

# Extended Services Toolkit for Governors



Guidance for schools in England

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## Introduction

The Extended Services Toolkit for Governors has been designed to help you to help your school<sup>1</sup> – in partnership with your local authority, community, other schools, children’s centres, and organisations – to develop extended services so as best to promote the well-being of pupils, raise standards and achievement and ensure that every child benefits from the Every Child Matters outcomes.

The toolkit was created at the request of governors, the DfES and national governor organisations and the content has been developed with their input.

The toolkit does not exist in isolation. It is one of a range of sources of advice that governors can use in order to carry out their role in the development of extended services. For more information about the role of governors and the models for governance of extended services, as well as easy access to other sources of advice and support, governing bodies should consult the guidance on Governance of Sure Start Children’s Centres and Extended Schools, available on [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Governors have an essential leadership role to play in the development of extended services in and around schools, in particular ensuring that the services answer the community’s needs and are created according to the principles and practices of workforce remodelling. Remodelling<sup>2</sup> has helped to create capacity which enables schools to respond appropriately and effectively to change and new challenges. Offering access to extended services should not result in increased workloads for staff already working in schools, and should be developed through working with private, voluntary and independent sector providers and also with children’s centres which focus especially on the under fives.

These developments will take time. Governors will need to consider their own capacity to review and help to build the school’s extended services aspirations and activity.

Local authorities are central to the development of extended services and should be the first point of contact to explore what exists and to seek support. They have a strategic, coordinating and commissioning role across the area and can also offer a wealth of advice and help directly to schools.

Some schools are already offering extended services, others are just starting and working out how to go about it. Whatever stage your school is at, this toolkit can help.

It can be used as a checklist or self-evaluation framework for schools already providing the extended services core offer in full and help schools that are still developing their extended services. And for schools starting out, it can be used to kick-start the process and connect the school to the local authority’s extended services roll-out programme.

Using this toolkit may raise a number of questions or actions. A range of support is available and details are given at the back of this brochure. This includes a dedicated website with links to information and practical support directly relating to the issues raised in this toolkit.

The intention is not to be prescriptive about how services are offered or totally comprehensive in covering every issue that might arise. The toolkit is designed to stimulate and guide your discussions and help you to fulfil your important role. Governors, and schools, are not expected to deliver extended services themselves but they do have a role to ensure that extended provision meets the community’s needs in a safe and sustainable way that enhances well-being, standards and achievement.

- 1 The term ‘school’ is used throughout the toolkit, although you may wish to consider this in terms of your group or cluster of schools or your school and Sure Start Children’s Centre together, for example.
- 2 Remodelling refers to a process designed to enhance the status and work/life balance of all adults who work in schools and the focus on teaching and learning and the role of support staff. It is supported by tools and techniques that help schools to prioritise and implement change in a way suited to their circumstances. More information is at [www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling)

## Suggestions for using the toolkit

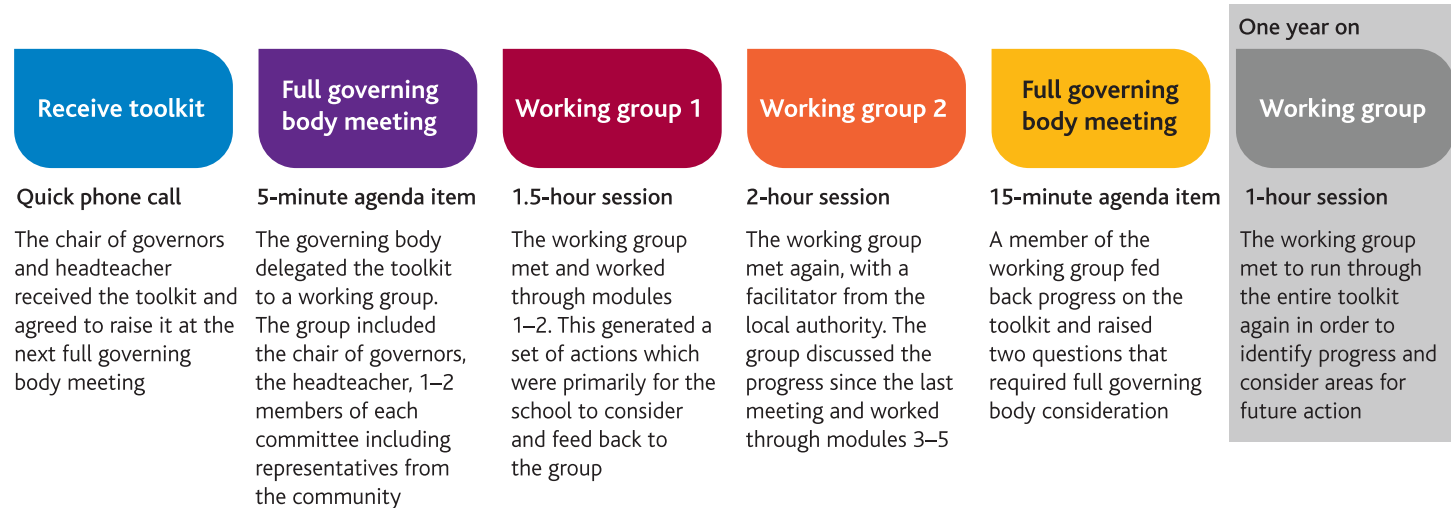
The Extended Services Toolkit for Governors is made up of five modules designed to help you assess the progress of your school when considering the development of extended services. It will help you to identify your priorities for action.

