

# How well are they doing?

The impact of children's centres and extended schools

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The report evaluates the impact of services provided by extended schools and Sure Start children's centres on children and young people from birth to 19 and on their families. It follows an earlier evaluation of the national roll-out of extended services.

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## Executive summary

The survey evaluated the impact of services provided by extended schools and Sure Start children's centres on children and young people from birth to 19 and on their families. It followed an earlier evaluation of the national roll-out of extended services.<sup>1</sup>

The survey was conducted between September 2006 and April 2007. Inspectors visited 30 children's centres and 32 schools in 54 local authorities that had established, or were developing, extended services.<sup>2</sup> Inspectors evaluated the effect of services on promoting the outcomes of the Every Child Matters agenda, including the impact of services on the development of young children.<sup>3</sup> They sought evidence particularly of the impact of services on vulnerable groups. They also assessed how far the schools and children's centres were meeting their respective 'core offers' that comprised a range of services as outlined in the Annex.<sup>4</sup>

Over three quarters of the children's centres inspected provided good or better services. All the centres integrated early education and childcare very effectively. Of the 32 schools inspected, 13 were providing their core offer in full, and the others were making good progress towards it. Almost all of them provided a varied menu of activities out of school hours which children and young people enjoyed and which motivated them to develop new skills and interests. The majority of the schools, however, found it difficult to provide year-round care or to support families in finding such provision.

In 23 of the 30 children's centres, children's progress was at least good in the sessions inspectors observed, but since the centres did not monitor effectively the impact of their provision on children's longer term development, it was not possible for either inspectors or the centres to judge how well children had progressed from their starting points. However, schools reported that children joining them from children's centres had positive attitudes, and were well prepared for and enjoyed learning. This was more so when staffing at the centres included senior staff with a background in education, because this improved the balance of the provision across care and education.

In the schools inspected, the extended provision was having a positive impact on children's and young people's achievement and personal development, especially for the more vulnerable. Schools that provided the most effective services integrated these within their planning for whole-school improvement, because they were clear

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<sup>1</sup> *Extended services in schools and children's centres* (HMI 2609), Ofsted, 2006.

<sup>2</sup> *Extended schools: Access to opportunities and services for all; a prospectus* (DfES-1408-2005), DfES, 2005.

<sup>3</sup> These outcomes are: being healthy; staying safe; enjoying and achieving; making a positive contribution; social and economic well-being.

<sup>4</sup> See listing in Annex.

about the overall outcomes they wished to achieve for their pupils. There was also some evidence of schools radically rethinking their ways of working to provide better access to services. In particular, these schools had set up teams of staff from different professional backgrounds to support vulnerable pupils. This enabled swift action to be taken, preventing difficulties becoming more serious. In one school, case studies showed that this approach had reduced exclusions and improved attendance. School governors and managers were aware of their responsibilities and took an active interest in ensuring the provision of good quality childcare on their premises.

Schools and children's centres served children and families very effectively once they were there, but both types of provider were not always sufficiently active in reaching out to groups, including fathers and some minority ethnic groups, who did not use the provision. Some schools recognised that services were not used enough by the families beyond the immediate school neighbourhood, but they were not effective enough in widening participation.

In developing extended services across an area, children's centres and schools benefited from local authorities' strategic guidance. However, the local authorities rarely knew if these services provided value for money, since only a small minority of schools and children's centres were gathering and using evidence to judge whether outcomes had improved for children, young people and their families. Support from local authorities for monitoring and evaluating impact was limited. The survey, however, found specific examples of provision having contributed substantially to outcomes for individual children and adults.

Users valued the services provided in children's centres and schools highly. Take-up was better where provision was carefully coordinated, including access to a range of health services and where transport difficulties were considered. However, uncertainties about the sustainability of longer-term funding for partner agencies threatened services and staffing, particularly in children's centres.

## Key findings

- Children's centres were fulfilling their remit to provide at least the minimum requirements of their core offer. The majority of schools offered a range of out of school activities which motivated children and young people to develop new skills and interests. Most established extended schools fulfilled their core offer, and most developing extended schools were making good progress towards this.
- Work between partners to offer a full range of services had improved since Ofsted's previous report on extended services. Although good coordination improved the take-up of services, this was not always managed sufficiently effectively.
- Children moving from children's centres to schools were generally well prepared. However, the effect of such preparation on their early learning and attainment was not evaluated.

- Learning in children's centres was more effective when the leadership team included staff with a background in education. However, not all the qualified teachers supporting children's centres had experience or training in providing for children under three.
- Individuals and families were served well by the children's centres and schools that they attended. Services which had been used by the most vulnerable parents were reported to have transformed the lives of some parents and had positive effects on their children. However, settings did not do enough to reach out to particularly vulnerable individuals or families, or those living beyond the immediate neighbourhood.
- Since the previous report, the children's centres and schools have become more aware of the need to evaluate the impact of their services on the outcomes for children, young people and their families, although very few had begun to measure this systematically.
- The quality of local authorities' strategic leadership varied. They provided good support to establish provision, but rarely supported the monitoring and evaluation of the impact of services.
- The schools with the most effective services had integrated the development of extended provision within their school improvement plans, with a clear focus on improving positive outcomes for children and young people.
- Uncertainties about long-term funding affected planning for, and the sustainability of, many children's centres.

## Recommendations

The Department for Children, Schools and Families should:

- clarify long-term funding arrangements with other partners to promote the sustainability of services and staffing
- support local authorities to embed the performance management arrangements recommended in the guidance issued in November 2006.<sup>5</sup>

Local authorities should:

- support schools and children's centres in strategic planning, and in monitoring and evaluating the impact of their services
- ensure that training is available for managers of children's centres to develop self-evaluation

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<sup>5</sup> *Sure Start children's centres planning and performance management guidance (978-1-84478-851-4)*, DfES, 2006.

- support children's centres in improving the link between assessment and planning for children's learning and development.

Schools and children's centres should:

- evaluate the impact of their services on the achievement and attainment of children and young people
- in planning their extended provision, seek to broaden participation, particularly by the wider community and more vulnerable groups.

## The extent and impact of provision

1. The survey aimed to evaluate the impact of services provided by extended schools and Sure Start children's centres, in particular on more vulnerable groups, including those at risk of disaffection, those from minority ethnic groups and those with learning difficulties and disabilities. Inspectors also assessed to what extent the schools and centres were providing their core offers. Children's centres were inspected in terms of the services which met the minimum requirements of the core offer for all centres, including support and outreach as required, and information and advice on childcare and early education. The survey of schools assessed the provision and impact of their core offers, including the varied menu of activities and support for parents.

