or perhaps a lack of awareness amongst parents that this service is available at their child's school. Further research could be done to provide insight into why these places aren't currently being fully utilised and suggest ways to ensure they are used.

## 6.9 Provision of childcare for children aged up to three

Eighteen per cent of primary schools offered childcare for children aged up to three years old. This childcare included day nurseries and occasional crèches. Only 5% of primary schools offered childcare for children aged up to three for five days a week, forty eight weeks a year. Questions on transport provision were not asked in relation to care for 3-4 year olds therefore it will not be possible to comment on provision of the full childcare offer for this group.



## 6.10 Provision of other childcare services and activities out of school hours

The majority of primary schools (97%) offered out of hours sports activities. Quite a high proportion also offered arts or drama (81%) and music (71%). The table below shows the proportion of schools offering particular types out of hours activities.

Table 6.2: Activities offered to pupils out of school hours

Sports activities	97%
Arts or drama	81%
Music	71%
ICT	57%
Study support	47%
Volunteering activities	23%
None of these	2%

*Base: All primary schools (2,174 unweighted)*

The 2005 baseline study asked about supervised opportunities to take part in sports, arts, music or ICT or to complete homework. However, as questions were asked separately for before school, after school and holidays the figures are not comparable with the 2006 survey.

## 6.11 Other types of childcare provided

A small proportion of schools (8%) said they provided other types of childcare that were not previously asked about. Twenty three per cent talked about care for pre school children such as playgroups, crèches or mother and toddler groups.

The table below shows the range of other services schools said they offered.

Table 6.3 Nature of other childcare offered

Playgroup, crèche, mother and toddler group	23%
After school clubs	18%
Extra curricular activities (including sport/music/art)	18%
Lunchtime clubs	10%
Before school clubs	6%
Holiday clubs	5%
Nursery	3%
Supervised transport	2%
Cubs/Brownies (includes Scouts/Rainbow etc)	2%
Trips/excursions	1%
Other answers	19%

*Base: All primary schools that provide childcare for children not already mentioned (181 unweighted)*

## 6.12 Partnerships with other schools

Twenty three per cent of schools offered childcare or activities in partnership with other schools. Unsurprisingly, schools situated in urban areas (24%) were more likely than schools in rural areas (20%) to work in partnership with other schools.

## **7 Parenting support**

The extended schools prospectus acknowledges the role of parents as the single biggest influences on their children's lives and as their child's prime educator. The Government aim is that by 2010 primary schools should offer information sessions for parents, parenting programmes run with the support of other children's services, and family learning services to allow children to learn with their parents.

### **7.1 Information sessions**

Information sessions look at a variety of school based issues such as health or careers and are often delivered by a third party specialised in working with parents. The majority of schools (98%) offered specific information sessions to parents when children started at school.

Those primary schools that worked with health professionals were more likely than those that did not work with health professionals to offer these sessions (98% compared with 90%).