Each module focuses on a different theme related to extended services provision – from the school’s community to what outcomes are desirable. Each module includes a set of statements for you to consider and decide to what extent they are true for your school or the governing body. These statements are further explained by a number of supplementary questions intended to provide further detail to help with the rating process if required. Not every governing body will need to ask and answer every question, and not all actions are for governors but are designed as prompts to support the school’s progress. Space has been left for you to add your own statements.

In each module there are tick boxes for selecting if there are any priorities for action and space has been provided for recording the main points. A meeting note template has also been provided to help record actions and next steps at the end of each module.

We recommend involving the whole governing body at the outset to decide how to use this toolkit. It may be agreed that some representatives from the governing body will work through the toolkit themselves and then report back to the full governing body. If the school is at the early stages of thinking about extended services, it is recommended to work through the modules one at a time, in sequence, and if possible with a facilitator from the local authority, such as the extended services remodelling adviser (ESRA) or the coordinator of governor services.

### An illustration of the toolkit in action



This illustration shows how a governing body might use the toolkit. However the development of extended services should not be done in isolation. It will take time and will require wider consultation and participation.

## Before starting

You may wish to consider the following questions before starting to use this toolkit:

### Who should be involved?

- full governing body or committee?
- all the schools in the cluster?
- other partner or community organisations eg. a co-located or nearby Sure Start Children's Centre?
- a facilitator from your local authority (extended services or governor services) or faith provider?

### When should we start?

- at what point in our meeting cycle should we introduce this?
- which module should we start with?

### How should we complete the rating?

- start with one module and move on when we are ready?
- complete all the modules in one go?

### How often should we assess ourselves?

- when would it make sense to revisit our previous assessment?

### What do we need to know?

- what is the local authority's strategic plan for extended services?
- who is the local ESRA?
- are we aware of the vision in the Children and Young People's Plan (CYPP)?

### Key points to remember about school workload

Schools do not have to develop and provide extended services themselves. They should work with their local authority and in partnership with other schools, Sure Start Children's Centres and local private or voluntary sector organisations. Where schools do deliver services themselves, governors should assist by helping to ensure that the schools' engagement in the provision of extended services:

- builds on the achievements of the National Agreement and remodelling
- is sustainable and complements the sustainability of the school's wider activity
- provides for an improved work/life balance and does not have a negative impact on the workloads of the school workforce
- is carried out in consultation with staff unions and professional associations
- delivers fair pay and rewards for support staff
- helps the school raise standards and achievements and does not detract from its focus on teaching and learning
- does not introduce unnecessary additional bureaucracy

## The extended services core offer

By 2010, all children should have access to a variety of extended services in or around their school. While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:

