

*Neighbourhood Management
and Extended Services in and
around Schools*



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On 5th May 2006 the responsibilities of the Office of the Deputy Prime Minister (ODPM) transferred to the Department for Communities and Local Government (DCLG)

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Foreword

There are few more exciting opportunities for communities than the prospects offered by an Extended School. For children and young people, their families, school staff, and the communities that live and work around the school, extended schools bring together new opportunities for care, learning and activity while engaging more fully with the communities that schools serve, and the high quality services that people depend on.

Across government, we see this as a way of ensuring that all young people get the best possible start in life, making the most of all their potential and skills, developing confidence and the motivation to learn and achieve as they move through the years of compulsory education; staying safe, healthy and active as they move into adulthood, and making a valued and valuable contribution to the communities around them. This ambition is shared with equal passion by all who care for, teach them, and work with them.

As part of this, we are also determined that high quality services, made as accessible as possible and accountable to the communities that need them, will be available to all. This is not something which schools can or should achieve alone.

An extended school can serve the interests of all neighbourhoods, but in those places where social and economic needs are most acute, where there is stubborn and multiple deprivation, schools are a vital element of renewal. They are often the only truly universal service for young people in an area. The development of extended schools, with all the added value that will come from bringing services and opportunities together, will be an enormous and exciting opportunity.

Central to making this vision real will be the extent and quality of partnerships in localities and neighbourhoods. These partnerships will cross a wide range of professionals in many different sectors.

This briefing, focusing on Neighbourhood Management, offers invaluable and practical insights as to how such partnerships can work to best advantage. Although neighbourhood management and extended services have developed alongside each other, sponsored by different departments, the scope for joint working, and the advantages to be obtained, are self-evident and significant.

This Guidance will help to promote that shared sense of ownership, as well as best practice. It is a challenging agenda, but if respect and ownership can be shared it will enable the mutual development of extended services and neighbourhood management in ways that can only help young people and the whole community to succeed and prosper.

Baroness Andrews OBE
Under Secretary of State

Background and Introduction

This briefing paper has been developed by a group of neighbourhood practitioners, extended schools coordinators, school leaders and central government representatives working with of the National Neighbourhood Management Network to demonstrate the very close sharing of objectives and approaches between neighbourhood management and the development of extended services through schools.

School leaders may sometimes feel under siege with many groups seeking to work in partnership; what follows demonstrates that there is the potential for real sharing of responsibility and leadership between the school and their neighbourhood.

The intention is for this briefing paper to be used by;

- anyone with an interest in neighbourhood governance, management or local communities and an interest in developing links with the extended schools agenda e.g. neighbourhood renewal programmes, neighbourhood managers, education theme coordinators, LSPs, Directors of Regeneration; or
- anyone working within a school or local authority (LA) context on developing extended services with an interest in linking with neighbourhood arrangements e.g. Head Teachers, LA officers.

The paper has been designed to suit both audiences 'at a glance'. To find out more about neighbourhood management please go to Section A. To find out more about extended services and schools go to Section B.

Although the discussion and examples are based around neighbourhood management, the thinking is applicable much more widely in any situation where there are local neighbourhood arrangements.

There are examples throughout the paper and in Section E which demonstrate a variety of ways in which neighbourhood managers and school leaders are working in partnership to improve outcomes for children and young people.

Section One

What is Neighbourhood Management?

The term neighbourhood management is a broad one and covers a variety of different approaches and initiatives. In essence, however, it is about the improved management of mainstream services at a local level, including; council, health, children and young people, police, education, jobs and training. It involves influencing the existing services in an area to act more effectively through delivering joined-up services tailored to residents needs.

A New Commitment to Neighbourhood Renewal: A National Strategy Action Plan, 2001

The Neighbourhood Renewal Strategy sets out the Government's vision for narrowing the gap between the most deprived neighbourhoods and the rest of the country, so that within 10 to 20 years, no-one should be seriously disadvantaged by where they live. 88 Local Authority areas were given the Neighbourhood Renewal Fund (NRF); Local Strategic Partnerships developed Neighbourhood Renewal Strategies for their locality. The National Strategy also envisaged a range of different programmes, including Neighbourhood Management, New Deal for Communities, Wardens and Community Empowerment Networks, to determine local needs and to pilot new ways to fight deprivation – principally to tackle worklessness and crime, as well as improve health, education and skills, housing and physical environment. Currently funding for NM is directed through Local Area Agreements, whose outcomes have been agreed by all local partners as key priorities for the area to achieve, many authorities have adopted neighbourhood management as an approach to tackling deprivation in their priority neighbourhoods. For more information about Neighbourhood Renewal please visit the Neighbourhood Renewal Unit's website www.neighbourhood.gov.uk.

The Neighbourhood Management Pathfinder Programme was launched in 2001 by the Neighbourhood Renewal Unit (NRU). 35 Pathfinder partnerships have now been established, throughout England, each of which is being supported by NRU funding.

It is estimated that there are a further 250 neighbourhood management initiatives across England. These initiatives are led by a variety of organisations:

- local authority mainstream budgets– supported in whole or part through LAs and focusing on either priority neighbourhoods or the whole LA area;
- Registered Social Landlords (RSLs) or Housing Associations (HAs);
- community partnerships – community organisations that have independently developed neighbourhood management and have limited funding.

Unlike some other aspects of neighbourhood renewal, neighbourhood management is not about spending large sums of money but using existing resources better and influencing the delivery of local services. Neighbourhood management initiatives are supporting local communities to work with service providers together in partnership to improve the delivery of local services, and making them more responsive to local residents needs.

Neighbourhood management can take many forms, however, experience from the neighbourhood management initiatives suggest there are seven key ingredients to successful neighbourhood management. The key ingredients are set out below and provide a useful guide for promoting and defining neighbourhood management.

<p>1. A clearly defined neighbourhood</p>	<p>Size will depend on local circumstances. A neighbourhood management area will cover a population of between 5,000 and 15,000. Costs per head of population will increase for areas below 5,000, and residents are unlikely to identify a neighbourhood as an area of more the 15,000 population.</p> <p>Some services will be located outside the area, some will deliver to areas larger than the defined neighbourhood and some may be delivered outside the neighbourhood.</p>
<p>2. Resident involvement</p>	<p>Resources are needed to support and sustain different levels of resident involvement:</p> <ul style="list-style-type: none"> • to support residents’ direct involvement on the local partnership board and in working groups; to support community organisations which can make a positive contribution; • to reach out to residents not involved in organisations and those for whom there are barriers to getting involved.
<p>3. A dynamic neighbourhood manager with clout</p>	<p>It is vital that someone is vested with the authority to take an overview of service delivery, to co-ordinate the various activities and to negotiate for change both locally and at a senior level.</p> <p>The manager will need a team, preferably working from premises in the neighbourhood – local needs will dictate the size and composition. The team may include deliverers of services employed by, loaned to or seconded to the partnership.</p>
<p>4. A local partnership to provide strategic direction</p>	<p>Some form of partnership structure is needed to agree the strategic direction and leadership for neighbourhood management. Ideally the partnership will bring together residents, councillors and key service providers including police, health, housing and local schools. Those on the partnership executive will need the ability to think and act strategically, grasp the neighbourhood management concept, be committed to neighbourhood management, and have the authority to make strategic policy and resource decisions.</p> <p>A partnership board may be unincorporated or incorporated – the latter is necessary if the Partnership is going to employ its own staff, own assets or let contracts.</p>
<p>5. Support and commitment from the local authority and LSP</p>	<p>The local partnership will need to develop good links with local authority-wide structures, particularly with the local authority and Local Strategic Partnership. In two tier authorities it will mean good links with both district and county authorities and LSPs. Developing good relationships with local councillors is very important both ward representatives and those with cabinet responsibility for key services.</p>

6. Quality information	<p>Information is needed about:</p> <ul style="list-style-type: none"> • Good baseline and monitoring data on neighbourhood conditions • Residents' needs and priorities. • Evidence for change. • Effects of interventions/doing things differently. <p>A key task of the partnership is to ensure that information is collected and analysed. Through this they can demonstrate needs, the short-term and long-term effects of interventions/different ways of doing things and prompt action where required.</p>
7. Commitment of service providers and mechanisms for engagement between services and residents	<p>Service providers need to be committed to the principles and aims of neighbourhood management, promote culture change and be receptive to new modes of thinking. This commitment needs to be demonstrated at local, middle and senior levels.</p> <p>Structures and mechanisms should be developed that provide residents with a means of challenging service providers, agreeing levels of service and holding service providers to account (e.g. theme groups, problem solving events, Service Level Agreements).</p>

Information about NM is available:

At the National Neighbourhood Management Network:
www.neighbourhoodmanagement.net.