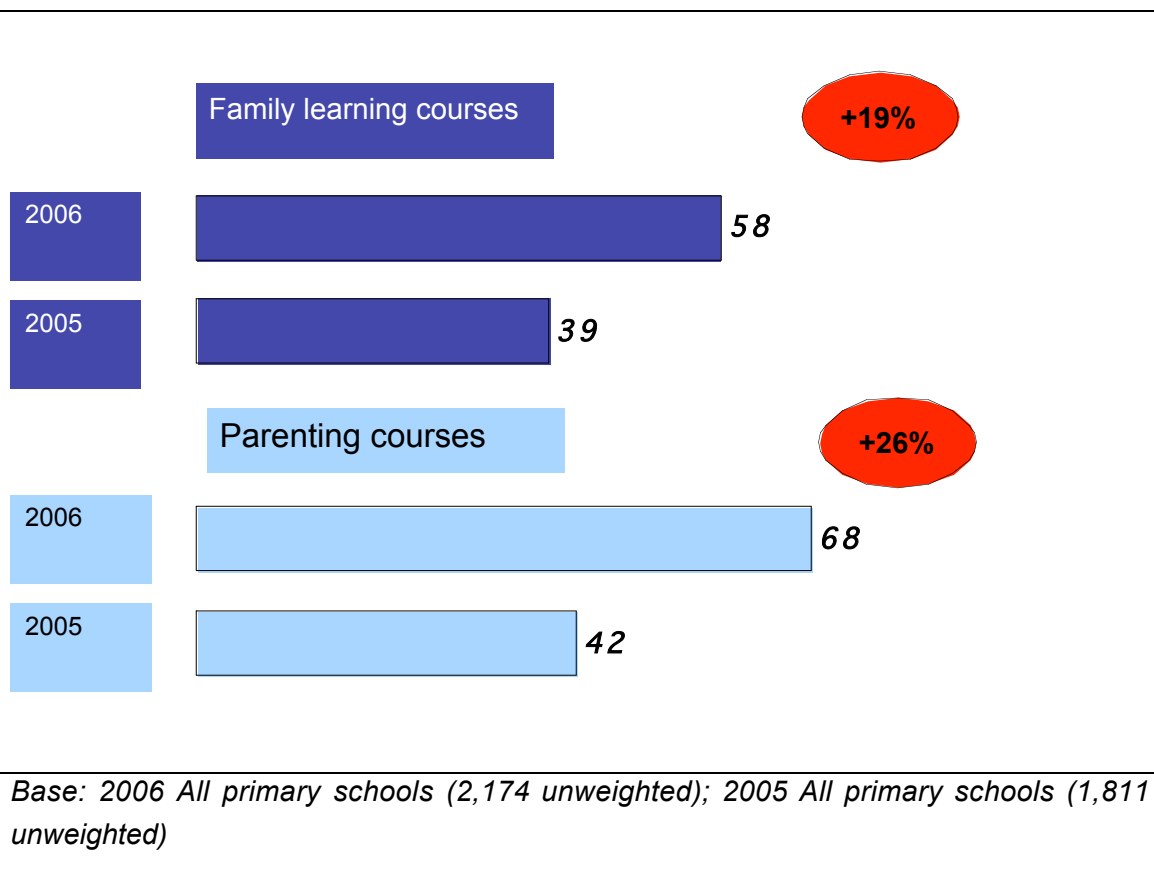
### **7.2 Family learning courses and parenting courses**

Family learning course or workshops were offered by 58% of primary schools. These could be on-going courses, or informal one-off sessions. This has increased by 19 percentage points since 2005 when 39% of primary schools provided family learning courses.

In 2005, 42% of primary schools provided parenting courses for parents and/or carers to attend without their children. Since then this has increased by 26 percentage points and in 2006, 68% of primary schools offered these courses.

Of those primary schools that offered parenting courses, 45% offered structured manual based courses.