- Primary schools and maintained nursery schools provide access to high-quality childcare, 8am–6pm, five days a week, 48 weeks a year, in accordance with their communities' needs, combined with a varied menu of activities (study support) to enhance achievement and broaden interests
- Secondary schools provide access to a varied menu of study support and enrichment activities which provide fun and stimulating activities for young people as well as a safe place to be
- Schools provide access to parenting support including information sessions for parents of pupils joining reception and on transfer to secondary school; signposting to nationally and locally available sources of information, advice and support; access to parenting groups using structured, evidence-based parenting programmes; and family learning sessions to allow children to learn with their parents, where there is demand shown through consultation with parents
- Working closely with other statutory services and the voluntary and community sector, schools ensure that children with additional needs are identified as early as possible, and are well supported through integrated working with other services
- Schools ensure that where they have appropriate facilities – such as ICT suites, sports and arts facilities – they are opened up to the community to make the most of them. Schools also provide access to adult learning, if appropriate.

Further explanatory notes are available at [www.tda.gov.uk/remodelling/extendedschools](http://www.tda.gov.uk/remodelling/extendedschools)

### Additional information

Extended services are part of the government's Every Child Matters: Change for Children agenda.

The Education Act 2002 requires schools to consult with pupils, staff, parents and carers, local communities and the

local authority to ensure the services they develop are shaped around the needs of the pupils and their local community. It is essential to seek the views of staff unions and professional associations.

Governing bodies play a key role in consulting with communities. Consultation should be carried out regularly to guarantee that the service provided continues to reflect local need.

Extended services are not about teachers running services or taking on additional responsibilities. Consistent with the aims of workforce remodelling, schools should ensure that only the most appropriate people develop and deliver extended services. For example, support staff may want to be involved and rewarded as well as external staff, such as health and social workers and local sports and arts organisations.

In line with the Children Act 2004, local authorities are working with key partners to strategically plan, commission and coordinate extended services. This includes helping ensure initiatives – such as regeneration, capital programmes for school buildings, specialist schools, Every Child Matters: Change for Children, the local children's workforce strategy, local area agreements, children and young people's plans, Sure Start Children's Centres – link with and support the extended services agenda. Children with disabilities and/or special educational needs must be able to access all extended services.

Local authorities are also helping schools identify resources, including funding. Extended services need to be affordable and sustainable over the long term. This involves devising a clear charging policy for those activities that should attract a fee, for example childcare. For more information, contact your local authority ESRA. The TDA is also supporting schools to develop extended services.

To monitor the provision of extended services, Ofsted and other involved inspection organisations have developed a new system of school inspection that covers both education, wider childcare provision and extended activities.

## The Sure Start Children's Centres offer

Details of the Sure Start Children's Centre offer has been provided for information, primarily for governing bodies also responsible for a Sure Start Children's Centre.

The Government is committed to delivering a Sure Start Children's Centre for every community by 2010.

Sure Start Children's Centres in the most disadvantaged areas will offer the following services:

- Good quality early learning combined with full day-care provision for children (minimum 10 hours a day, 5 days a week, 48 weeks a year)
- Good quality teacher input to lead the development of learning within the centre
- Child and family health services, including ante-natal services
- Parental outreach
- Family support services
- A base for a childminder network
- Support for children and parents with special needs
- Effective links with Jobcentre Plus to support parents/carers who wish to consider training or employment.

In more advantaged areas, although local authorities will have flexibility in which services they provide to meet local need, all Sure Start Children's Centres will have to provide a minimum range of services including:

- Appropriate support and outreach services to parents/carers and children who have been identified as in need of them
- Information and advice to parents/carers on a range of subjects, including local childcare, looking after babies and young children, local early years provision (childcare and early learning) education services for 3- and 4-year olds
- Support to childminders
- Drop-in sessions and other activities for children and carers at the centre
- Links to Jobcentre Plus services.

More information is on the Sure Start Children's Centres website at [www.surestart.gov.uk](http://www.surestart.gov.uk) including the Sure Start Children's Centres Planning and Performance Management Guidance.

## How to obtain help

### Online

A website that directly helps with the areas raised in this toolkit is available at [www.tda.gov.uk/extendedservicesforgovernors](http://www.tda.gov.uk/extendedservicesforgovernors)

On this website there are direct links to a range of useful information and approaches to help tackle the areas highlighted.