### Provision of the core offers

2. In all the children's centres inspected, the provision of their core offer was at least satisfactory, and good or better in 24 of the 30. Of the 32 schools included in the survey, 18 were nominally established extended schools, and 11 of these fully met their core offer at the time of the visit, while three of them were going beyond the core offer to increase social care or to help parents into employment. A further 14 schools were at an earlier stage of developing their extended provision, and two of these already met the core offer. Of the 19 schools visited which were not yet providing the core offer, 12 were making good progress and seven were making satisfactory progress towards providing it, often in partnership with other schools or organisations. The nature of schools' services varied widely according to their perceptions of local need and resources.
3. Extended provision in the schools and children's centres was focused well on the Every Child Matters outcomes and usually emphasised support for children at risk of underachievement. Most of them worked well with partner agencies to set up and manage extended provision. The schools built effectively on their existing systems for pastoral care, as well as intervention and enrichment programmes, to expand and strengthen additional services. Six of the schools had radically rethought their ways of working with other service providers, pupils and parents to achieve better access to services.

4. Good quality provision that had a positive impact on children, young people and their families was associated with purposeful and well coordinated planning. In the schools, such planning integrated extended services into whole-school improvement planning, which focused on raising achievement and attainment. The services were less effective when the schools based their plans on untested perceptions of the needs of their pupils, families and the wider community.
5. Breakfast clubs were frequently linked to improved attendance and readiness to learn. Out of school activities often resulted in increased enjoyment of learning, positive attitudes to school and healthier lifestyles. As a rule, the wider the range of out of school activity, the higher the participation rate, regardless of the costs to children and young people.

## Leadership and management

6. The leadership and management of all the children's centres and schools visited were at least satisfactory; in 23 of the children's centres and 14 of the schools, the quality was good or better. It was higher in those children's centres that gave equal emphasis to good quality care and early education. Senior management teams in these centres included representatives of education and care, with a positive effect on children's learning.
7. Evaluation and review of services remained underdeveloped in most of the schools and children's centres since the previous report.
8. One in 10 of the children's centres was using a Sure Start self-evaluation form, but managers tended to focus on provision rather than evaluating the outcomes for the users of their services.<sup>6</sup> When local authorities provided model strategic plans, centres did not always adapt them sufficiently for their own circumstances. Although anecdotal evidence was a valuable indicator of success, this did not provide either a basis for evaluating value for money or directing strategy.
9. The schools were more aware than previously of the need to evaluate the impact of their provision on outcomes. The vast majority of them monitored users' satisfaction with services, but relatively few were clear about what difference they expected their extended services to make, although 12 of the 32 schools included extended services in their plans for school improvement, for example as a way of reducing disaffection or improving standards. Only a

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<sup>6</sup> The main section of the Sure Start self-evaluation form invites self-evaluation under the following headings: an analysis of the centre's contribution to the Every Child Matters outcomes; access for the most excluded groups; parental and community involvement; leadership and financial management; partnership working. See [www.surestart.gov.uk/publications/?Document=1852](http://www.surestart.gov.uk/publications/?Document=1852)



very small minority had developed ways of measuring the difference extended services made; most lacked systems to gather useful information about impact.

10. Few of the schools had looked separately at outcomes for the pupils using extended services. Fourteen schools had identified groups of pupils they hoped to affect through extended services. Only nine had case study evidence of impact and nine out of 32 had systems for monitoring the progress of pupils using the services. A minority of the schools had analysed their case study evidence of better attendance, attitudes or achievement for individuals and were using this information to refine their provision. More than half of the schools had improved attendance and 10 had reduced exclusions.
11. The quality of the strategic leadership from local authorities in the survey varied, often because of their transitions to Directorates of Children's Services. However, all of them offered consistently good guidance on setting up and developing provision. This had improved noticeably since the previous report, especially in their promotion of more work in clusters to share expertise and facilities and avoid duplication. There was also evidence of local authority staff supporting services effectively, particularly in children's centres, for example through family support teams. This often resulted in better continuity, particularly when children and young people moved between settings. However, the local authorities rarely supported children's centres effectively in monitoring and evaluating the impact of their provision. Leaders and managers in a minority of centres were using a range of methods effectively to assess progress, often using the performance indicators from Sure Start, the health service and Jobcentre Plus, but local authorities did not lead or coordinate this work effectively.

## Childcare provision

12. In children's centres, childcare and education were integrated very effectively. The considerable flexibility they offered meant that all the 30 settings visited were highly responsive to the needs of parents who used their services. All of them offered services at least from 08.00 until 18.00 for 48 weeks a year. The large majority of centres supplemented this by respite and emergency care. One centre offered childcare on Saturday mornings, as well as a respite care club for children with learning difficulties and disabilities in its local community.
13. Consultation with parents before setting up childcare in children's centres was satisfactory. It was usually the first service established since it was seen as a fundamental part of the work and it was provided by the private or voluntary sector or the local authority. The recent shift towards more local authority involvement in running centres and the co-location of centres on school sites reduced the involvement of the private or voluntary sectors, although it was too early to note any differences in centres' performance as a result of this.

14. Schools found it difficult to consult parents and young people about childcare and other services. Although questionnaires were widely used, they often failed to provide substantial responses or locally representative views. Schools frequently reported that parents and pupils did not want childcare, but few had researched the circumstances of working parents in the community or of more vulnerable young people. They also did not capture the views of potential users who were not parents at the school. As a result, schools sometimes provided what they believed was needed and what had been successful in the past. It was rare to find schools consulting face to face through family support workers in communities where many parents lacked fluent or written English, with the result that some relevant views were missed.
15. One primary school boosted its response rate by consulting regularly on specific proposals for childcare and out of school learning that arose out of parental responses to earlier consultations. For example, it received 65 returns on a proposal for an extended hours café and the replies led to the setting up of a daily family homework club.
16. Gaps in childcare were common for children in primary schools visited; these included a lack of access to childcare from 08.00 to 18.00 throughout the year and reliable, regular activity programmes on Saturdays or in holidays. Young people in secondary schools did not always have access to a safe place which was regularly open before and after normal school hours. Some schools that offered only limited childcare did not direct parents effectively to other providers which offered reliable, all-year provision.
17. The vast majority of parents commented very positively on the opportunities that childcare gave them to develop their own interests. Particularly for isolated single parent families, meeting and learning alongside other parents and carers had an impact on their confidence and capacity to provide what they saw as better parenting. The take-up of childcare in schools was sometimes low because it was not always matched well to the specific needs of children and their families.
18. Childcare took many forms, when the provision was well coordinated, in order to meet specific needs. It included care 'wrapped around' education provision, either in the same venue or in a separate but linked setting, organised so that the very youngest children were cared for with the three- to five-year-olds or separately. Networks of childminders also provided some care off site. Other forms of childcare included specialist support for children with autism or other learning difficulties and disabilities, toddler groups, and care for short periods each day.
19. Well resourced centres were usually generous and keen to cooperate with other providers of support and services for children; they shared their facilities, such as a sensory room or a toy library, with other groups. Childminders, schools and families, and their children, benefited as a result. Some schools also shared