To find out if there is an NM scheme operating in your area please visit the contacts database section of www.neighbourhoodmanagement.net:

username: schools@neighbourhoodmanagement.net

password: neighbourhood management

There is increasing evidence that neighbourhood management is an approach which is highly effective at 'joining things up' at a local level and involving residents in the process. To find out more from national evaluations visit www.sqw.co.uk/nme.

In order to understand the typical work of a neighbourhood management scheme we have included two pen portraits.

Pen portrait 1: The Kendray Initiative

Kendray won Partnership of the year award at the 2005 National Neighbourhood Management Conference

Kendray is a large social housing estate on the south east edge of Barnsley Town Centre in South Yorkshire. In the 80's and 90's it suffered dramatic decline and depopulation due to the loss of mining industry jobs and falling demand for social housing. It experiences problems of unemployment, poverty, poor health and educational under achievement and has not benefited from wider economic opportunities. The population in Kendray is currently 4,750 people living in 2,008 households. Of these 63.3% are Council owned.

An unincorporated board (Kendray Initiative Board-KIB) of 23 members oversees the partnership's activities. Residents nominated by recognised local community groups hold the largest number of Board seats though not an overall majority. Elected members, service providers from the health sector, the education sector, the employment and training sector, community safety, private sector housing, the Local Strategic Partnership and local businesses are also represented. The partnership has a strong commitment to listening to and working with local people and the strong partnership between residents, service providers and elected members is at the heart of the process.

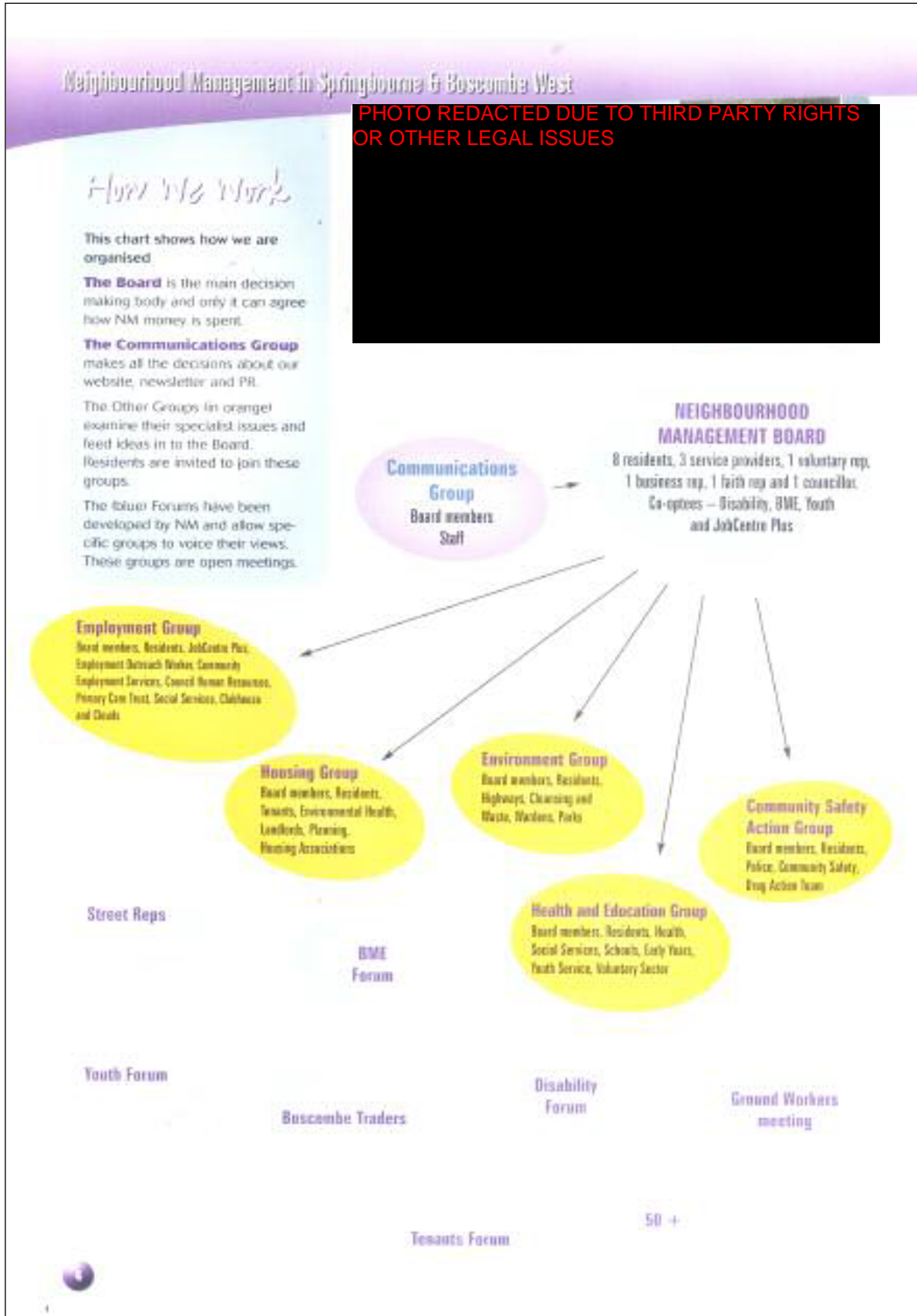
The neighbourhood manager is line-managed by Barnsley Metropolitan Borough Council's assistant director for community planning and the local authority are also the accountable body. The manager heads up a team of six which include two theme managers, office manager, clerical officer, and neighbourhood development officer.

There is growing weight of evidence to suggest that Kendray as a place to live is improving. Unemployment and average house prices are closing the gap on the borough average, empty houses are showing a continued fall, the performance of local schools is improving and household burglary is falling.

"My advice to others embarking on a neighbourhood management initiative would be fourfold: build on community strengths, focus on two to three key priorities, get to know more about the local situation than service providers and help them to improve the quality of their delivery locally". (Vince Roberts, neighbourhood manager.)

Pen portrait 2: Springbourne and Boscombe, Bournemouth

This diagram gives a flavour of the range of partners in a particular neighbourhood in Bournemouth and the way that their views feed into the working of the neighbourhood management programme. Voluntary Sector groups will vary from area to area and will often be specific to a particular neighbourhood.



Section Two

What are Extended Schools?

This section briefly outlines the way the extended schools agenda has developed over the last few years and sets out the policy position as it stands currently.

An extended school provides a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. Over the last four years, the policy has developed from a 'pathfinder' phase to the national roll-out of the programme. The DfES funded various pathfinder and demonstration projects from 2001, with all authorities receiving some funding for extended schools by 2005-06. From 2003, a growing number of local authorities received funding to create 'full service extended schools'. The DfES is now moving away from the emphasis on full service schools towards encouraging schools to work in groups to develop services (often referred to as clusters). Increasingly, a wide range of people and organizations across all sectors are seeing this as a means by which shared objectives can be met effectively. The DfES have set a target for all schools to make a 'core offer' of extended services available at or through the school site by 2010.

The core offer of extended services for schools, mainstream and special, includes:

- high quality childcare available 8am-6pm all year round;
- a varied menu of study support activities such as homework clubs, sport, music tuition, dance and drama, arts and crafts, and special interest clubs;
- parenting support including family learning sessions;
- swift and easy referral to a wide range of specialist support services;
- wider community access to ICT, sports and arts facilities – including adult learning.

It is expected that many schools will deliver the core offer of services by working in partnership with existing local private or voluntary sector providers or by building on existing links with other local schools and working as a cluster. Although it is anticipated that primary schools may have to work in partnership with other schools and on different community sites, secondary schools are expected to be open from 8am to 6pm all year round offering a range of activities for young people and adults from the local area.

Schools, located at the heart of every community, are ideally placed to act as a focus for integrated services for children and young people in line with the government's 'Every Child Matters' objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

There will be an initial amount of start-up funding available both directly to schools and through their local authority for the development of their extended services provision. However, services will need to be sustainable, either through charging or alternative funding sources, e.g. the reconfiguration of funding strands at local authority level through Children's Trusts pooling budgets to support extended services in schools.

The Education Act 2002 requires schools to consult widely before offering extended services. Consultation is intended to identify local area needs for pupils, families and members of the local community. It can also play a fundamental part in helping to identify resources needed in order to provide extended services. It should be seen as an on-going process, so for instance if circumstances change, as hopefully they will if provision is successful, then services can be adapted to meet new requirements.

4Children, ContinYou (The Extended School Support Service) and the Training and Development Agency for Schools (TDA) are working together to help support the delivery of high quality, sustainable provision which meets the needs of children, families and the community. Schools are able to access ContinYou's extensive technical knowledge of extended schools, 4Children's expertise in childcare and children's services and the TDA's proven success in helping schools lead change and reform.