**Chart 7.1: Proportion of primary schools offering family learning courses and parenting courses**



### 7.3 Specialist support

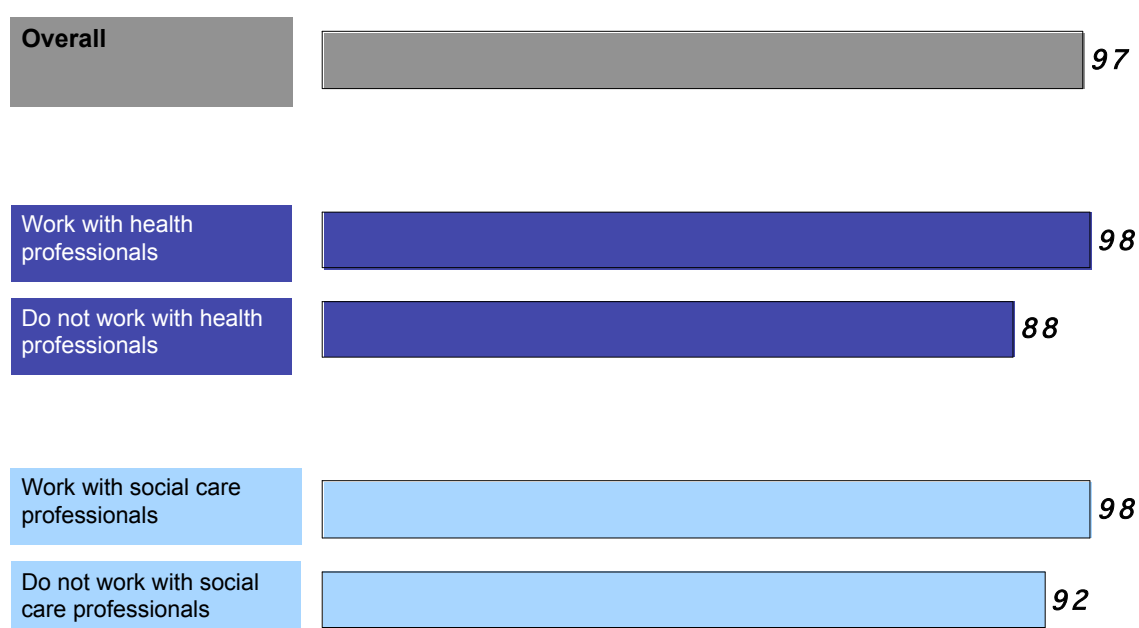
Part of the Government's aim is that all primary schools, as part of their full childcare offer of extended services, should offer specialised support to parents and carers who need it, for example parents whose children have behavioural problems. A large proportion (70%) of primary schools offered specialised support to parent and carers.

### 7.4 Advice on parenting issues

As part of extended services schools are expected to offer information on the advice and support available to parents, for example through national helplines or websites and through local family support services. The vast majority of primary schools (97%) offered this information to parents.

Those primary schools that worked with health professionals (98%) and/or social care professionals (98%) were significantly more likely to provide this information than those that did not work with these professionals (88% and 92% respectively).

**Chart 7.2: Proportion of primary schools offering information on where parents can get advice on parenting issues**



*Base: 2006 All primary schools (2,174 unweighted)*

## **8 Community use of school premises**

The extended schools prospectus highlights the importance of making good use of capital resources in schools to enable them to stay open all year round as dynamic community sites. Primary schools are particularly well-placed to become the focal point for the delivery of joined-up children's services at the heart of their local community. However, many schools do not presently have suitable accommodation to fulfil this important wider role. The recently announced primary capital strategy programme is intended to enable local authorities to implement a strategic approach to ensuring that primary schools are fully equipped for 21<sup>st</sup> century learning, delivering extended services for children and families at the heart of the communities they serve. The £7 billion capital investment programme will begin in 2008 and aims to transform the primary school estate by rebuilding, remodelling or refurbishing at least 50% of primary schools over fifteen years. This section looks at the current status of primary schools in relation to community use of resources.

### **8.1 Community access to school facilities**

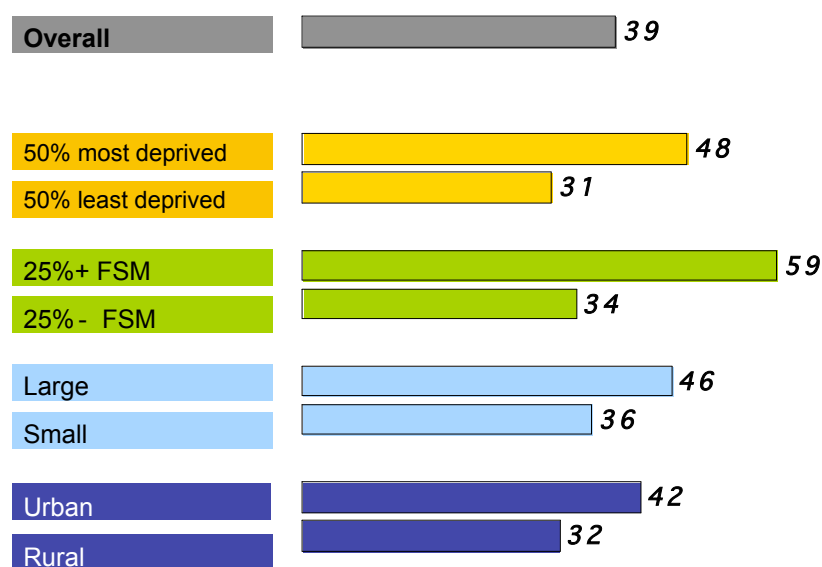
In 2005, 75% of primary schools allowed people from outside school to use at least one of their facilities (sports, ICT, library or arts facilities and other rooms or space). In 2006 this figure had risen by 6 percentage points to 81%.