their very good facilities with childcare providers: in one, a large art room, computer suite and all-weather pitch were open for users. Another included a crèche for pre-school children while parents attended a meeting or family learning sessions at the school.

20. Half of the schools were developing their plans for extended services effectively. They offered childcare in the form of breakfast clubs and after-school care or childcare 'wrapped around' part-time nursery education, although this rarely met the core offer for primary schools in full. Schools' management of childcare was satisfactory. Five of the schools inspected managed some aspect of childcare directly, typically a breakfast club. School governors and managers in the schools that did not manage the care directly were aware of their responsibilities, took an active interest in ensuring that the quality of childcare on their premises was of good quality, and intervened to improve it when necessary.

## Impact on outcomes for individuals and their families

### Good health and healthy lifestyles

21. All 30 children's centres surveyed promoted healthy eating and physical activity very effectively and the majority of extended schools gave this a strong emphasis. Only one of the children's centres surveyed provided poor quality food. Children's centres gave good guidance to children and their parents on food choices and food preparation; a few had established a vegetable box scheme.<sup>7</sup> The majority of parents to whom inspectors spoke commented on the positive difference this support had made to their lifestyles and well-being. One centre also promoted a 'healthy homes' initiative, working with the local authority on tackling condensation and other housing problems.
22. During the survey, good work was seen in all the children's centres in developing the standards of personal hygiene among children and the cleanliness of facilities. Baby massage was a feature of almost all the centres. Parents and staff reported this had a good impact on babies' behaviour and relationships with their parents. However, occasionally babies were changed on the floor and were not afforded sufficient privacy. There had been considerable investment in good outdoor provision in most of the children's centres. This provided challenging opportunities for children to develop their physical and social skills, and contributed to their enjoyment.
23. Very good working relationships existed with health professionals in children's centres, including speech and language therapists, as well as midwives and health visitors. First-time parents greatly valued the antenatal sessions, where they received advice on nutrition and breastfeeding. In one centre, more

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<sup>7</sup> The sale of boxes of seasonal fresh vegetables, usually from local growers.

experienced parents had been trained to support those new to breastfeeding. A few centres also provided services from counsellors and dentists. These services were having a considerable impact on the health and well-being of children and their families, often as a result of the dedication of individual professionals. However, at a strategic level, diminishing funding from health authorities jeopardised the future of the very successful health service provision.

24. The findings from this survey are similar to the inspection findings of all types of pre-school provision since 2005, where the overwhelming majority of settings made at least a satisfactory contribution to children's health; in over half of them it was good.
25. Almost all the schools in the survey promoted healthy lifestyles as an important part of their overall provision. They helped to ensure that clubs offered consistent support for young people's emotional health by deploying staff whom the young people already knew to provide the extended services.
26. Schools surveyed frequently had evidence that breakfast clubs were having a positive impact on attendance, punctuality, pupils' attitudes to school and readiness to learn.

#### **Breakfast clubs**

The picture-based menu in a breakfast club was very useful for a boy who had considerable difficulty communicating and was very slow to eat breakfast at home. In time he learnt to point and say the words relating to the food he wanted. When he and his mother went shopping in the supermarket, he began to point to what he wanted. She was happy to know that he was learning to choose healthy food independently and that he was eating what he wanted.

27. Nutritious food at low cost and a welcoming, sociable start to the day made a difference to attitudes and to healthier lifestyles, particularly for the more vulnerable children and their families. The schools often gave priority to those with poor attendance or habitual latecomers. One school reported how its breakfast club had improved children's punctuality, which had been very poor: of the 11 children who were a focus, 10 improved their attendance and punctuality.
28. Out of school hours activities had a positive influence on pupils' enjoyment and sense of well-being. There were usually a good number of clubs that focused on physical activity and which made a difference to how children felt about themselves and their general happiness. One child said: *'When I just go home I feel floppy, but after sports club I am happy and have energy.'* Becoming part of a sports team was also an important influence on attitudes to school as well as physical health. One school, where participation in clubs was high, had

increased markedly the hours spent by the great majority of pupils on physical activities. Another school, in line with the local authority's strategy, had planned its out of hours activity programme to tackle childhood obesity, which was being monitored by medical staff.

## Staying safe

29. Safety and security at the children's centres and extended schools visited were at least satisfactory. Effective systems were in place to make checks on staff to protect children from harm. Key workers and co-workers paid appropriate attention to the safety of the environment. They ensured a smooth handover of children at the beginning and end of the day, taking particular care if children stayed longer than their key worker's period of work.
30. Inspection evidence since 2005 of all types of pre-school provision highlighted a few providers where improved risk assessment and management were necessary. However, the children's centres surveyed carried out regular risk assessments of equipment and the environment to ensure children's safety while still providing a good range of exciting and challenging equipment. One centre involved the children in assessing the risk for themselves, supported by the staff, to ensure that they understood how to play safely.
31. Children's centres managed child protection issues extremely well through excellent use of family support staff working with families in difficulties. One centre, however, had no protocols for sharing confidential information. A minority of the centres did not monitor racist incidents or bullying.
32. Schools reported that they applied their health and safety policies to the provision made out of school hours. These included regular risk assessments, as well as the safeguarding policies to ensure that appropriate checks were made on volunteers and staff leading activities. Although activities in schools were assumed to add to children's safety by keeping them off the streets, few schools worked with youth offending teams or community safety partnerships to evaluate the impact of extended services on individuals or communities.
33. The vast majority of children's centres developed good links with local schools, including special schools, which supported effective transition. Good cooperation also resulted in safe transfer and travel arrangements, sometimes as well as the sharing of facilities and resources.