The Remodelling Process – Training and Development Agency for Schools development (TDA development)

The work previously undertaken by the National Remodelling Team is now fully integrated into the TDA. Their role is to support schools via Local Authorities to 'remodel' their work force in order to deliver the core offer. Broadly speaking, their role to date has been to work alongside the DfES team, TESSS and 4Children to help build capacity to support the roll out of the programme. In order to strengthen the ability of the local authority to support schools developing extended services, as well as regional advisers, the TDA have trained 150+ Extended Schools Remodelling Advisers and nearly 1,200 Extended Schools Remodelling Consultants. The TDA is tasked with ensuring that 2,500 schools are delivering the Extended Services Core Offer by September 2006.

The TDA have identified a 'change process' that they recommend using when looking to manage change in a variety of different contexts. This has been adapted for schools and local authorities to use when developing extended services in a community. They offer training in this process and its underlying principles of an inclusive, participatory and shared approach.

Although LAs are encouraged to follow the 'change process' model developed by the TDA, they can decide themselves how to approach the development of extended services in their local authority and how to apply the TDA model.

The recommended change process

In order to explore each of the stages of the process in detail schools, services, stakeholders and the wider community are encouraged to hold four workshops to look at the key stages in the remodelling process. Between workshops participants are encouraged to carry out further research, consultation and fact-finding, as necessary, that can be fed into the development of extended services in a community.

Workshop 1 – Mobilise and discover – The purpose of the first meeting is to set the scene, establish the ‘change team’ through engaging key people, open minds to what’s possible and to identify opportunities that can be developed.

Workshop 2 – Discover and deepen – The second meeting allows participants to delve into more detail and decide what they need to do to develop proposals and assess what’s involved in implementing their plan.

Workshop 3 – Develop and deliver – This workshop allows the ‘change team’ to design, plan and begin to implement a plan and forward strategy and acknowledge the benefits.

Workshop 4 – Deliver and sustain – The final workshop is intended to review the delivery of services and crucially how to sustain them long term.



Also see case study 5 page 41 for an example of an NM scheme leading on the remodelling workshops

To find out more about the extended services agenda or the remodelling process please visit the following websites:

www.teachernet.gov.uk

www.remodelling.org

Section Three

What are the shared goals and mutual benefits?

This section sets out where schools and neighbourhood management may find they have shared interests and goals, and highlights how their different perspectives, skills and knowledge can be brought together to develop effective extended services.

Schools and neighbourhood management have different pressures, however they both seek to act on the basis of detailed knowledge of their context; both seek to make or shape provision which will lead to measurable progress towards outcomes and they do this by taking into account the views of their stakeholders. This applies particularly when seeking to provide extended services.

The questions in table 1 are taken from the Self Evaluation Forms (SEF) used by schools. These are however key questions which both schools and NM will ask when planning, implementing and evaluating their strategies.


Since September 2005, schools have been required to maintain a SEF. This is used by Ofsted inspectors when they carry out school inspections. You can see a blank copy of this form at <http://www.ofsted.gov.uk/schools/sef.cfm>

By reading through the table we hope it becomes clear that outcomes schools and neighbourhood partnerships are working towards are overlapping and complementary; both have children and young people as the central focus in their work.

This tool can be used by schools and NM at a neighbourhood level to focus dialogue on those areas in which working together offers the greatest benefit.


The challenge for those working at the more strategic Local Authority wide level is how to create the right conditions for neighbourhood level partnerships to flourish. Some suggestions are made in section D for taking this forward.


<p>Column 1: Questions from Self Evaluation Form</p>	<p>Column 2: Comment and examples of how Schools respond</p>	<p>Column 3: Comment and examples of the shared goals and mutual benefits of Schools and NM working in partnership</p>	<p>Column 4: Comment and examples of how Neighbourhood Management responds</p>
<p>1. What are the main characteristics of your school/area</p> <p>What are the main priorities in your plans, and how do they reflect the context in which you work.</p>	<p>Schools have a mass of data about their own learners especially in relation to prior attainment and experiences in schools; including to some extent, the context in which they live. This picture will include:</p> <ul style="list-style-type: none"> • any special units, additional community services or extended provision; • significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers). <p>Schools are becoming increasingly confident of using evidence within the schooling environment, understanding the limitations of using evidence where it does not capture the whole picture (school league tables) and the impact of social deprivation on the achievement of young people but are unlikely to have the time or expertise to build up a comprehensive database across the different themes of deprivation (health, crime, economic, environment, housing, transport and liveability as well as education)</p>	<p>The neighbourhood Management baseline can add significantly to the depth and breadth of the school's understanding of the local picture both in terms of context and existing provision.</p> <p>Similarly the school's analysis and range of activity and partnerships add an important dimension to the NM baseline.</p> <p>The combination of these mean that any new provision can be developed with a strong evidence base as to key local priorities, the range of potential partners and potential impact.</p> <p>In Blacon, Chester, their baseline research and consultation showed that domestic violence was a significant and under reported issue in the area. This has led to a specific outreach service, working with schools and in the community which both supports families and raises awareness. Reporting of domestic violence has gone up, and a significant number of young people are now supported with their work in school which was previously being affected.</p>	<p>Good NM initiatives should have established a comprehensive baseline (profile) of their neighbourhood that includes contextual data on the population and headline and performance data on a range of issues across health, crime, economic, environment (housing, transport & liveability) and education.</p> <p>Part of their baseline will also be the range of existing activity across all sectors including the Community and Voluntary sector.</p>

<p>Column 1: Questions from Self Evaluation Form</p>	<p>Column 2: Comment and examples of how Schools respond</p>	<p>Column 3: Comment and examples of the shared goals and mutual benefits of Schools and NM working in partnership</p>	<p>Column 4: Comment and examples of how Neighbourhood Management responds</p>
<p>2. What are the views of stakeholders and how do you know?</p> <p>examples of</p> <ul style="list-style-type: none"> • action you have taken • actions you decided not to take • ways in which your stakeholders have influenced the priorities 	<p>Schools have always engaged with parents (and families of pupils) through parents evening and school events. There have been fewer opportunities for consultation to shape the work of the school unless it is embracing major change.</p> <p>Increasingly schools are looking at different ways to engage with parents and to include young people themselves in having a say.</p> <p>Engaging with the wider community remains a significant challenge both in terms of know how and resources. This is however a vital element in developing extended activities.</p>	<p>Consultation with the wider community, including parents, in a way which shapes provision is challenging for schools. It is at the heart of the neighbourhood management process.</p> <p>This is a key area in which working in partnership can multiply the impact for both schools and Neighbourhood Management.</p> <p>In Gloucester, a lack of coordinated data relating to barriers to achievement of young people in their neighbourhood was identified as an issue; they are running a data collection project to profile the experience of 0-19 year olds in their neighbourhood and consulting widely with the VCS parents and young people to establish their priorities.</p> <p> See case study 4 on page 31 for another example of a community consultation.</p>	<p>Community consultation is at the heart of the process both in terms of engagement at board level prioritising actions of NM, and the wider community identifying their own concerns for example through surveys contributing to both the baseline and, with repeat surveys, measures of change/improvement.</p>

<p>Column 1: Questions from Self Evaluation Form</p>	<p>Column 2: Comment and examples of how Schools respond</p>	<p>Column 3: Comment and examples of the shared goals and mutual benefits of Schools and NM working in partnership</p>	<p>Column 4: Comment and examples of how Neighbourhood Management responds</p>
<p>3. What is the impact? For schools</p> <ul style="list-style-type: none"> • Achievement and standards • How well do learners achieve? 	<p>For schools this refers specifically to outcomes in national tests (Key Stage Tests) and examinations (e.g. GCSE). There is extremely detailed data available (including value added data) which allows them to compare themselves to schools in similar circumstances. They will pay attention to the performance of different groups within the school (e.g. girls, boys, those with special needs, different ethnic groups).</p> <p>Where it is good: <i>“Learners meet challenging targets and, in relation to their capability and starting points, they achieve high standards.</i></p> <p><i>Most groups of learners, including those with learning difficulties and disabilities, make at least good progress and some may make very good progress, as reflected in contextual value added measures. Learners are gaining knowledge, skills and understanding at a good rate across all key stages. Most subjects and courses perform well, and some better than this, with nothing that is unsatisfactory.”</i></p> <p>Ofsted Guidance.</p> <p>It is more unusual for schools to have accurate information about students who are resident in a particular area as a group.</p>	<p>Both schools and NM are to some extent judged by these numerical measures. Recognising this shared interest (for example KS3 results) is a significant step and can also be a source of tension.</p> <p>Extended activity may be designed which is intended to impact directly on these measures, others may be longer term aimed at tackling deeper causes.</p> <p>In Bolton, the neighbourhood management area has a target to “increase the numbers obtaining 5 or more GCSEs at A* to C to that which would be achieved if the pupils from the neighbourhood attained added value at the average rate for the borough”.</p>	<p>In Neighbourhood Renewal areas there will be scrutiny at local authority level of floor targets in key areas (Health, Employment, Physical Environment, Crime as well as Education). This is usually reflected at a neighbourhood level; there will be keen interest in the achievement of students resident in a particular neighbourhood.</p> <p>It is often difficult, at neighbourhood level, to get an accurate picture of achievement in the area as young residents will attend a number of schools, some (most at secondary level) outside the area.</p>