Schools in more deprived areas and those with a more deprived intake were less likely to allow community groups to use school facilities than less deprived schools. It is perhaps these schools that are most in need of assistance from the capital strategy to rebuild and refurbish their schools facilities.

### **8.2 Courses on non-parenting issues**

Whereas in 2005, 32% of primary schools offered courses on non parenting issues, 39% did so in 2006, an increase of seven percentage points. Schools in more deprived areas and those with a more deprived intake were more likely to offer these courses as were larger schools and schools in urban areas.

**Chart 8.1: Proportion of primary schools offering courses on non parenting issues.**



*Base: All primary schools (2,174 unweighted)*

### 8.3 Services offered to the community

Extended schools can include the provision of a range of services to the local community. Since 2005, there has been little change in the proportion of primary schools offering health and therapeutic services and advice services to the local community. However, there has been a decline in the number of primary schools offering social services to their community.

**Table 8.1: Services offered to the local community**

	2005	2006
	%	%
Health and therapeutic services (inc. mental health services and health promotion)	18	18
Social services	20	9
Advice services (such as financial, benefit or employment advice)	10	8
<b>At least one of above</b>	<b>29</b>	<b>25</b>
<i>All primary schools (unweighted)</i>	1,811	2,174

## 9 Other services

### 9.1 Working with non-teaching professionals

As part of the core offer of extended services schools are required to enable swift and easy referral to a wide range of specialised support services for pupils.

Ninety-eight per cent of primary schools worked with at least one sort of health professional to help support their pupils. The majority (96%) of primary schools worked with nurses and 86% worked with other health professionals<sup>7</sup>.

Two in three primary schools worked with parenting or family support workers (66%). Thirty five per cent of primary schools worked with youth workers.

The table below shows the change since 2005, in the proportions of primary schools that work with non teaching professionals. In general, the number of schools working with these professionals was quite high and has risen slightly since 2005. The percentage of schools working with youth workers was quite low at only one fifth in 2005 but has now risen to 35%.

Table 9.1: Working with non teaching professionals

	2005	2006
	%	%
Nurses	88	96
Any other health professional	62	86
Social care professionals	80	84
Youth workers	21	35
Parenting or family support practitioners	-	66
<i>All primary schools (unweighted)</i>	1,811	2,174

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<sup>7</sup> The figures for non teaching professionals are not directly comparable to the 2005 Baseline survey as the questions were asked in different ways.



## 10 Headteachers Views on Extended Services

### 10.1 Positive towards offering wrap around childcare

At the end of the interview headteachers were given an opportunity to voice their own opinions about extended services in an open-ended question. The most common view expressed was in support of extended services. Nineteen per cent of headteachers said that they thought wrap around care was a good idea.

*"One stop shop is a brilliant idea they know us and trust us."*

*"I think it's a good idea and I look forward to expanding what we've got already."*

### 10.2 Working together in partnership

A further nine per cent mentioned that they were already working in partnership with other agencies or were planning to do so in order to deliver extended services. There were also more general mentions of the need to work together with other organisations and agencies. *"I fully support the idea of extended services. We are a very small school so we work very closely with the secondary school that shares our site. We plan to run a 4-16 year old facility by working closely together. I like the idea of services working closely together."*

### 10.3 Concerns about funding, resources and workloads

Regardless of whether headteachers were in favour of extended services or not, many expressed concerns about funding, resources and workload issues. One sixth (16%) were worried about how they were going to fund extended services especially in the longer term.