## Enjoying and achieving

34. Children in all the centres and the majority using out of hours childcare in schools enjoyed being there and taking part in a good range of activities appropriate for their age and interests. Children were fully engaged in what they chose, as well as in group activities led by adults. Behaviour was good as a result.

35. In three quarters of the pre-school settings inspected in the past two years, children's enjoyment and achievement were judged to be good or outstanding. The survey also found that children's progress in the sessions observed was at least satisfactory in all the 30 centres visited and good or better in 23 of them. The majority of staff had high expectations of children and all aimed to give them a 'head start'. They engaged themselves fully with children and provided rich opportunities to make learning fun.
36. All the children's centres made full use of the national frameworks for children from birth to five, and staff used them for planning for children. However, *Birth to Three Matters* was not used as effectively as the framework for the Foundation Stage.<sup>8</sup> The survey found that, in the centres visited, almost half the qualified teachers supporting this whole age range had limited training or experience of providing for under-threes. There was a strong link between the outcomes for children and training. In many cases, funding meant that recruiting and retaining staff were difficult since centres offered only short-term contracts.
37. It was difficult for inspectors to evaluate the achievement or standards children were reaching over time, since most of the centres did not evaluate the impact they were having on children's development and learning. Over half the observations which staff made of children were simply descriptive, with limited evaluation of what the children had learnt or the next steps they needed to take in their learning. Nevertheless, children were well prepared for school: they developed a positive approach to learning, could concentrate for considerable periods and, where staff evaluated this, they were making at least satisfactory progress towards the early learning goals.
38. The impact on children's learning was greater in the centres where the senior management team included staff with a background in education and where a qualified teacher gave sufficient support and monitored children's learning and development. In four of the centres visited, children were making outstanding progress.
39. Extended schools managed and monitored the quality of activities well. They contributed effectively to children's enjoyment and learning of new skills. They also made a satisfactory contribution to children's achievement, good health and well-being, and promoted the children's and young people's confidence to contribute to the wider community. Senior staff regularly observed out of school sessions, recorded attendance and collected users' evaluations.
40. Attendance at after-school learning was usually high. Evaluations by children and young people indicated that a varied range of activities was making a

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<sup>8</sup> *Birth to Three Matters: a framework to support children in their earliest years* (Ref: BIRTH), Sure Start, 2002. *Curriculum guidance for the foundation stage* (QCA/00/587), QCA and DfEE, 2000.

distinct contribution to their enjoyment of school and to their wider learning beyond it. There were indications during the survey that participation had raised the achievement and attainment of individuals, notably in physical activity and the arts. Schools frequently gave examples of children and young people taking up or developing sporting or creative interests because extra activities had been provided. School records showed that more pupils had tried out a wider range of minority sports or arts, taken part in competitions and performance, or joined local clubs.

41. The four specialist schools in the survey and the primary schools with good links with specialist schools placed particular emphasis on progression in sporting activities. This helped the participants to continually build on their growing skills and confidence. Sports specialist colleges also enabled young people to attain vocational qualifications, such as junior sports leader awards. Such an approach towards closer working between partners was good and an improvement on the findings of the previous survey.

## **Making a positive contribution**

42. In all 30 centres, children were given opportunities to choose their activities and, often, how and where to do them. They were also expected to take care of their environment and to choose or prepare their own snacks. In one centre, children's responsibilities included taking the inspectors on a tour of the setting. In another, the children contributed positively to their own learning by identifying what they knew about a topic and what they wanted to find out.

### **Contributing to their learning**

'Mind-mapping' had been recently introduced to the children in the Foundation Stage and was proving very effective in developing their learning and independence. The group decided on topics and individually the children had the opportunity to think about and discuss with others what they knew about a subject and what they would like to find out. The children were working on a winter theme of the North Pole. Many had identified what they knew about polar bears and snow. Excellent conversations among children and with staff resulted in areas for investigation which were then built into the planning. The social play area became an igloo, which stood on a large white sheet. While playing, children would take a Post-it note and jot down a question or relevant piece of information using their own form of mark-making, enabling them to contribute to their learning.

43. Overall, the wider the programme, the greater the levels of children's participation and satisfaction, even when parents had to contribute to the cost. Schools did their best to respond to suggestions for new activities and some gave pupils a real say in what was provided. In 19 of the schools, the mix of

activities and other support was having a positive effect on the vulnerable pupils who were taking part.

## **Social and economic well-being**

44. In the children's centres, the impact of flexible childcare provision showed itself in terms of the opportunities it provided for parents to seek training and employment, thus enhancing their social and economic well-being. Six of the centres offered workshops to prepare adults for return to work. Children also gained good social skills and understood what sort of behaviour was acceptable, as well as how to make sensible choices.
45. The majority of the schools visited had compelling case study evidence that extended services had made life-changing differences to pupils which had led to better attendance and attitudes. The opportunities schools provided for parents enhanced their employment prospects because their self-confidence and qualifications improved.
46. In schools, the activities provided often contributed to more than one area of development. For example, homework clubs and residential experiences helped children to form friendships and good relationships with adults. They also improved economic prospects because they helped to ensure that pupils completed coursework for their qualifications.
47. Two of the secondary schools visited had set up community projects, such as a community arts project on inter-community tolerance, which boosted young people's employability. They were able to gain extensive experience of voluntary service within their local communities as well as qualifications. Making choices, being heard, basic literacy and numeracy, as well as skills such as teamwork, were central to these activities.

## **A varied menu of activities**

48. In the children's centres, parents and children were offered a range of activities even if they did not use the regular childcare or education provision. Activities included 'stay and play' sessions supported by trained adults, and other physical activities, as well as singing and action rhyme sessions for parents and young children. These activities often provided particular support for parents of children with learning difficulties and disabilities. In one centre, staff had made individual books of songs from the sessions for the parents to use at home to reinforce their children's language and communication development.
49. The vast majority of the schools visited offered a range of out of school activities; some of these were provided in the school holidays or on Saturdays. Sports and arts activities, homework, and revision or intervention sessions to boost progress were common. Most schools offered more than this; some provided a remarkable variety. In one school, virtually every pupil was involved



in at least one of 24 activities. These included astronomy, cookery and taster sessions for minority sports.