<p>Column 1: Questions from Self Evaluation Form</p>	<p>Column 2: Comment and examples of how Schools respond</p>	<p>Column 3: Comment and examples of the shared goals and mutual benefits of Schools and NM working in partnership</p>	<p>Column 4: Comment and examples of how Neighbourhood Management responds</p>
<p>4. What is the impact? For schools;</p> <ul style="list-style-type: none"> • Personal development and well being • How good is the overall personal development and well-being of the learners? 	<p>This relates more widely to the ‘Every Child Matters’ outcomes</p> <p>When it is good;</p> <p><i>“Learners’ overall spiritual, moral, social and cultural development is good, and no element of it is unsatisfactory. Very young children are learning to understand their feelings. They enjoy school a good deal, as demonstrated by their considerate behaviour, positive attitudes and regular attendance. They feel safe, are safety conscious without being fearful, and they adopt healthy lifestyles. They develop a commitment to racial equality. They make good overall progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer to working roles.”</i></p> <p>Ofsted Guidance.</p> <p>Some of the evidence for this is ‘hard data’ (e.g. attendance, exclusions, take up of activities) some is more qualitative.</p>	<p>The aims of residents through neighbourhood management and service providers, including schools, coincide here.</p> <p>Extended activity around schools, appropriate to a local context, are one of the ways in which a whole range of partners will seek to reach the outcomes.</p> <p>In Springbourne and Boscombe West, Bournemouth the neighbourhood management area has a target to ‘<i>enhance the take-up of sporting opportunities by 5-16 year olds by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum from 25% in 2002 to 75% by 2006</i>’.</p>	<p>Neighbourhood management will use a whole range of measures across all the neighbourhood renewal themes to gauge impact. In relation to children and young people, they will include some floor target measures in certain themes (e.g. teenage pregnancy) but often will look much more widely at the Every Child Matters outcomes.</p>

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<p>5. The Quality of Provision For schools:</p> <ul style="list-style-type: none"> • How well do the curriculum and other activities meet the range of needs and interests of learners? <p>The extent to which:</p> <ul style="list-style-type: none"> • the curriculum meets external requirements and is responsive to local circumstances. • the provision enables and encourages learners to be healthy and stay safe • extended services contribute to learners' enjoyment and achievement • the care, including as appropriate integrated day care, advice, guidance and other support provided to safeguard welfare, promote personal development • any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children. 	<p>The 'provision' means not only the formally taught subjects, but the whole range of activities that a school undertakes including care and guidance; some are statutory responsibilities.</p> <p>Extended services will be a key element of that provision even when not on the school site or taking place during the schools day.</p> <p>Many schools have experience of managing short term projects which may include bringing additional funding into the school. There are also many initiatives which may have a bearing on extended activities (e.g. healthy schools).</p> <p>The project management and appraisal of one-off or limited life 'projects' is very different in schools compared to other sectors.</p>	<p>The core offer (and more) is a key set of activities with which to achieve outcomes for both schools and NM.</p> <p>NM can act as a broker, work in partnership to project manage, and generally increase the impact, reach and profile of a whole range of activity from study support, through work with families to multi-agency working.</p> <p>Sometimes they are able to bring or identify some funding to make activity possible.</p> <p>In Lewisham, after school provision for years 7 and 8 at Deptford Green School has been accommodated at a youth centre; a need identified by the school after consultation with students. The neighbourhood manager brought together a wide range of partners, including the Youth Service. Other funding (NRF) has been secured after initial support from the school and a business plan for the youth centre was developed.</p> <p>The school is now also able to make some use of the centre during the day.</p> <p> See case study 1, 2, 3, 6 and 7 for other examples of neighbourhood managers brokering various partnerships to improve the quality of provision</p>	<p>NM's aim is to shape better use of existing funding from a range of statutory public sector agencies (and the voluntary sector) to better meet the needs of local people.</p> <p>The NM role is not just to support implementation of mainstream government strategies at a neighbourhood level but to develop their own strategies that tackle health, crime, economic, environment and education inequalities at a very local level by 'joining up' issues through partnership and joint working between partners.</p> <p>The NM role is not to provide services.</p> <p>Very often they act as brokers to bring partners together, sometimes identifying funding. A central element of their work is to ensure that activity is sustainable.</p> <p>With limited seed-corn funding and branded as 'pathfinder', partners may be more willing to take 'risks' to try something new to see if it tackles a problem.</p> <p>Project Management</p> <p>Good neighbourhood management schemes will have developed a number of small 'projects' to test new ways of doing things and for these to be both evidence led and appraised before being implemented.</p>

<p>Column 1: Questions from Self Evaluation Form</p>	<p>Column 2: Comment and examples of how Schools respond</p>	<p>Column 3: Comment and examples of the shared goals and mutual benefits of Schools and NM working in partnership</p>	<p>Column 4: Comment and examples of how Neighbourhood Management responds</p>
<p>6. What is the overall effectiveness and efficiency of leadership and management?</p>	<p>Schools are increasingly working with a range of partners and this will develop further extended services. This has significant implications for the leadership within schools at all levels.</p> <p>In schools it is outstanding when</p> <p><i>“Leadership and management (including governance) are at least good in all or nearly all respects and are exemplary in significant elements, as shown by their impact on the performance of the school”</i></p> <p>and includes (amongst other things)</p> <p><i>“The leadership of the school is successfully focused on raising standards and promoting the personal development and wellbeing of learners... (taking) into account the views of all major stakeholders. Managers have a good understanding of the school’s strengths and weaknesses. The inclusion of all learners is central to its vision...it is effective in...dismantling barriers to engagement. Resources are well used, including any extended services, to improve learners’ outcomes and to secure good value for money. Good links exist with parents and outside agencies to support its work.”</i></p> <p>Ofsted Guidance</p> <p>School governing bodies carry huge legal responsibilities; they set the strategic direction of the school, in partnership with the professional leadership. They monitor performance and ensure all the statutory duties on schools are carried out including, for example, personnel, health & safety, safeguarding children, curriculum and many more.</p>	<p>Learning: It is clear that in terms of leading and managing processes and change, there is much that schools and NM can learn from each other.</p> <p>It is increasingly recognised that change management is an important tool of neighbourhood management as partnerships seek to change the way services are provided rather than investing new or additional ones.</p> <p>In developing extended services, there is a significant change process. NM can bring leadership capacity to this as well, potentially, resources in terms of time.</p> <p>This is also a process which can result in shared responsibility with various partners.</p> <p>In Blacon, Chester the NMP has as a priority ‘to work strategically alongside Blacon Head Teachers, chairs of governors, LA officers and the community to action and implement, Blacon Education Village. The Education Village, a formal partnership between local primary schools, secondary schools and the NM project was launched in February 2006. Not only have joint policies been developed for all Blacon schools in drugs awareness, attendance and anti- bullying but Schools are also signing up to having the same holidays to support after school clubs and services.</p> <p> See case study 3 on page 28 for another example an NM providing effective leadership and management</p>	<p>Unsurprisingly, National Evaluations indicate high quality neighbourhood managers as a key ingredient in the success of any local initiative.</p> <p>The change process ‘Audit to Action’ often used in Neighbourhood Renewal is very similar to the TDA’s process.</p> <p>NM is built on Partnership working and engagement at a senior level to influence the provision of services and investment of resources.</p> <p>Project Management</p> <p>As indicated above, NM often requires project management and appraisal skills.</p> <p>Governance</p> <p>Many NMs are ‘community’ led with a board including Public and Voluntary Sector, Business Representatives and local people who may hold a majority of seats on the board.</p> <p>Engagement of local people will vary but all NMPs must show that local people are actively engaged and shaping the work of the pathfinder.</p> <p>The legal status of the board will vary depending how the programme is set up and who the ‘accountable body’ is.</p>

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<p>7. How effective and efficient is the provision of education, integrated care and any extended services in meeting the needs of learners and why?</p>	<p>This is a shared question for all the partners in developing extended services. It encompasses not only the quality of individual elements, but also their overall impact and the 'value for money' obtained.</p>		

Section Four

Things to do and things to avoid

In this section we start from the point of view that more, well planned provision, that is designed to meet particular needs in neighbourhoods will mean young people will experience better outcomes.