*"The difficulty is the funding implications, that's what stopped us from starting and also we are a very small school."*

*"Well, it's important that the government realises that they need to plough money into these plans. There are issues of security when lots of people in and out of the school community on campus. We also need proper access and security. It seems that the head is responsible for coordinating all the agencies and this is unreasonable considering all the other things that the head does in school hours. We need proper funding and administration."*

*“There is a question about the extra time heads would need to run it or trouble shoot it. There is a question about funding where and when it is taken away the services will collapse. It is also a question about our primary purpose which is education not a baby-sitting service. It is another pressure for the head to sort out. It needs to be funded clearly not out to bidding tender. Who is physically meant to oversee all the out of school hour services? Is it the head - who gets it in the neck if the quality of the service is poor.”*

Twelve per cent mentioned the lack of space, resources or facilities as a barrier to providing wrap around care for primary school children. A similar proportion, 9%, voiced concerns over the increasing workloads for teachers and headteachers.

#### **10.4 Worries about long schooldays**

Eight per cent of headteachers expressed concern over the length of time that some children may end up spending on school premises. This was especially true for younger children and there was also the view that children would be better off in a home-environment.

*“I understand that parents need childcare from 8am to 6pm, but I don't think it's beneficial to children to be away from their extended family. They should be in a home environment not an institution. They should go to a home and watch TV, play in the garden and just chill.”*

*“I am happy for extended services to take place after school and I would like to set up a breakfast club as parents need to travel to get to work. I like other groups using the facilities. However, in my heart a child arriving at 8am and then leaving at 6pm does trouble me as some children are there far too long. Some five year olds get picked up at 6pm. Parents need the two incomes to pay for a mortgage so end up using the after school extended service.”*

#### **10.5 Worries about management responsibilities**

Some headteachers, 7%, said they were concerned about where the responsibility for providing extended services lies. Who is meant to manage the wrap around care? This was partly linked to workload issues and funding. Many headteachers felt that they had a heavy workload already and could not or would not want to take on more responsibility and there were not enough funds to employ somebody to run the services.

*“[Amongst] all schools there is an expectation that they are going to offer services in partnership but the issue will be who is responsible - and it seems to me that this issue is being fudged at the moment. Nobody is giving any clear guidance.”*

## 10.6 And finally...

Headteachers also mentioned that it is difficult to provide extended services for small and rural schools (7%), they also said that extended services is a good idea as long as it is set-up/run/funded properly (7%). Some headteachers also mentioned that setting up extended services would help integrate the school with the community (6%).

Table 10.1: Views and Attitudes towards Extended Services

Extended Services are a good idea	19%
Financial concerns	16%
Lack of space/resources/facilities	12%
Too much for teachers/headteachers to do	9%
Working together in partnership	9%
Children should be with their parents/8am-6pm is too long	8%
Concerns over where responsibility for services lies	7%
It's hard for rural/small schools	7%
Good idea – provided it's set-up/run/funded properly	7%
Helps integrate school with community	6%
Staffing issues	5%
Base: All primary schools (2,174 unweighted)	

The emerging themes are that headteachers expressed a variety of concerns about extended services for example funding, resources, and staff workloads. There is also some concern about parents 'over using' the service, leaving their children to spend too long hours at the school site. Small and rural schools face particular problems in delivering extended services.

## Appendices

## Technical Details

### Questionnaire development

#### Design

BMRB carried out a baseline survey of extended services in 2005, which included primary schools, secondary schools, maintained nursery schools and special schools. The 2006 survey only included primary schools. A review of the 2005 questionnaire was undertaken to ensure we had the ability to analyse trends from 2005 in primary schools. The questionnaire for the 2006 survey was developed by the research team at BMRB Social Research in consultation with representatives from the Department for Education and Skills (DfES). A draft questionnaire was produced and tested in a pilot exercise.

A copy of the questionnaire is attached.

#### Definition of childcare services and activities

In the future, data used to monitor the progress of extended services in primary schools (and secondary schools) will be collected through the Schools Census. To make this survey comparable with data to be collected in the 2007 Census, the questionnaire used the definitions of childcare services and activities that are to be used in that data collection.