50. A challenge for managers was how to replace popular activities when enthusiastic leaders moved on. Providing progression and variety to sustain enjoyment as clubs became established was a problem that schools found hard to solve. Some went to great lengths to introduce pupils to clubs outside school, to help pupils to pursue their interests at a higher level and to monitor pupils' progress. They introduced pupils to local club leaders or to activities in a partner secondary school or further education college. Local specialist colleges for sports, technology and the arts were frequently mentioned as a source of facilities and coaches for small schools, and some primary schools had used local specialists, such as the local authority's music service or a cathedral choir. However, in small schools without good links, pupils occasionally felt activities grew stale or did not cater for progression, or meet the needs of those who were less talented. The flexibility of programmes, however, had improved since the previous survey.
51. There was only limited evidence of planning for the continuity of after-school activity or care provision across settings and age groups. Clubs rarely covered all the age groups up to 19-year-olds and childcare was integrated with activities only occasionally, to the extent of having transport arrangements between one setting and another.

### **Involving young people**

A community centre which was part of a children's centre had great strengths in its work with young people. In collaboration with other agencies, the staff of the youth centre worked with 13- to 25-year-olds to provide very effective activities to motivate and challenge them. These included sessions for teenage parents; courses for those not in education, employment or training; art classes; a samba band; and an exciting music project using information technology, as well as dance and fitness sessions. The centre was stimulating, with dedicated staff who worked hard to create a place where young people wanted to come and engage with others. Many returned to school or took up further vocational training.

## **Supporting vulnerable individuals and their families**

52. Twenty-six of the 30 children's centres visited were highly inclusive and were committed to serving the needs of the children and adults who attended them. In the main, they took account of children's individual needs and those of the families. Children with learning difficulties and disabilities were served particularly effectively and were supported carefully with personalised activities; other professionals were involved appropriately. However, because the monitoring of progress and standards was limited, the centres were not always

aware of the impact they had on specific groups. High ability children – and boys in particular – were not given tasks which were sufficiently challenging or matched enough to their needs, mainly because there was too little assessment and insufficient recognition of the ways in which they learnt best.

53. Support in children’s centres for children from minority ethnic groups was sometimes patchy, particularly for children who used English as an additional language. In a few of the centres visited, the majority of the places were taken up by children from white British families who were often better informed about what was available and could therefore access services more easily than those new to the area or to England.

### **Engaging the community**

The leadership team in one children’s centre had worked hard to employ staff from local minority ethnic groups as a way of encouraging wider engagement. Another centre used a ‘parents’ crew’, which included other carers, to knock on doors to spread the word in the community about what the centre could provide. Through experience and surveys, the centre had found that ‘word of mouth’ was the most effective way of engaging non-users.

54. The quality and extent of support for the more vulnerable children and young people were good or better in 15 of the schools visited. They identified vulnerable pupils accurately and most matched their extended provision effectively to pupils’ needs. The majority of schools in the survey designed out of hours activity programmes to improve self-confidence and raise academic attainment. Most offered activities which were open to all and which also tackled school improvement priorities such as raising standards in literacy, mathematics or science.
55. Most of the schools were taking steps to encourage the participation of vulnerable pupils, for example by arranging for a mentor to act as a bridge to the extended activity or designing a breakfast club or an after-school club as an extension of the inclusive approaches during the day. Extra intervention made a considerable difference to small numbers of the most vulnerable, especially when combined with family support. This resulted in better attendance, motivation and personal development, enjoyment and measurable progress in individual cases. A minority of the schools visited had data which showed that residential holiday learning programmes, revision courses, before- or after-school literacy or numeracy programmes and coursework clubs had contributed to measurable gains in the attainment of individuals and groups.

### **Impact on vulnerable pupils**

In one school with high levels of disadvantage, after about three years of providing a wide range of extra opportunities, performance was beginning to improve markedly. All year groups were showing good achievement and higher standards, and behaviour was very good. Standards had risen from well below average to average. Pupils with learning difficulties and disabilities had made very good progress for the past two years. The school kept detailed notes on interventions and attributed improvements to pupils' increased involvement and motivation, encouraged by a varied and practical curriculum.

56. The survey also found examples of more specific, focused provision in response to individual needs. In one school, where at least one in five pupils was at risk of exclusion, after-school learning had greatly reduced the risk by improving their behaviour. In another, 10 pupils with emotional and behavioural difficulties improved their behaviour, attitudes and maturity dramatically as a result of taking part in a 10-week environmental project. They also developed their personal and research skills through training and attending meetings. One school, with the advice of physiotherapists and occupational therapists, had designed a sensory circuit for a group with specific attention and physical difficulties. A daily session before school had helped them to maintain their focus and, for two pupils, had reduced a high risk of exclusion.
57. In three of the schools, the emphasis on inclusion meant ensuring that everyone could have a go at physical or musical activities. One school made sure that vulnerable children and young people were included in enrichment activities by setting up a choir for everybody, and sports and games 'for the clumsy', as well as running teams, orchestras or choirs primarily for the talented. Monitoring helped some schools to recognise which groups were not included. A primary school had acted on evidence of under-representation in extra activities by contacting some Roma and Traveller families and had increased their participation in residential trips and out of school activities.

### **Inclusion in a special school**

All the pupils in one special school were expected to take part in activities – and were happy to do so. For football, the school brokered highly effective integration, allowing children with special needs to carry on their interests within the local community. This was handled sensitively by the school and the receiving club, and enabled pupils to maintain their interest in mainstream sport. The gains in physical and motor skills, and the growth in the young people's self-esteem, were considerable.

58. Despite these positive features, it was still rare to find activities in a mainstream school that were attended by the wider community, including children with

learning difficulties and disabilities. Links with special schools were limited, even when they shared the same site. Only two school-based youth clubs were attended by young people with learning difficulties and disabilities who lived locally but did not attend the school.

59. Local authorities and children's centre staff often had not understood clearly which were the hard to reach groups in their communities. The provision was directed very effectively if the groups were identified, but there were still those on the periphery, including newly arrived refugees, who were not involved in what was offered.

## **Support for parents**

### **Support for parents of children attending children's centres**

60. All the children's centres were very effective in involving parents who used their childcare. They provided a welcoming environment, where parents could sample what was available. Many parents commented that they felt safe; staff were non-judgemental and provided support for individuals. The parents were committed to courses, often attending weekly sessions throughout the year.
61. The focus on parenting skills resulted in very positive outcomes for parents and their children. The vast majority of parents were better able to manage difficult behaviour, understood child development and nutrition more clearly, felt less isolated and gained self-confidence. The vast majority of those who were involved in parenting skills groups felt stronger emotionally and more fulfilled as they believed they were becoming better parents. They also thought that their children were making more progress in their learning as a result. For the most vulnerable groups, the impact of services provided by both schools and children's centres was 'life changing'. Parents spoke tellingly of how parenting sessions had transformed their approaches. Others said their feelings about their capabilities, as parents and in general, had changed. One commented, 'I feel that now I can do anything'.
62. Although fewer opportunities were available for fathers than mothers, almost half the centres ran sessions for them and their children, often on Saturdays. Fathers reported that children's centres were an important source of support in raising their children, particularly in the case of lone parents.