The 'good practice tips' and cautionary notes are mainly in relation to the process of establishing extended services. Section E has some examples of how this has been achieved in practice.

This section should be of use to local authority planners, school based staff and Neighbourhood Managers.

Things to do – good practice tips

At a local authority/strategic level

1. Involve the maximum number of partners as early as possible and involve key decision makers – be clear as to outcomes expected by young people as well as activity. Key services include; education including life long learning, Learning and Skills Council, health, social services and also community, voluntary sector and neighbourhood renewal programmes.
 - The Local Strategic Partnership (LSP) may be an appropriate forum for developing a strategy. Consider geography and how to facilitate partnerships at neighbourhood level which may need 'brokering'.
 - Draw on baselines, consultations and audits already conducted by other partners at both local authority and neighbourhood level. Commission new ones to plug gaps; plan how to make this available to neighbourhood level partnerships.
 - Consider how priorities are communicated with middle managers in services and what barriers there may be for them in changing the way front-line staff work locally.
2. Learn from what is on your doorstep – stories and case studies illustrate what can work and how to achieve it, there is usually an example within an authority or nearby. The challenge is not necessarily how to imagine new ways of working, but how to make it happen everywhere.
3. Look at the scope for identifying and aligning funding streams or even pooling them, especially as discussions progress towards developing Local Area Agreements and Children's Trusts.

4. Plan for partnership building – successful long term partnerships are often developed by someone ‘brokering the relationship’. They also need time to grow and for trust to develop. There may be a need for some sort of investment in this without an immediate or early return; this may be people employed with that specific role, e.g. a secondment or it may mean creating time and space for partners to meet with external support.

Neighbourhood and school level



5. Take a participative approach at school/neighbourhood level (include all sectors); for example allowing another organisation to facilitate initial meetings/workshops will potentially engage a wider range of partners. See Case Study 5 for South Bermondsey.



6. Consult and manage expectation – use local expertise; for example, neighbourhood managers are often very experienced at organising events and consultations that reach a wide cross section of a community. They are also well placed to judge where other ‘players’ are needed so that consultation can be based on the potential for meaningful change. See Case Studies 4 and 7.



7. Seek partnerships with existing programmes and projects; it is often not necessary to ‘reinvent’ provision. For example Children’s Centres and Sure Start are often engaging very successfully with parents who frequently have children in local schools as well. See Case Study 3 from Wolverhampton.



8. Successful partnerships frequently need a ‘broker’ who commands the respect of all parties. Identify and make use of such support to secure commitment from all parties; this may mean allowing someone from another organisation to play this role, or it may mean a new post within the area for a period of time. It is vital that partners develop an understanding of the pressures and constraints under which each is operating – See Case Studies 1 and 2 – Greater Hollington/Heart of Burton.

Risks and Pitfalls

- Be careful to avoid the perception ‘It’s all about schools’. There may be a perception that the priorities are those identified solely by local authorities or schools, that schools will ‘deliver’ everything. This is most likely to arise if:
 - Consultation is conducted only through schools.
 - No account is taken of ‘local intelligence’. As noted in Section C, neighbourhood managers develop extensive baselines, conduct wide and varied community consultations, have residents on their management board.
- Ignoring geography. Clustering arrangements for schools may not take account of existing partnerships between schools and other organisations. These may arise because of other area based initiatives, some national, some local (e.g. local authority neighbourhoods policy, and Youth Justice Board programmes).

- Unintended exclusion. The planned location of a particular activity may be a barrier to participation (e.g. some families/residents may not wish to use a school site), charging for some activities may represent a barrier to those who we most wish to engage.
- The rush to action. There may be pressure to establish the ‘core offer’ in a prescriptive way without considering local circumstances or priorities, resulting in no clear focus as to how activity may contribute to outcomes.

Footnote

Some observations, based on the experience of neighbourhood managers working in a range of Local Authorities:

At a strategic level in local authorities there is recognition of the need to work in partnership, not just with other services (health, social services etc.) but also with other sectors (e.g. business, community and voluntary sector). **However** there seems to be a lack of clarity in some authorities concerning the benefits that this might bring or how to support the development of these partnerships.

Similarly, plans for extended services are generally part of the wider Children and Young People’s Plan. It is **less common** for there to be explicit recognition of other strategies (for example the local neighbourhood renewal strategy) which may well lead to duplication of work (e.g. auditing of provision, development of baselines).

At a local level some authorities have been proactive in recruiting consultants from sectors other than education; there was one example of a neighbourhood manager being trained as a national remodelling consultant. **It is common** for there to be encouragement for a ‘wide range of partners’ to be involved in early discussions (e.g. ‘remodelling workshops’) in a particular area. **However** it seems to be rare for this to translate into proactively seeking the involvement of neighbourhood, community based partnerships.

Section Five

Case Studies

Case Study 1

A partnership established between schools to provide extended services to the whole neighbourhood, Greater Hollington, East Sussex

Summary

With the aim of providing a co-ordinated service to address the needs of children, young people and their families and improve educational attainment in schools, a management group, attended by head teachers and managers of local services was established and met regularly to oversee and develop local plans.

A broker was required to help build relationships and trust between the organisations. The neighbourhood management scheme initially filled this role until a full time co-ordinator was recruited.

Aims/objectives:

A partnership of local schools, the primary care trust, social services area manager, the police and a local authority policy officer was formed to co-ordinate extended services in Greater Hollington. As a result a range of services and interventions have been developed. These include:

- multi-agency referral panels;
- sports development and youth work;
- breakfast and after school clubs;
- a vocational work programme run by a local skills agency in collaboration with the school.

On top of this a number of services are now located within schools and which are able to be accessed by residents, such as sessions on parenting skills.

Where?

Greater Hollington, Hastings. A neighbourhood management pathfinder serving two of the most deprived wards in Hastings (itself the most deprived local authority in the south east of England). Hollington ward falls within the most deprived 10% of all communities in England, specifically for income, child poverty, education and housing. Wishing Tree ward is in the 20% most deprived, specifically for income, health, child poverty, employment and education. The neighbourhood is also relatively isolated in terms of transport links.

How was it achieved?

The neighbourhood manager, with the support of the board, became the catalyst for a new, collaborative approach. A key ally was the head teacher of one of the primary schools. He had a vision of a school at the centre of a community: somewhere that people could come to access services, either directly or supported by other agencies, and which helped engage parents more deeply in their children's education.

Over the course of a year, a management group was established. Alongside this, various pieces of work were undertaken with the voluntary sector, local authority funded projects and others which made an impact and built confidence (eg brokering support for new premises for a parent and child play project, involving young people in environmental work, achieving agreement between schools on common approaches to exclusion and parallel work on positive measures to change behaviour). Much of this was made possible because the concerns and priorities of residents were able to be articulated through consultation and the continuing work of the board.

The second phase saw the appointment of a co-ordinator, a post which was funded and managed by the neighbourhood management pathfinder. The post was high status in terms of the remuneration, experience and skill demanded. A detailed strategic plan was developed and existing initiatives from various agencies were included and co-ordinated (e.g. inclusion tutors in schools through the Education Action Zone, the commitment of resources and work of the Education Welfare Service). Schools continued to focus on 'core business'. For example the head teachers have been developing common policies on attainment, attendance and behaviour.

The building of trust and expertise has been successful at all levels. The commitment and leadership of head teachers and senior managers was vital, but just as important was the interaction of staff at an operational level.

Who was involved?

The initiative is locally-driven, with strong commitment from residents. The local authority remains a key player in ensuring it is sustained. Five schools are involved (one secondary, three primary and a Pupil Referral Unit), along with the Greater Hollington Partnership, the local authority, Social Services, Excellence Cluster, PCT.

What did it achieve?

There has been steady improvement in attendance at the schools involved and attainment is rising. The work of the NM scheme alongside the full service school has helped significantly reduce anti-social behaviour in the area.

'Softer' outcomes are evident in the rising expectations and aspirations of families in relation to education (revealed through surveys of attitudes and perceived priorities), and improvements in 'systems' such as availability of childcare, progression into post-16 education and training and opportunities for adult education. Achieving results, sometimes even at a small scale, builds the confidence and commitment both of professionals and the community.

The evidence base for impact on educational achievement in the area is difficult to quantify. If achievement is based on school results, then the outcomes for young people who travel out of the area are not included in the statistics, while those for young people who are not resident are included.

The full service school management group has now become the Local Children's Partnership. The local authority has recognised the power of the approach as a way of meeting the demands made in Every Child Matters and is seeking to establish the approach authority-wide.

Case Study 2

A partnership established between schools to devise a local strategy to raise educational attainment in Burton on Trent, Staffordshire

Summary

Heart of Burton, the neighbourhood management pathfinder (NMP) in Burton on Trent, worked with the management board of an SRB programme, Burton Advantage Schools (comprising key stakeholders and heads of local schools) to develop a local strategy to raise educational attainment.