“The term ‘in partnership’ means that other school(s)/ provider(s) offer services/activities, or your school provides services/activities jointly with other school(s)/ provider(s);

AND at least one of a)-d) apply:

- a) service/activity is on your school’s site (including where you let space)
- b) involvement of your school’s staff
- c) your school has a formal partnership agreement or contract with the other school(s)/provider(s),
- d) there is supervised transport for children between your school and the other school(s)/provider(s).”

Therefore for each service as well as the standard table, we define schools providing services as defined in 2007 Census (ie where at least one of a-d apply). :

### **D1      Childcare for 3-4 year olds (2007 definition)**

Provided      Qint=yes and ((Qintsch = yes) or (qwatran = yes - always) or (qwapart = yes) or (qschsta = yes) or (Qlea = yes))

Schools providing childcare during term time to children aged 3-4 in nursery education that takes place either on the school site, or at another site with supervised transport. Schools also have a written agreement with any external providers and use some staff employed by the school to provide this childcare or staff employed by the LEA but managed by the school.

Not provided    All others

### **D2      Before school activities (2007 definition)**

Provided      Qbefore = yes and ((Qbsch = yes) or (qbtran = yes - always) or (qbpart = yes) or (qbschst = yes) or (Qblea = yes))

Schools providing childcare for school age pupils before school that takes place onsite, or at another site with supervised transport. Schools also have a written agreement with any external providers and use staff employed by the school to provide this childcare or staff employed by the LEA but managed by the school.

Not provided    All others

### **D3      After school activities (2007 Definition)**

Provided      Qafter = yes and ((Qasch = yes) or (qatran = yes - always) or (qapart = yes) or (qaschst = yes) or (Qalea = yes))

Schools providing childcare for school age pupils after school that takes place onsite, or at another site with supervised transport. Schools also have a written agreement with any external providers and use staff employed by the school to provide this childcare or staff employed by the LEA but managed by the school.

Not provided    All others

#### **D4 Holiday activities (2007 Definition)**

Provided Qhol = yes and ((Qhsch = yes) or (qhpart = yes) or (qhschst = yes) or (Qhlea = yes))

Schools providing childcare for school age pupils after during the holidays that takes place onsite. Schools also have a written agreement with any external providers and use staff employed by the school to provide this childcare or staff employed by the LEA but managed by the school.

Not provided All others

#### **D5 All year childcare (2007 definition)**

Provided Qalyear = yes and ((Qsite = yes) or (qtran = yes))

Schools providing, on their own or in partnership with others, childcare or activities for any pupils that cover 10 or more hours a day, five days a week, all year round. Care must be provided onsite or at another site with supervised transport.

Not provided All others

#### **Pilot**

The questionnaire was piloted in May 2006. Computer assisted telephone interviews (CATI) were carried out by The Operations Centre<sup>8</sup> (TOC) telephone interviewers in Ealing.

In order to test the questionnaire fully, the DfES provided BMRB with a sample of schools that were known to offer a range of extended services. As the data from the

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<sup>8</sup> BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the operational services of the Kantar companies were grouped to form a shared resource called The Operations Centre. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. The Operations Centre has since been renamed Kantar Operations. Kantar Operations continues to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

pilot was not being used for the mainstage, the unrepresentative sample did not affect the overall results.

Representatives from the DfES and BMRB listened in to the interviews. In total 25 interviews were completed and the questionnaire was revised where necessary.

## **Revisions**

In general the pilot questionnaire worked very well. The main issues were the length and the concern that some of the questions were too wordy. In order to resolve these issues the question wording was refined wherever possible and repetition throughout was reduced.

## **The main survey**

The survey was conducted using BMRB's Computer Assisted Telephone Interviewing (CATI), between **5<sup>th</sup> June 2006 and 14<sup>th</sup> July 2006**. Interviews were carried out by The Operation Centre's (TOC) fully trained telephone interviewers.

In total 2,174 interviews were carried out with primary schools in England. The average interview length was just under 12 minutes.