Other online information includes:

[www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools)

[www.tda.gov.uk/remodelling/extendedschools](http://www.tda.gov.uk/remodelling/extendedschools)

[www.everychildmatters.gov.uk/extendedschools](http://www.everychildmatters.gov.uk/extendedschools)

[www.governornet.co.uk](http://www.governornet.co.uk)

[www.nga.org.uk](http://www.nga.org.uk)

[www.continyou.org.uk](http://www.continyou.org.uk)

[www.4children.org.uk](http://www.4children.org.uk)

[www.surestart.gov.uk](http://www.surestart.gov.uk)

[www.childrens-centres.org](http://www.childrens-centres.org)

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

### In person

For additional help and support, in the first instance you may wish to talk to governors or senior leaders from other schools already offering extended services, or to representatives from your local authority.

Each local authority has a number of people who can help such as ESRAs, children's centre coordinators, heads of early years and cluster managers. If you do not know who to contact, please e-mail [remodellinginfo@tda.gov.uk](mailto:remodellinginfo@tda.gov.uk) and we will supply you with the correct contact information.

Your governor services adviser from the local authority or faith provider will also be able to offer assistance.



The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below or e-mail: [corporatecomms@tda.gov.uk](mailto:corporatecomms@tda.gov.uk) Please tell us what you require and we will consider with you how to meet your needs.

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*developing people, improving young lives*



## Module 1: Who is our community?

The school understands its community, what benefits learners and families seek from extended services, and the key partners it will work with to meet these needs.

Areas to explore ... to what extent:		Not really			Fully			Is this a priority for action?
		1	2	3	4	5	6	
A	The school and governing body have a sound understanding of what is meant by extended services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	The school and governing body hold the view that extended services provide opportunities to improve standards and achievement and benefit the wider community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The school has a good idea of the key features of its community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	The school has a good understanding of what it wants to achieve through extended services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	The school has a clear overall view about how it will work with partners to offer extended services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Use if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are we already doing that works well?

What do we need to do next?

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## Module 1: Who is our community?

### A The school and governing body have a sound understanding of what is meant by extended services

- Within the school and governing body, who do we think understands or should understand Every Child Matters, the extended services core offer and the Sure Start Children's Centre offer (if running a children's centre)?
- Is everyone clear about the variety of ways in which extended services can be delivered, from direct delivery, to signposting delivery by a third party or Sure Start Children's Centre, to delivery as a group or cluster?
- Has the school linked with the local authority's extended services roll-out programme?

### B The school and governing body hold the view that extended services provide opportunities to improve standards and achievement and benefit the wider community

- Is there a shared view that extended services will lead to an improvement in standards and achievement?
- Have the potential areas where extended services may lead to an improvement in standards and achievement been identified?
- Which element of the core offer has the greatest potential to impact positively on learners and the wider community?
- Is there an understanding of how extended services will help to address the main barriers to learning and raise learners' potential?

### C The school has a good idea of the key features of its community

- What do the school and governing body mean by its community – both in terms of the locality and specific groupings?
- What do the school and governing body know about their community? The local authority's CYPP and school self-evaluation form (SEF) will be helpful here
- Which parts of the community is the school prioritising?
- What is the school's place in the community?
- How is the school positioned in relation to the local Sure Start Children's Centre(s)?

### D The school has a good understanding of what it wants to achieve through extended services

- What differences will the school make by operating as an extended school?
- How does the school's workforce remodelling support the effective delivery of extended services?
- What are the school's priorities and how can extended services help?
- What issues does the school want to address on behalf of the community, based on its own knowledge?
- Will specific groups of learners be targeted to help them to improve their standards and achievement?
- Are there groups in the wider community who could be served better through additional services?
- How will it be evident that the school has achieved these goals?

### E The school has a clear overall view about how it will work with partners to offer extended services

- Does the school know who is leading in the locality on extended services and if so, what the local objectives are?
- Does the local authority or faith provider have a view about partnership arrangements?
- Has the school got an overview of the partnerships it is already involved with and which of these are particularly successful?
- How could the school enhance its chances of success by working in partnership with other schools, the co-located or nearby Sure Start Children's Centre(s) and/or other organisations?
- Does the school have a sound understanding of the local authority's requirements relating to the sign-off of plans and ground rules for provision?