### **Involving fathers**

A father with health problems took advantage of the martial arts sessions being run at a children's centre. The course included yoga, meditation and stress management. He reported a tenfold improvement in his health and he became an instructor. As a result of his increased confidence, he also took National Vocational Qualifications at levels 1 and 2 in plumbing and had one more level to complete before he became a qualified plumber. His wife agreed that the centre had made a tremendous difference to his well-being and happiness. She also reported that their children were doing well at school because of this and his raised aspirations.

63. Numerous leisure activities to encourage parents to pursue learning through their own interests included jewellery-making, salsa dancing and martial arts, as well as trips with their families to places of interest. Parents were also given opportunities to develop their basic skills and undertake vocational courses. The majority felt better prepared for employment. Some progressed to work in local schools or settings: almost a quarter of the children's centres employed parents who had gained qualifications in childcare.
64. Work with very young single mothers was particularly successful in increasing their confidence as well as improving their prospects, although centres did not do as well in attracting young fathers. Almost half the children's centres worked closely with the schools that the young mothers attended to provide good support. Two of the secondary schools offered support with childcare to teenage parents; the young parents, for the most part, remained in education.

### **Personal achievement**

One mother attended the centre as a young parent, lacking confidence and qualifications. Through the support of the children's centre, she became a 'community parent' supporting others. She was also working on a part-time course at college and had increased in confidence sufficiently to apply for a course in psychiatric nursing at university. She recognised that the centre had helped to raise her aspirations. Most importantly, her children saw her success, which in turn had a marked impact on their own attitudes to learning.

65. Outreach work was very successful in encouraging parents to seek the services offered which could support them. Sometimes, however, the same group was accessing the majority of the services, so although take-up looked high, the number of those actually involved was limited.
66. In one in 10 children's centres, families from minority ethnic groups were not accessing services fully, partly because the centre had not identified them. Some staff attributed this to their lack of confidence and experience of working

with diverse communities. In some cases, due to insufficient communication with the local authorities, the centres were not always aware of existing and newly arrived groups, such as new asylum seekers. Teams of community or family workers were proving the most successful way of reaching families.

### **Access by minority ethnic groups**

A children's centre provided outstanding support for families from the Traveller community on a local site. Once a week, and more frequently in the holidays, the centre's 'Smart Bus' visited with resources and activities for all age groups. Several of the mothers gained a great deal from the centre's help in preparing them for their theory driving test, using the laptop computers on the bus. A midwife and a health visitor were also linked to the site. Children developed positive attitudes to school and attended regularly.

67. Cross-agency working was effective in supporting parents. With one exception, all the children's centres had set up workable communication systems with their partners. Different organisations provided support for parents within the children's centres or elsewhere, because the centre was able to direct parents to them.
68. Health-related support in centres included antenatal care, dealing with post-natal depression, breastfeeding, smoking cessation, management of children's behaviour, speech and language sessions, and signing. Occupational therapists, dentists, dieticians, paediatric consultants and others were available. The result was that parents were able to gain access to health care more easily: fewer appointments were missed and problems were identified and treated earlier.
69. Jobcentre Plus, working from the children's centres, played a key role in helping to raise parents' aspirations before they decided on a career path. The service helped them to plan what they wanted to achieve, although this was variable across the centres. The monitoring of take-up was accurate, with success rates based on clear performance indicators. The Citizens' Advice Bureau also provided support, as did housing agencies and parent information telephone services. Family services teams in local authorities also provided good support.
70. Local colleges provided a range of foundation and award-linked courses, with many offering opportunities for progression in an area of study.
71. Churches and denominational societies offered help, including consultation and the sharing of information with the community. They also took on roles as members of a children's centre's management board.
72. However, the lack of clarity nationally about long-term funding arrangements with partners meant that managers of children's centres found it difficult to plan for sustainability and progression. The survey found specific examples

where severe funding difficulties in health authorities threatened the continuation of services which they were providing at the children's centres.

## Support for parents of school-aged children

73. Support for parents was less well developed in the schools in the survey than in the children's centres, which saw work with parents as integral to their work with children. While all schools were committed to the principle of involving parents, they varied in the extent to which they had engaged parents. Some of the best examples were found in the handful of schools linked to children's centres.

### Supporting parents through transition

A primary school which was part of a children's centre maintained close contact with parents over a long period. It engaged parents through 'Nearly Nursery' and 'Nearly Reception' six-week courses, as well as a wide range of adult education and community activities. Access to specialists of every kind was made easy for parents who lacked confidence. The success of such support services was shown within the families of about 100 vulnerable children: they showed major gains in all areas of development and learning, including higher academic achievement for many.

74. Eighteen of the schools visited provided some form of parenting support and almost all of them offered parents practical advice about transition between different stages of schooling, how to help with learning and how to manage challenging behaviour. Five schools provided case studies during the survey which showed that small numbers of children made better progress in learning and personal development as a result of parenting support that had focused on how to manage behaviour and reduce conflict at home. Where schools used a published training programme on parenting, the local authority usually chose it and also organised the training. Schools reported that support in all its forms helped parents to understand and support their child's learning or behaviour better.
75. Schools felt that parenting courses were worthwhile, but were conscious that few parents took them up. Attendance at parents' events had risen in most of the schools which were monitoring parents' involvement, but the number of parents or families reached by such support was small, and schools did not know enough about what was needed or what had worked.

### **Helping parents to cope**

One school made initial contact at the school gate with a child's parent. It emerged that she and her child were sleeping rough. The school's links to social services helped to solve the accommodation problems. This willingness to help built trust in the school, on which the child's learning mentor was able to build. As a result, the pupil learnt to cope with school and made good progress.

## **Referral to specialist support services**

76. As noted above, swift and easy access to services, through cross-agency support teams including settings' own specialist staff, was integral to the work of all the children's centres and extended schools.