The strategy has evolved to the point that service level agreements have now been established between the schools, the pathfinder and the local authority, with agreed hard targets for the attainment of students who live in the Heart of Burton area.

Burton Advantage Schools acted as a broker between schools, the community and the local authority.

Time and willingness to achieve consensus was key to the development of the work. This applied at head teacher level, and all levels throughout the organisations. BAS has worked to develop the understanding of individual staff within schools, and there has been regular formal and informal contact between wardens and staff.

Aims/objectives

The neighbourhood management board wanted a stronger focus on educational achievement and made some funding available over a three year period to achieve this; also securing matched funding for interventions from local schools.

Led by the NMP, a collaborative approach was adopted. All the head teachers met with representatives of the pathfinder and Burton Advantage Schools. Together they identified issues such as poor attendance, high levels of transience among pupils, poor attainment and low levels of basic skills. The interventions agreed upon varied from school to school, taking into account individual circumstances. One to one discussions with governing bodies followed to secure approval for the interventions.

There is also a commitment to mainstream the activity when the three years of funding ends. The approach offers a vehicle for the future planning of holistic services for children and young people as well as providing lessons on specific interventions targeting achievement and attendance.

Where?

The Heart of Burton is the part of town bordered by the A38, Princess Way, Derby Road, Derby Street and Shobnall Road. It includes parts of Shobnall and Eton Park wards. There are three primary schools located in the neighbourhood management area. The three secondary schools are located outside the neighbourhood. The area is diverse with a black and minority ethnic population of approximately 25%.

How was it achieved?

For the initial round of funding, the pathfinder organised a 'market place' event where potential service providers presented proposals to the residents network (some of which were education projects). Now, a more direct 'commissioning' approach has been adopted, due to the resident-led board having identified education as a priority for the neighbourhood.

This has resulted in very detailed service level agreements for the funding. The agreements are signed by the schools (head teacher and chair of governors), the local authority and the pathfinder. Burton Advantage Schools is also involved as a representative of the local authority.

The schools have agreed to be accountable to the neighbourhood organisation for the impact of the funding. All schools have agreed to informal quarterly reviews of progress and a formal annual review which could result in the approaches used and targets set to be revised.

Who was involved?

Three secondary schools, three primary schools, the local authority and Heart of Burton neighbourhood management pathfinder were involved in the initiative.

A key element is the relationship between the pathfinder and BAS. Having implemented a number of successful projects in the area over a ten year period, BAS has earned high levels of credibility with the schools involved. Working with head teachers and, over a period of time, staff at all levels in schools, has helped build confidence and trust. Alongside BAS, Heart of Burton, has been able to accelerate the pace of change and deepen the commitment of schools to targeting interventions on students from the pathfinder neighbourhood.

What did it achieve?

Relationships and understandings have been built between schools and the resident-led community organisation. Most of these are informal and consensual, being unregulated by formal governance structures. They could be characterised as an informal, collaborative network with the community at the centre but also school to school relationships. There is, however, a formal agreement between each school and the pathfinder. Burton Advantage Schools has been able to use educational attainment statistics to track the impact of its initiatives on young people. There is some early evidence of impact on 'hard outcomes' although area-based evidence is difficult to establish.

Case Study 3

Neighbourhood management as a ‘catalyst’ in the development of a Children’s Centre and Extended Services in Pendeford, Wolverhampton

Summary

Although this case study involves a Children’s Centre, and the role NM has played in its development, the lessons are easily transferred to the context of an extended school. The school described here already offered some elements of the extended schools core offer (family support, part-time and term-time childcare as well as limited community use). The development of the Children’s Centre has contributed to the school meeting more of the requirements demanded through the extended schools agenda, while the process followed has ensured it is linked to the needs of the local neighbourhood and has an outward-looking focus.

The objectives of the Children’s Centre were to a certain extent defined by the extended schools agenda, but objectives such as increased access to childcare and family support had also been reflected in the Neighbourhood Action Plan. Although the need for a Children’s Centre was identified before neighbourhood management became involved, the NM partnership took the lead in its development. It was able to offer local evidence of the existing services and needs in the area, connections to a range of partners and other local strategies, as well as the time and expertise to push the process forward.

While the centre itself is yet to be opened, there have been some key achievements. A strong, coherent steering group has been established which involves all key partners and which has a clear link to wider local learning activity, and a new Learning Centre has been developed.

The ‘catalytic’ role played by NM was recognised in the national evaluation of neighbourhood management pathfinders carried out by consultant SQW.

Aims/objectives

The initial objectives of the Children’s Centre were to:

- Increase access to childcare to enable local residents to take up employment and training opportunities.
- Expand the family support activity that was being piloted by Dovecotes school to include families with younger children.
- Increase access by local families to health services.
- Support the skills development of local parents to enable them to access employment opportunities.

Where?

Pendeford is located on the northern fringe of Wolverhampton, four miles from the city centre. The primary school and the Children's Centre are located in the Dovecotes area, which is classified as a 'priority neighbourhood' in the Wolverhampton Neighbourhood Renewal Strategy and ranked as the 15th most disadvantaged neighbourhood in the city. The percentage of lone parent households in the area is 12%, compared with the city-wide average of 8%. In terms of ethnicity, the majority of residents are white British (78%) with African, Caribbean and mixed race residents making up nearly 10% of the population.

How was it achieved?

In 2003, Wolverhampton's Children's Centre Strategy identified the need for a Children's Centre on the Dovecotes Estate. The neighbourhood management (NM) scheme was already working with the YMCA and education providers through a community learning pilot, and the need for childcare to enable residents to access learning and jobs was obvious. The Neighbourhood Action Plan (2002) also identified a need for family support activity. At the same time, there were plans to redevelop a disused pub as a learning centre.

In early 2004, NM brought potential partners together to form a Children's Centre Steering Group. (See below for make up and roles of the group).

In December 2004, working with the city council, NM put together an ERDF funding bid totalling £1.7m. It was approved, enabling them to build the Children's Centre and develop a larger and more accessible community centre on the school site as well as purchase the pub and refurbish it as a learning centre.

Who was involved?

Neighbourhood management partnership

NM played a crucial role in the development of the Children's Centre. While there would have been a Children's Centre with or without NM, it was able to provide the following:

- Local knowledge of needs and existing services.
- Connection to a range of partners and other strategies.
- The time and expertise to push the process forward – this was crucial as the head teacher, by her own admission, was unsure as to who to bring together to achieve the aims of the centre, and was not as aware of how much was already happening locally that would contribute to the centre's work.
- Parental consultation activity using local resident researchers.

Although this work was focused on a Children’s Centre, the role of NM could be the same for an extended school

Dovecotes Primary School – the head teacher lead jointly on the development process. In addition, she was able to feed in existing school activity and practice and provide educational expertise, as well as guidance on governance arrangements. Crucially, she had the vision to see the Children’s Centre as an integrated part of the service provided by the school, and was very clear about the benefits to children, parents and the wider community. Consequently she was very receptive to new ideas and ways of working.

YMCA – employers of the community education worker and main provider of adult learning opportunities in the neighbourhood. It was a key part of delivery of the Local Learning Plan and family learning activity.

Seventh Day Adventist Church – now owners of disused pub that will be redeveloped as a learning centre linked to the Children’s Centre.

Wolverhampton PCT – has taken a proactive and strategic view of the services required city-wide to support the Children’s Centre core offer. The local health visitor has also been a regular member of the group.

Early Years Team – has provided support in terms of national policy, guidelines, process and capital build of the centre.

Parents – have been involved through consultation activity in shaping the services to be delivered at the centre, and have a representative on the steering group.

Pendeford Neighbourhood Panel/Pendeford Agency Link Scheme – have provided resident input into the process both through the steering group direct and also through the local action planning activity.

What did it achieve?

As the centre is yet to open, there is no information on outcomes for families and children. However there have been many achievements in terms of joint working and the development of processes and structures that underpin the centre and will prove vital to successful delivery. These include:

- a strong, coherent steering group involving all key partners, clearly working towards improved outcomes for parents and children;
- agreed governance with the school as the accountable body, and the steering group now a subgroup of the governors;
- a staff team almost fully in place, with line management through the head, and integrated working between the existing school early years team and the new childcare team. The existing community education worker post has now been mainstreamed as part of this team;

- development of a new community centre on site to replace the existing community room;
- development of a new learning centre for the neighbourhood – not just for families but for the whole community;
- the catering for the Children’s Centre will be supplied by a local community enterprise, and two new jobs have been created for local residents.