The headteachers of all schools included in the issued sample were sent an advance letter informing them that BMRB would be contacting them and explaining what the research would cover. In addition to the letter, schools were sent a datasheet listing the sorts of questions that they would be asked (so they could prepare information in advance of interview if thought necessary) and a leaflet containing more information on extended services and the survey in general.

For each school included in the sample, interviewers attempted to make contact with the headteacher to complete the survey. In some cases the headteacher referred the interviewer to another member of staff such as a deputy head or a member of staff with specific responsibility for extended services.

## **Sample design**

The sample for the survey was obtained from Edubase, the DfES's register of all educational establishments in England and Wales. Edubase provided a database of information on a sample of primary schools in England. To reduce the burden on Primary schools all schools that took part in the 2005 Baseline survey were excluded from this sample.

The sample was then stratified by Government Office Region (GOR) and then by urban/rural status. Within each strata, schools were ordered by the total number of



pupils. A systematic random sample was then selected (with a random starting point) using a fixed interval (1 in n) method to draw a sample of 3,100 schools.

## Response rates

At the end of fieldwork 2,174 interviews had been completed out of 3,100 schools sampled. This represented a response rate of 70 per cent<sup>9</sup>.

## Weighting

To compensate for non-response bias, the data were weighted by Government Office Region, deprivation and pupil size. Population data to provide the weighting targets were derived from Edubase.

A cell weighting matrix was designed and the weighting targets specified as follows:

IMD	Pupil size	Government Office Region								
		EM	EE	L	NE	NW	SE	SW	WM	Y&H
30% most deprived	<201	0.83%	0.44%	0.40%	1.08%	2.13%	0.43%	0.47%	0.83%	1.06%
30%-50% most deprived	201-300	0.98%	0.58%	1.71%	0.92%	2.47%	0.51%	0.45%	1.47%	1.54%
50% least deprived	301+	0.72%	0.37%	2.75%	0.76%	1.73%	0.50%	0.40%	1.51%	1.44%
30% most deprived	<201	0.93%	0.94%	0.18%	0.60%	1.08%	0.75%	1.67%	0.71%	0.81%
30%-50% most deprived	201-300	0.59%	0.72%	0.83%	0.26%	0.93%	0.79%	0.72%	0.63%	0.81%
50% least deprived	301+	0.44%	0.46%	1.24%	0.30%	0.60%	0.67%	0.49%	0.66%	0.56%
30% most deprived	<201	3.07%	4.14%	0.25%	0.60%	2.82%	5.31%	4.24%	2.40%	2.48%
30%-50% most deprived	201-300	1.20%	2.60%	1.08%	0.45%	1.98%	3.43%	1.43%	1.23%	1.14%
50% least deprived	301+	0.99%	1.54%	2.03%	0.33%	1.01%	2.99%	1.27%	1.12%	0.96%

## Grossing

The results to the survey were grossed up to the population of eligible primary schools.

## Details of logistic regression

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<sup>9</sup> Response rate calculations are based on the number of interviews completed divided by the total sample issued, excluding those schools that were out of scope i.e. those that had closed down.

## Method

Logistic regression is a multiple regression technique which can be used to predict the odds of a behaviour or event occurring for respondents with different combinations of characteristics. Odds are the ratio of the probability that an event will occur (for example, planning to provide full childcare) to the probability that an event will not occur. The technique is valuable because it indicates whether each analysis variable makes a significant contribution to explaining the variation in the outcome variable (childcare provision), having held all the other analysis variables under consideration constant.

For each of the independent variables included in the regression a coefficient is produced which represents the factor by which the odds of a school taking part in the behaviour increases if the school has that characteristic. The odds produced by the regression are relative odds, meaning they are relative to the reference category. For example, in terms of the size of the school, those with 301 or more pupils are taken as the reference category. The odds given by the model would be relative to this reference category; so it would be possible to say how much greater the odds were of a smaller school not planning to offer childcare than the odds of a larger school not planning to offer childcare.