### **Health service support**

One children's centre introduced a health visiting hotline to provide advice and support for an hour, twice daily. The number of enquiries was around six each day, but growing. Innovative support for mothers with post-natal depression was provided. All mothers were assessed by a new-birth support worker – a qualified counsellor who carried out 'listening visits'. Careful monitoring of this work showed it to have been very successful. The centre also had its own midwife who provided additional support for vulnerable mothers.

77. Parents reported that access to a range of specialist services had become easier, notably support for children's social, emotional and behavioural difficulties, and speech and language problems. A few parents had also experienced good continuity in care when their children moved to another school. The overall improvement in this area was, in part, related to local authorities' reorganisation of children's services, especially when this led to greater coordination of multi-agency work. However, in a few cases, even if referral was swift, follow-up was delayed because of local shortages of specialist staff and long waiting lists, such as support for mental health.



### **A one-stop shop**

Close to one children's centre was its 'one-stop shop' for services, including welfare rights, Jobcentre Plus and translation. The location was ideal, on the high street, next to the post office. A welcoming environment included quiet rooms for confidential discussions, where parents could go for help and advice. One parent commented that the staff would always listen when she just wanted to 'have a moan'; sometimes she just 'popped in to say "hello"'. She was reassured that there was always someone to listen when she needed help or advice.

## **Integrated support for parents and their children**

78. Well established extended schools contributed much to the work of new and evolving integrated services for children and young people, particularly in terms of the early identification, referral and support of vulnerable children. The most effective practice saw provision for extended schools planned as part of the local authority's strategy, where key professional staff were able to make and act on decisions about a child. Because of their size, larger secondary schools were best placed in this respect. Three schools in the survey used the available services flexibly and sensitively to match the needs they identified: for example, one school extended its bereavement counselling group to help children who, through separation, no longer had contact with one parent. In the less effective practice, multi-professional teams working with schools lacked coordination. There were a few cases where such teams ran in parallel, duplicating efforts and undermining the potential for coherent local planning.

### **Integrated support**

An extended services centre on the site of a specialist school focused on integrated family support, multi-agency planning and rapid response, and support for behaviour and transition. The centre accommodated a few organisations, but it was also used effectively for training and drop-in work. The multi-agency school-based team included staff supporting pupils with learning difficulties and disabilities and behaviour problems, as well as an educational psychologist, home/school support workers and a family therapist. The team had made very good progress, evidenced by speedier referrals, earlier interventions, improved record-keeping and the way in which the school's team acted as a conduit to keep families informed.

79. Schools were at the early stages of evaluation, but there were indications that the greater integration of support services was having a positive impact. One secondary school's multi-agency forum was tracking the effect of its early interventions on the number of formal referrals to specialist services outside the school and found they had been reduced. In schools and children's centres, the

take-up of specialist appointments by parents increased when they took place on site. Additionally, school and children's centre staff, as well as parents, gained expertise and greater awareness of ways to support those with learning difficulties and disabilities, ensuring support was more consistent.

## Wider community access to facilities

80. The vast majority of the 32 schools in the survey shared their facilities with a small number of community groups. They either offered adult learning or directed people to it. Typically, the community used halls, meeting rooms, computer suites, sports and arts facilities. Specialist colleges and schools, co-located with community learning centres, contributed particularly to community access. Their monitoring indicated good take-up of facilities. Higher participation in adult education was frequently reported in the extended schools with good facilities.

### Local authority strategic guidance

After local analysis and consultation, one local authority relocated an adult education centre in new buildings on the site of an extended school to form an all-age campus. The school reported high take-up: 1,300 adult learners signed up between the opening in April 2006 and September 2006. Additional benefits included better facilities for community groups, a new over-50s club and plans for mixed-age learning.

### Involving diverse groups

In a primary school in a disadvantaged area with many families who had English as an additional language, the community learning manager, the organiser for parent involvement and family support workers worked together to provide weekly English classes with a crèche. The classes were very popular, with 20 parents and grandparents attending. Some users went on to voluntary work and permanent jobs in schools.

Some small primary schools, however, had little space and therefore were able to offer only a limited choice of classes. One in eight schools was unable to offer facilities to the community out of school hours because of restrictions on opening times, leading to frustrated expectations.

## Monitoring and evaluation

81. Monitoring and evaluation of the impact of extended services on the outcomes for children, young people and their families were weaker elements in the leadership and management of children's centres and schools. Since the previous report, there has been a raised awareness among those in leadership roles that these were gaps but, except for a small minority, centres and schools

were at the early stages of setting up systems for evaluating value for money in relation to their provision.

82. Ten of the schools visited were tracking the take-up of extended services against the progress of individuals and specific groups, making it easier to identify who had or had not benefited. However, schools did not analyse sufficiently the impact of these activities on raising achievement. The schools in areas of great deprivation often showed passionate commitment to meeting pupils' social needs, but did not always focus on the impact of their extended services on standards or achievement. A small minority of schools had not realised the potential of activities and other services to raise achievement, including for the most able. For example, 10 of the schools visited had monitored exclusions, non-attendance and incidents of poor behaviour and recorded positive outcomes for the pupils for whom specialist support had been identified; exclusions had fallen for all of them, some substantially.
83. Most schools or their partners used questionnaires regularly to evaluate users' satisfaction with access to facilities and adult learning. In the best practice, governors or a steering group monitored responses so that schools knew, for example, the number who had gained qualifications leading to employment. This reflected the recommendation in the previous report regarding increased accountability for services. However, it was rare to find schools basing their plans for extension on detailed assessment of the wider community's needs and preferences. They planned on the basis of the perceived needs of the local community and what had been successful in the past. Children and young people with learning difficulties and disabilities who attended different schools but lived locally were rarely included unless there was good home-school liaison and coordinated support.
84. Local authorities rarely provided support for monitoring and evaluating the impact of extended services.

## Notes

The survey was carried out between September 2006 and April 2007 by 15 of Her Majesty's Inspectors, six Childcare Inspectors and two Additional Inspectors. An earlier report evaluated the national roll-out of extended services.<sup>9</sup>

When the scope of this project was originally agreed with the DfES in 2006, it was conceived as two small surveys – one would consider the impact of extended services in schools and the other would focus on children's centres. It was also agreed that these surveys should be informed by a review of Ofsted's evidence from inspections of early years settings 2003–06 to identify gaps in the existing evidence on children's learning and development. A subsequent decision was made to report on these three aspects in a single report with the agreement of the DfES.