## Module 2: Where are we now?

The school and its partners have identified the current provision of extended services in its school, cluster and community, and the gap that exists between current provision and the needs of the community.

Areas to explore ... to what extent:		Not really				Fully		Is this a priority for action?
		1	2	3	4	5	6	
A	The school has carried out an audit of their current extended services, the basis for them and their impact on standards and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	There is good knowledge of extended services provision and providers throughout the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Consultations with staff have taken place in relation to the shape of future provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Learners, parents and families and the community have been fully consulted in relation to their needs and priorities for extended services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	The gap between current and planned provision has been defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Use if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are we already doing that works well?

What do we need to do next?

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## Module 2: Where are we now?

### A The school has carried out an audit of its current extended services, the basis for them and their impact on standards and achievement

- Has an audit of the school's current extended services been carried out, including which services are already offered by the school and by other organisations?
- What information can be or has been obtained from the local authority on the range, extent and uptake of existing provision?
- Has feedback on existing provision been sought?
- Which elements of provision are working well and should be kept in place?

### B There is good knowledge of extended services provision and providers throughout the community

- Is the school aware of what is in the local authority/children's trust CYPP about extended services?
- Has a survey been conducted in the local area to identify what extended services are available and which organisations are offering them – including the public (eg. Sure Start Children's Centre or local children's partnership), voluntary, community, independent and private sectors?
- Does the school know anything about the quality of this provision?
- Have other informal activities and providers been included in the view of what is available?

### C Consultations with staff have taken place in relation to the shape of future provision

- Have staff been consulted about extended services provision?
- Has the school given consideration to creating new posts/responsibilities as a result of extended services for staff (including support staff) ensuring their fair pay and reward?
- Have unions and professional associations been consulted?

### D Learners, parents and families and the community have been fully consulted in relation to their needs and priorities for extended services

- Have existing consultations on extended services been conducted in the area eg. by the local authority, and have these been accessed?
- Are you satisfied that an effective consultation with learners, parents and families and the community has taken place?
- If not, has the school and/or governing body decided how to consult with learners, parents and families and the wider community?
- How does the planned provision link with Sure Start Children's Centres developments?
- When consultations are conducted, is care taken to ensure that people know what to expect as a result?
- Have the results from the consultations been analysed, communicated and incorporated into the school plan (improvement or development)?
- Has the school included the results from the consultations as evidence in the school's self-evaluation form

### E The gap between current and planned provision has been defined

- What evidence has been collected about the needs of learners, families and the community that are not being currently met?
- What gaps have been identified but are not currently met and need to be considered in future arrangements?
- Is there a process for deciding which elements will be taken forward in the light of the priorities of the school and an assessment of the potential impact of the services?

## Module 3: Where do we need to go?

The school and its partners have defined the needs for extended services and identified key organisations with which to collaborate. The governing body has identified the implications for the future model of governance.

Areas to explore ... to what extent:		Not really			Fully			Is this a priority for action?
		1	2	3	4	5	6	
A	There is a clear understanding of a shared vision for extended services and the contribution the school can make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	The school has given consideration to innovative solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The school and its partners have identified all the people and organisations they need to work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	There is clarity about governor accountabilities for extended services provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	The governing body has explored the skills it will require in the future to operate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Use if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are we already doing that works well?

What do we need to do next?

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## Module 3: Where do we need to go?

### A There is a clear understanding of a shared vision for extended services and the contribution the school can make

- Has the school decided on its approach to addressing particular areas of need, in the context of other provision that exists in the area?
- Is there a lead person in the school for the extended services agenda?
- Has the school liaised fully with the local authority in order to understand how it fits into the local provision including signposting (ie. providing information about services offered elsewhere) or joint commissioning (ie. inviting another organisation to provide a service) and, where relevant, links with the local Sure Start Children's Centre(s)?
- In creating the school's vision, were the views of stakeholders taken into account?
- Is there clarity about how the school facilities may be used in the future as a result of extended services activities and what the impact/s may be?

### B The school has given consideration to innovative solutions

- Has the school considered a wide vision of what extended services could be offered and that this could require trailblazing solutions?
- Has the school attempted to uncover the hidden local possibilities and needs?
- In working with the local authority, has the school considered which delivery model best serves the provision of extended services?