Quote from Pendeford Area report – prepared as part of the SQW evaluation of Wolverhampton NM and the national neighbourhood management pathfinder evaluation:

“The primary school has been a focus for activity because it is a community school – with a community centre on the same site, and is the base for the development of the Children’s Centre. Huge progress seems to be have made – or at least in hand – in which the neighbourhood management pilot has been catalytic, if not instrumental. On balance the evidence seems to suggest that the neighbourhood manager has helped to establish the practice norms in her work with the school – and the associated steering groups e.g. Children’s Centre – under which project development and project management are sound and professional. Interviewees place a premium on this.”

Case Study 4

Community consultation to create a new learning community, Hadley, Telford

Summary

This case study demonstrates the benefit of community involvement in adapting buildings which were not initially designed for open public use or full accessibility. With the Hadley Private Finance Initiative the neighbourhood manager acted as the broker in the consultation process by providing a valuable link between the developers and the community. His role added value and deepened the community dimension of the development.

The Hadley Private Finance Initiative (PFI) – part of a government policy designed to increase private sector involvement in the provision of public services – has funded a new Children’s Centre, a primary school, a secondary school and a special school for pupils with profound and multiple learning difficulties, plus community learning, arts and sports facilities that will be accessible to all members of the community.

Aims/objectives

The key aims supporting the vision for Hadley Learning Community were to:

- raise achievement by developing individual and active learning opportunities that focus on new learning outcomes, skills, behaviours and competencies;
- promote and enable lifelong learning through the innovative use of new technologies, flexible timetables and specialist support;
- create integrated multi-agency support and full service schooling that will work in partnership with the community, business and education to enhance performance and delivery and provide leading edge, collaborative practice;
- promote equality of access, opportunity and entitlement for all, with particular regard to disability and race;
- foster value for the environment through care and encouragement of sustainable lifestyles and excellence in provision of learning;
- explore innovations in building and environmental design.

Where?

Hadley is an urban area of Telford in Shropshire. The Hadley ward is an area of significant disadvantage, with rates of unemployment, households eligible for benefit and under 18 conception rates well above the national average. The area also has the highest concentration of Asian and African-Caribbean residents in Telford and Wrekin, with 16% of the population coming from backgrounds other than white (compared to 3% across the borough and 6% nationally).

How was it achieved?

An extensive consultation programme took place with key stakeholders (staff, governors, community sports and arts officers etc.) and the Hadley community over a period of two years to determine the level of support for the council proposals. NM played a lead role in this process through ensuring representatives from different minority communities were involved and translation services provided. This resulted in numerous changes to the plans that both altered the physical appearance and the image of the site as a whole, in order to make it more accessible and appealing to the entire community.

Three potential service providers presented proposals to stakeholders including local children and adults who would be using the facility. These were revised in light of the comments and suggestions they received, and eventually Interserve, an infrastructure and facilities management group, secured the contract to design, build and deliver full services in the new facilities for a period of 28 years.

Although building work is nearly complete, community stakeholders continue to be involved in making decisions on the final finishes to their building. Staff are being recruited based on their response to the need for openness and whether they welcome the above approach.

Suggestions made by potential users and stakeholders which have been incorporated into the design include;

- the whole site is colour coded so you do not need to read to know where you are;
- school students have been involved in the commissioning of artists, as well as in the actual creation and development of artwork;
- a physical record of the communities' involvement will be displayed in the building in various forms.

Who was involved?

The partnership includes the borough council (including neighbourhood management), the primary care trust, local schools (all ages and abilities), local people and Interserve (private partner).

What did it achieve?

A new learning village that has been changed and shaped by the local community has been designed. With an inclusive focus from the start and reasonable adjustments made according to the views of the community, it is expected that when opened, the Learning Community will be a centre that caters for all members of the community. The secondary school is due to open in September 2006 and the remaining facilities in January 2007.

Case Study 5

Neighbourhood management facilitated workshops to develop extended services in a community, South Bermondsey, London

Summary

Due to its existing links with the local community and agencies, the South Bermondsey Partnership (SBP) neighbourhood management pathfinder was asked by the local authority to lead on organising the first of four workshops under the National Remodelling Programme for Bermondsey and Rotherhithe, the first of its kind in the borough. This incorporated 28 schools and a quarter of all people in Southwark in a day of discussion and consultation on the kind of services the community would like to see developed.

Aims/objectives

The purpose of the first workshop, held in February at Millwall Football Club, was to help schools develop services and activities that matched the needs of the community. Further aims of the session included:

- enabling schools in the local area to work more closely with the voluntary sector, adult learning providers and youth groups to provide better services and facilities for young people and the wider community;
- enabling local service providers to understand that they are an integral part of the extended services agenda;
- giving schools and local providers the chance to meet, share information, and make links for the future.

Where?

Approximately 16,000 people live in South Bermondsey. Some 30% of the population are from black and ethnic minority communities. Approximately 46% of households live in council-owned properties, and a further 15% in housing association properties. More than 30% of those aged 16-74 have no qualifications – well above the Southwark average – while 17% of the population has a limiting long-term illness, slightly higher than the Southwark average.

For this particular piece of work, the area covered was extended to match the clusters of schools known locally as Community Learning Networks. The workshop covered two Community Learning Networks – Bermondsey and Rotherhithe.

How was it achieved?

In a meeting with Southwark Education, SBP found that both it and the local authority were planning similar consultation events – with community groups, education and youth providers. To avoid duplication, it was decided to collaborate on the event, with SBP providing local knowledge and capacity to help stage the first of four workshops.

In organising and planning the event, the NM partnership worked closely with Southwark Education, in particular with the extended schools strategic manager. The partnership did a lot of the groundwork through liaising with the local learning, youth, and community networks; attending their meetings to discuss the event and encourage them to attend. SBP also produced an 'Extended Services Directory' which outlined existing service provision and the work of all local learning, youth, and community providers to encourage schools and providers to work together. A member of the partnership team was trained as an extended schools remodelling consultant and helped to facilitate the workshop.

SBP presented the directory of extended services to delegates at the workshop, where it facilitated a session on partnership and collaboration. Delegates were encouraged to fill in a form suggesting extra information that they would like included in future editions of the directory.

Who was involved?

Southwark Education, Bermondsey and Rotherhithe Youth Providers Network, South Bermondsey Learning Partnership (adult learning providers), Bermondsey and Rotherhithe Development Partnership (voluntary sector), Diversity Network (community groups), schools and the neighbourhood management partnership.

What did it achieve?

It is too early to evaluate the impact of the NM's involvement in the planning of the workshops. The event was attended by 70 delegates from a wide range of agencies – including eight local schools and five head teachers. It was successful in enabling the sharing of information, and also in emphasising that the extended services agenda is not just about schools. Delegates were helped to understand that it requires crossing departmental boundaries and that partnerships are essential if it is to be effective.

The partnership's new learning and young people's co-ordinator will be continuing the work, and, as a trained extended schools remodelling consultant, will be helping with future workshops.

Case Study 6

Evelyn Neighbourhood Management, Lewisham, London: A personal account from a neighbourhood manager

Change works if you have a process; funding isn't the only way to make things happen. The extended schools agenda sounds a lot like neighbourhood management – put a resident (or child) at the centre of your services, find meaningful ways to engage and consult with residents, communities and young people and then help to deliver this vision with little or no funding. I'm very positive about neighbourhood management and extended schools and the benefits they can bring to the community.

Establishing the coalition

The starting point for this particular project was the complaint, which we were hearing from both parents and young people, about the lack of services in the Evelyn Ward for young people, particularly over summer. This was one of the first things my panel wanted me to tackle as a neighbourhood manager.

I didn't want to consult with residents any more than they already had been until I was sure that I could make a difference. As I said, I had no money and not a lot of authority, so any changes that were to be made had to come about through plenty of persuasion or because people were already committed to the agenda.

One of the things I learned in the first two weeks of the job is that it wasn't lack of services that were the issue. There are a wide variety of services in the north of the borough – but there was a lack of co-ordination, duplication of services and a lack of information. So, after a stakeholders meeting in April 2004 I was tasked with setting up a coalition of youth providers to 'sort this out'.

Existing research and consultation was used to inform the process. I was one of several partners instrumental in establishing the north Lewisham Coalition, asking key local organisations to form the executive of the coalition.

We took the basic issues of lack of co-ordination, duplication and lack of information and decided that working in partnership with a range of providers and services we would aim to sort this out – with the first big obstacle approaching – summer 2004.

Actually establishing the process involved a lot of meetings with different organisations. Eventually, an initial group of six organised stakeholder meetings for more than 20 groups and worked with roughly ten service providers over the summer to start to offer an integrated service for young people – including publicity!

We were pleased with what we achieved in that first year, even managing to work with totally new partners through the PCT to provide summer healthy eating sessions. But summer 2005 really showed us what we'd started.