Inspectors visited 30 children's centres and 32 schools in 54 local authorities which had established, or were developing, extended services. The sample of schools comprised 10 secondary, one special, 19 primary or junior schools, one infant and one nursery. There was a geographical spread across England. (Refer to the Annex for a full list of the local authorities and centres involved in this survey).

The survey evaluated the impact of services provided by extended schools and Sure Start children's centres on children and young people from birth to 19 and on their families. It also evaluated the effect of services in promoting the outcomes of the Every Child Matters agenda.<sup>10</sup> It particularly sought evidence of the impact of services on more vulnerable groups, including those at risk of disaffection, those from minority ethnic groups and those with learning difficulties and disabilities. It gathered evidence on how well settings evaluated the impact of their services on children and young people and on their parents, including those from diverse groups. The survey also evaluated the development of young children up to five years through inspection evidence and telephone interviews with pre-school education providers, including two offering full day care,<sup>11</sup> seven offering sessional provision,<sup>12</sup> four offering full day care and sessional care, and six accredited childminders.<sup>13</sup> Inspectors assessed to what extent the schools and centres were meeting the core offer.

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<sup>9</sup> *Extended services in schools and children's centres* (HMI 2609), Ofsted, 2006.

<sup>10</sup> These outcomes are: being healthy; staying safe; enjoying and achieving; making a positive contribution; social and economic well-being.

<sup>11</sup> Facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.

<sup>12</sup> Facilities where children under eight attend for no more than five sessions a week, each session being less than a continuous period of four hours in any day.

<sup>13</sup> Childminders can be accredited if they belong to a network, have a qualification at Level 3 or higher and fully meet the quality assured standards developed jointly by the previous Department for Education and Skills and the National Childminding Association.

## Further information

### Publications

*Collaborative leadership in extended schools: leading in a multi-agency environment*, National College for School Leadership, 2006.

*Extended schools – a guide for governors* (NRT/0103/2006), National Remodelling Team, 2006.

*Extended services in schools and children's centres* (HMI 2609), Ofsted, 2006.

*Sure Start children's centres planning and performance management guidance* (978-1-84478-851-4), DfES, 2006.

*Sure Start children's centres*, Report by the Comptroller and Auditor General (010294413X), National Audit Office, 2006.

*Extended schools: access to opportunities and services for all – a prospectus* (DfES-1408-2005), DfES, 2005.

N Gilby, T Mackey, J Mason, A Ullman, S Clements, *Extended services in primary schools in 2006* (RR809/RB809), BMRB Social Research, 2006.

T Papworth, S Bishop, J Fennelly, *Children's centres work with childminders*, National Childminding Association, 2006.

K Stanley, K Bellamy and G Cooke, *Equal access? Appropriate and affordable childcare for every child*, Institute for Public Policy Research, 2006.

### Websites

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

Information on extended schools

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

The aims and latest developments of the children's centres programme

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

A wide range of research and guidance on extended schools

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

Articles on social care, including extended schools

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

Information on childminding

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

The 'Together for Children' site includes a wide range of good practice and guidance material on children's centres.

<http://tda.gov.uk/remodelling/extendedschools/resources.aspx>

Case studies, popular questions and downloads about extended schools.

## Annex

### The core offer for Sure Start children's centres

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, as defined by the Department of Communities and Local Government, 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 antenatal 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 parents/carers at the centre
- links to Jobcentre Plus services.

More information is available at [www.surestart.gov.uk](http://www.surestart.gov.uk)

### The core offer for mainstream and special schools

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, from 08.00 to 18.00, 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 information and communication technology 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 information is available from [www.tda.gov.uk](http://www.tda.gov.uk)



## Local authorities and schools visited for this survey

Local authority	School
Blackpool	Claremont Community Primary School
Bolton	St Columba's RC Primary School
Cambridgeshire	Sawtry Community College
Coventry	Foleshill C of E Primary School
Derby City	Lord Street Nursery School
Derbyshire	St Joseph's Catholic Primary School
Devon	Exminster Primary School
Durham	Sedgefield Primary School
East Sussex	Uckfield Community Technology College
Enfield	Carterhatch Junior School
Essex	Cedar Hall School
Essex	The Billericay School
Hartlepool	Rossmere Primary School
Havering	Brittons School and Technology College
Hertfordshire	Sandringham School
Kent	The Canterbury High School
Kingston upon Thames	Chessington Community College
Leicester City	Scraptoft Valley Primary School
Newham	Upton Cross Primary School
North Lincolnshire	Berkeley Infant School
North Tyneside	Longbenton Community College
Peterborough	Eye C of E Primary School
Plymouth	Estover Primary School
Portsmouth	Medina Primary School
Sandwell	Newtown Primary School
Sefton	Valewood Primary School
Solihull	St Anthony's Catholic Primary School
Sunderland	Southwick Primary School
Westminster	Essendine Primary School
Wiltshire	Wootton Bassett School
Worcestershire	Tenbury High School
York	Carr Junior School.

## Local authorities and children's centres visited for this survey

Local authority	Children's centre
Barking and Dagenham	Wellgate Children's Centre
Bolton	Harvey Early Years Centre
Camden	Hampden Children's Centre
Cornwall	The Burrows Centre
Durham	Sure Start Ferryhill and Chilton
Hackney	Woodberry Down Children's Centre
Hampshire	Park Children's Centre
Herefordshire	Green Croft Children's Centre
Kirklees	Batly Children's Centre
Lancashire	Haslingden Community Link Childcare Services
Leicester	Beaumont Leys and Stocking Farm Children's Centre
Leicester	Braunstone Sure Start Centre
Lewisham	Rushey Green Children's Centre
Liverpool	Wavertree Children's Centre
Manchester	Old Moat Children's Centre
Medway	Mulberry Children's Centre
North East Lincolnshire	Nunsthorpe and Bradley Park Children's Centre
Nottinghamshire	Sure Start Kirkby East
Plymouth	Nomony Early Excellence Centre
Reading	Norcot Early Years Centre
Rotherham	Rawmarsh Children's Centre
Sandwell	Glebefields Tipton Neighbourhood Nursery
Somerset	Circles Neighbourhood Nursery
Somerset	Glastonbury Children's Centre
Somerset	Playaways Neighbourhood Nursery
Staffordshire	Cannock Chase Children's Centre
Telford and Wrekin	Sure Starters Nursery – Newdale
Trafford	Partington and Carrington Children's Centre
Walsall	Alumwell Pleck Sure Start
Wirral	Seacombe Children's Centre.