### C The school and its partners have identified all the people and organisations they need to work with

- Has the school given consideration to creating new posts/responsibilities as a result of extended services for support staff and ensuring their fair pay and reward?
- Has the school considered providers from the health, voluntary, community and independent sectors as well as the public and private sectors?
- Is there agreement on the scope of the partnership work, which initiatives will be commissioned or delivered collaboratively and who will lead them?

- Is there clarity about the ways of working of the partner/s and are these compatible with the school's?
- Are all parties clear about aspects such as decision-making, management of resources and accountability?
- Do plans for commissioning services take account of the local authority or children's trust commissioning service?

### D There is clarity about governor accountabilities for extended services provision

- Is the governing body clear about how its accountabilities will change as a result of extended services provision and how they might be shared with local partners eg. local authority, Sure Start Children's Centre(s) etc?
- What model of governance should be adopted for the extended services?
- Has a person/committee on the governing body been assigned the responsibility for extended services and if so, how will they report to the full governing body?
- Do the terms of reference of each committee take account of the extended services dimension?
- Has the governing body agreed on how it will manage the key activities it needs to own? Will elements be delegated?

### E The governing body has explored the skills it will require in the future to operate effectively

- Does the composition of the governing body fully reflect the community served by the school, now and in the future?
- Is the school using the knowledge that exists within the governing body to the best advantage?
- Do members of the governing body have access to a network of individuals or organisations that may be helpful in the design and delivery of extended services?
- Has the governing body identified the skills, community perspectives and stakeholders it needs in order to lead and support the school, and its extended services, in the future and strategies for filling any gaps eg. through appointing associate members or by forming lasting partnerships?

## Module 4: What needs to be done?

The school and its partners understand what they need to do and have a clear set of actions and priorities for implementation. The governing body has determined how it will provide leadership for the changes and support the school effectively.

Areas to explore ... to what extent:		Not really				Fully		Is this a priority for action?
		1	2	3	4	5	6	
A	The school has a robust plan for extended services implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	The school's plans have been made in conjunction with cluster partners, the local authority and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	All aspects relating to funding have been fully explored and understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	The quality, legal and contractual aspects of extended services have been put in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	The governing body has agreed how it will be involved in extended services and offer support and leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Use if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are we already doing that works well?

What do we need to do next?

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## Module 4: What needs to be done?

### A The school has a robust plan for extended services implementation

- Are plans in place for delivering against each element of the core offer and for the delivery of each particular activity in a sustainable way?
- Are these built into the school plan (improvement or development) and has the governing body approved the plan?
- Will the planned delivery dates meet the local area target deadline?
- Are contingency plans in place where necessary?
- Has the school addressed potential issues to do with budgeting and access to services for those who live remotely or cannot afford the cost?
- Has the school determined an appropriate staffing and resource plan for any extended services offered by the school?

### B The school's plans have been made in conjunction with cluster partners, the local authority and the community

- Have the local authority and cluster partners, including Sure Start Children's Centre(s) where relevant, been involved in the planning process?
- Where the delivery of services involves external organisations, is the school confident that sustainable plans are in place?
- Do the school's plans fit in with the local authority's CYPP?

### C All aspects relating to funding have been fully explored and understood

- Is there a sound understanding of financial management standards and the regulations for funding extended services?
- Is it clear how the extended services will be self-funding and sustainable?
- Will the extended services planned be accessible to those who need them most?
- Is there knowledge of potential sources of funding for extended services and how these can be accessed?
- Has a business plan with cash flow, financial and staffing forecast been produced?

- Does the school have an effective process for paying external organisations and individuals for services?
- How will charging for extended services be handled?

### D The quality, legal and contractual aspects of extended services have been put in place

- Do arrangements for extended services meet with school policies or are changes required?
- How has the governing body paid regard to the headteacher's work/life balance, including their workload, health and welfare, in line with its statutory responsibility?
- Has the school given adequate consideration to how best to avoid any negative workload impact on existing staff?
- How will the school ensure that quality standards will be met by all providers, including the school?
- Is the school confident that the services meet the school's safeguarding policies and that all personnel working with children have gone through the necessary checks?
- Have all legal and contractual areas been dealt with eg. health and safety, confidentiality, licensing, insurance?
- Are effective legal agreements in place with all partners including exit clauses?
- Has the school discussed these elements with the local authority or faith providers?