## Excluded variables

Index of Multiple Deprivation (IMD) was not included as this is quite highly correlated with the percentage of pupils eligible for free school meals (FSM). The latter was chosen over IMD as it was more highly correlated with the dependent variable of whether the school planned to offer the core services. Also, FSM is a better measure, as the IMD score for a school's location may not accurately reflect the deprivation levels of its catchment area. Other variables, such as whether the schools provide before or after school activities were excluded. This was because these variables are not independent of the dependent variable question.

## Results

The table below gives the odds ratios produced by the analysis for each variable. All variables are significant unless otherwise stated. The odds ratios are calculated by taking the odds of a group of schools being more likely to have no plans to provide the offer defined above compared with the odds of the reference group<sup>10</sup> not planning to provide the offer. An odds ratio greater than one implies an increased likelihood of not planning to provide the offer. For example, rural schools are 24% more likely to have

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<sup>10</sup> The reference group is indicated in the table by the characteristic with an odds ratio of (1.0).

no plans to provide the full childcare offer compared with urban schools. This is obtained from  $(1.24 - 1) \times 100$  which gives 24%, where 1 is the reference category and 1.24 is the odds ratio for rural schools.

Table A1a: Whether school is likely to have no plans to provide the full childcare offer by demographics

	Odds Ratio of Not planning to provide the full childcare offer
<b>Population density of area</b>	
Rural	1.24
Urban (reference group)	(1)
<b>Size of school</b>	
200 pupils or fewer	1.27
201-300	*0.95
301 or more pupils (reference group)	(1)
<b>Percentage of pupils eligible for free school meals</b>	
25 % or more	1.31
15-less than 25%	1.14
10-less than 15%	*1.05
Less than 10% (reference group)	(1)
<b>Percentage BME pupils</b>	
10% or more	1.31
3 - less than 10%	1.13
Less than 3% (reference group)	(1)
<b>School type</b>	
Foundation (caution – low base size)	1.71
Voluntary Aided	1.44
Voluntary controlled	1.20
Community schools (reference group)	(1)

\* Not significant at 95% level.

Table A1b: Whether school is likely to have no plans to provide the full childcare offer by services

	Odds Ratio of Not planning to provide the full childcare offer
<b>Childcare for 3-4 year olds</b>	
Don't provide	1.95
Provided (reference group)	(1)
<b>Provision of Holiday activities</b>	
Don't provide	2.04
Provided (reference group)	(1)
<b>Whether work with Health professionals</b>	
Work with Health professionals	1.66
Don't work with Health professionals (reference group)	(1)
<b>Whether work with Social care professionals</b>	
Don't work with Social care professionals	1.87
Work with social care professionals (reference group)	(1)

Another way of interpreting this is that for every urban school with no plans, there is likely to be 1.24 rural schools with no plans. This equates to a ratio of 5 rural schools to every 4 urban schools without plans.

## **Types of school**

Under the School Standards and Framework Act 1998 there are three categories of maintained school:

- Community
- Foundation
- Voluntary (divided into Controlled and Aided)

### **Community Schools**

In Community Schools (formerly county schools), the LEA employs the schools staff, own the schools land and buildings and have primary responsibility for deciding the arrangements for admitting pupils.

### **Foundation Schools**

At Foundation School, the governing body employ the schools staff and have primary responsibility for admission arrangements. The schools land and buildings are owned by the governing body or by a charitable foundation. Many of these schools were formerly grant maintained schools. The Foundation appoints the majority of governors.

### **Voluntary Aided**

In Voluntary Aided schools (many of which are church schools) the governing body, employs the staff, and decide admission arrangements. The schools land and buildings are normally owned by a charitable foundation. The governing body contributes towards the capital costs of running the school. Most aided schools are linked to either the Church of England or the Roman Catholic Church, but there are schools linked to other faith groups and a few non-denominational schools.

### **Voluntary Controlled**

Voluntary Controlled schools are almost always church schools, and the land and buildings are often owned by a charitable foundation. However, the LEA employ the schools staff and has primary responsibility for admission arrangements.

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Annesley  
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