### E The governing body has agreed how it will be involved in extended services and offers support and leadership

- Has the governing body considered and agreed its roles and responsibilities, including the delegation of responsibilities?
- What are the governance arrangements for extended services provision in the locality?
- Has the governing body considered how feedback, positive and negative, will be received and acted upon?



## Module 5: What are the outcomes?

The governing body has ensured there is a process in place for monitoring progress and measuring the impact of extended services on staff, learners, families and the community.

Areas to explore ... to what extent:		Not really				Fully		Is this a priority for action?
		1	2	3	4	5	6	
A	Ongoing feedback from learners and families is included in the process of assessing progress and impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	The governing body has a clear and agreed set of measures of progress and has ensured there is a process for monitoring impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The external reporting of extended services is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	The governing body provides active and ongoing support and leadership for extended services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	The extended services provided meet the school's objectives in a way that is sustainable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Use if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are we already doing that works well?

What do we need to do next?

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## Module 5: What are the outcomes?

### A Ongoing feedback from learners and families is included in the process of assessing progress and impact

- Is there a process in place for obtaining ongoing feedback from staff, learners, families and communities to gauge their response to extended services and the Sure Start Children's Centre if appropriate?
- How will the school determine whether a particular element of provision has been received positively?
- Is there a process in place for revisiting the needs of the community and exploring whether or how these have changed over time?

### B The governing body has a clear and agreed set of measures of progress and has ensured there is a process for monitoring impact

- Is there a robust system for measuring the impact and quality of activities?
- Which indicators will be used to assess the impact of the provision?
- At what point should the governing body ask:
  - whether we have achieved what we set out to achieve?
  - what went better than expected and why?
  - what did not go well and why?
  - what could we have done better?
  - what still needs to be done in order to achieve the desired outcomes?
  - how has workload been impacted?
  - what are the implications for future practice?

### C The external reporting of extended services is satisfactory

- Is there a process in place for ensuring that the outcomes and impact of extended services use existing information and reporting systems and do not create an extra layer of bureaucracy?
- What evidence is required in order to report in the SEF that:
  - the school plan objectives have been met?
  - learners are adopting healthy lifestyles?
  - learners feel safe and protected?
  - learners enjoy their education?
  - learners make a positive contribution to the community?
  - learners are prepared for their future economic well-being?

- Is there an ongoing communication and consultation process in place between the school, the local authority and the community?
- Where there is a co-located children's centre, what evidence is required so as to complete the requirements of the SEF for the annual cycle of performance management of children's centres?

### D The governing body provides active and ongoing support and leadership for extended services

- Is there appropriate governance, management and staffing structure for extended services that meet with the principles of workforce reform and remodelling?
- Is the governing body satisfied with the accountability structures in place for the delivery of extended services?
- Does the governance and management structure take into account the workload of the headteacher, senior management team and other members of staff, including support staff?
- Do support staff providing extended services receive fair pay for their work?
- Where more than one school or children's centre is involved in a cluster arrangement, is there clarity about how the management group will report back to the governing body/ies and on lines of accountability?

### E The extended services provided meet the schools objectives in a way that is sustainable

- Is the need to be self-funding and sustainable built into each element of the plan for extended services provision?
- How will the governing body ensure that the principles of remodelling continue to be used in the delivery of effective and sustainable extended services?
- Is there evidence in the school plan (improvement or development) that the extended services agenda is part of the school's overall approach to raising standards and achievement?
- What process should be in place to determine whether a particular activity needs to be enhanced or terminated?



The Extended Services Toolkit for Governors is for governing bodies and school leadership teams. It has been developed by the TDA and national governor associations to help governing bodies prepare themselves and their schools for the implementation of extended services in and around schools. It is offered as a practical guide that governing bodies may wish to use in order to review their progress and understanding of extended services and identify any areas that need additional attention. It is part of a range of sources of advice that governors can use to carry out their role in the development of extended services. These are listed in this publication and on the website below.

Additional copies of this toolkit can be downloaded from  
[www.tda.gov.uk/extendedservicesforgovernors](http://www.tda.gov.uk/extendedservicesforgovernors)