Summer 2005

By summer 2005 we had a coalition contact list of over 60 groups and were working with 33 groups to cover the whole northern part of Lewisham. We met the target for summer participation levels set by the youth service for the whole borough – in our area alone. Attendance at schemes was also generally up – in some cases by as much as 10%. In total, 300 young people from six different areas attended the summer schemes.

We had four healthy eating sessions, recycling sessions, drugs and sexual health sessions (the baby doll project) included in our programme. We also now have a worker mainstreamed into the youth services. Perhaps our biggest achievement is that we've been recognised by the newly formed strategic group planning summer 2006 as a model of good practice, that they would like to see replicated in other areas in the borough.

Enough funding was provided by the coalition to fund the gaps in provision, and we commissioned local groups to deliver services for other groups. An application to PAYP (Positive Activities for Young People) was successful for the first time.

What we learned

We learned about the difficulties in partnership working and how to overcome some of these – not between young people but adults! Shared goals are what drew us together – but you need to be aware that different groups have different ethos. To move forward we need other things to change – like commissioning, planning, timetables and deadlines.

The future

The coalition is a practical forum where we can identify gaps and try to ensure that our joint working covers them (whether they are gaps in geography, age, activity, etc).

A young people's forum is being established through Youth Services. It is in the process of building its capacity and will feed directly into the coalition.

We have built a direct working relationship with Deptford Green School Extended Services but also act as a resource and partner for other schools in the area.

Case Study 7

School providing a base for Neighbourhood Renewal project

Summary

The head teacher of Birchen Coppice Middle School, Kidderminster – also a member of the strategic board of the neighbourhood management pathfinder – invited the partnership to establish its offices in a spare classroom at the school. This placed the team at the heart of the school and community, although it was not initially envisaged that the NMP staff would work so closely with the pupils or that they in turn would influence the work of the team.

Aims/objectives

The Oldington and Foley Park NMP needed to find a ‘base’ in the heart of the pathfinder area to achieve a connection with the local community. While the local housing association had offices in the area and was the ‘accountable’ body, the pathfinder wanted to be seen as ‘independent’ and different from previous initiatives. Consequently, a board member who was also head teacher of the local middle school invited the pathfinder to locate within the school.

Where?

The Oldington and Foley Park partnership was initially established as a Round 2 Neighbourhood Management Pathfinder by the Office of the Deputy Prime Minister. It is now part of the Worcestershire Local Area Agreement and has a programme set to run for seven years (2003–2011).

The NMP area lies on the outskirts of Kidderminster, Worcestershire, and covers a large industrial estate and two large former council estates now managed by Wyre Forest Community Housing. The Oldington and Foley Park ward stands out for an extremely low level of educational achievement and is similarly deprived in terms of employment, crime, income and health.

How was it achieved?

Once a classroom was identified at the school, permission was sought from the school governors and local authority, while a valuer calculated a suitable rent. The pathfinder paid for work to divide the classroom into an office and meeting room and installed additional power sockets and telephones. The ‘use and occupation charge’ for use of the room goes into the school budget.

Who was involved?

Birchen Coppice Middle School, Oldington and Foley Park Pathfinder

What did it achieve?

Since moving to the school there have been a number of short term – and hopefully longer term – benefits for both parties. With the development of a clear baseline, the pathfinder and the school have been able to focus key partners' attention on the school and its area. The school has become a designated Full Service Extended School, and a community police base has been established on the school site. Discussions are underway about a play scheme run by the voluntary sector and an after school club being re-located and developed on the school site.

Through joint working, the partnership has brought together a number of projects (extended school, Sure Start, pathfinder) to create a single initiative with a common set of goals. These are shared by a wider partnership made up of the police, council, primary care trust, registered social landlord, voluntary sector and residents. The pupils are also shaping the work of the project by identifying their priorities and through the build up of 'social capital' through working with the pathfinder team.

"We are seen as a separate organisation and through our work with young people in the school have reached out to many more residents than would have been expected."
(Neighbourhood manager, Oldington and Foley Park.)

Existing successes

- Supporting the development of additional extra-curricular activities.
- Engagement with parents and the wider community through pupils working with the pathfinder (junior pathfinders).
- Junior pathfinders who have identified the priorities for young people and developed their own projects.
- Increased partner engagement and support for the school.
- Wardens working with the school and engaging with disaffected pupils.
- Location of a community police base within the school.
- Pathfinder 'independence' from usual partners confirmed and 'difference' of this regeneration initiative confirmed.
- Family support worker as part of school, a position which the head is already looking to mainstream.

Ongoing work

- The school will develop into new full service extended Primary School.
- Working with PCT to deliver 'joined up' promotion of health promotion and a school nurse service through the new school.
- Housing association has agreed to locate a local office in the school.

- Use of pathfinder funding to attract matched funding (e.g. lottery) for improved sports facilities.
- After school club hoping to relocate to the school site from a community centre with limited facilities.

Overall achievements

The pathfinder and the school have benefited from sharing knowledge to develop a more robust process in establishing the extended school. This included:

- enabling the extended school to use an evidenced-based approach to developing additional services;
- bringing key partners to the table;
- sparking debate on more robust governance structures in relation to the school;
- Stimulating debate and new ideas to adapt mainstream services and budgets to the emerging extended school model.

Don't repeat our mistakes!

'Be careful not to be diverted by too many 'quick wins' (and instant glory) and not leave time for harder, long term work that looks at and seeks to change the bigger picture. It will only be by altering the way services are provided that change can be sustained and you achieve the bigger long term glory! This is particularly true in schools with pupils with a lot of energy who may want your help to support their projects. It is difficult to measure the impact the pathfinder has on these young people's later lives but we may increase their confidence and aspirations of what they wish to achieve in later lives.

Glossary

Children and Young Peoples Trusts – Children’s and Young People’s Trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate, to focus on improving outcomes for all children and young people.

Education Action Zones (EAZ) – Education Action Zone (EAZ) initiative that was launched by the government in 1998. Zones were formed to raise pupils’ standards of achievement in areas of social and economic disadvantage by providing additional support.

Joint Area Reviews (JAR) – Joint area reviews set out to describe what life is like for children and young people growing up in the area and evaluate the way local services, taken together, contribute to their well-being. They will focus on the extent to which children and young people are healthy, safe, enjoy and achieve, make a positive contribution, and are well prepared to secure economic well-being. Where relevant and available, comparisons will be made with the overall national picture or with similar areas. The reviews will then seek to evaluate the collective contribution made to outcomes for children and young people by relevant publicly funded services in the area. They will judge the contributions made by the council’s services overall and make specific judgments about the quality and management of the council’s principal education and children’s social care services, and of other services where there is sufficient evidence.

Local Area Agreement (LAA) – LAAs set out the priorities for a local area agreed between central government (represented by the Government Office) and a local area (represented by the local authority and or LSP). LAAs are structured around four blocks: **children and young people, safer and stronger communities, healthier communities and older people, and Economic Development and Enterprise**. They simplify the number of additional funding streams from central government going into an area, help join up public services more effectively and allow greater flexibility for local solutions to local circumstances.

Local Strategic Partnerships (LSP) – Overarching partnerships of stakeholders who develop ways to involve local people in shaping the future of their neighbourhood and how services are provided.

Mainstreaming – Realigning the allocation of mainstream resources – such as the police and health services – to better target the most deprived areas.

Neighbourhood Management Pathfinder (NMP) – A government programme to regenerate 35 deprived areas across England, sometimes referred to as ‘NDC’s but without the money’. The process relies on encouraging residents and stakeholders to work with service providers to improve the quality of services delivered in deprived neighbourhoods.

Neighbourhood Renewal (NR) – Defined by the governments National Strategy for Neighbourhood Renewal 2001 as ‘a vision for narrowing the gap between deprived neighbourhoods and the rest of the country, so that within 10 to 20 years, no-one should be seriously disadvantaged by where they live’.

Neighbourhood Renewal Advisers (NRA) – NRAs offer advice on the key neighbourhood renewal themes (education, health, crime, employment, housing and the physical environment) and processes (resident involvement, diversity and equality, community cohesion, project design/appraisal/management, neighbourhood management etc.). They are drawn from a wide range of backgrounds and include residents, service providers and regeneration practitioners. All NRAs attend an intensive induction course in neighbourhood renewal before they can give advice to partnerships and communities.

Neighbourhood Renewal Fund (NRF) – Provides public services and communities in the 88 poorest local authority districts with extra funds to tackle deprivation.

New Deal for Communities (NDC) – A Government programme to regenerate 39 deprived areas across England over a ten-year period. Each area receives £50m to tackle key themes of: poor job prospects; high levels of crime; educational under-achievement; poor health; and problems with housing and the physical environment.

Regional Development Agencies – Nine government agencies set up in 1999. To co-ordinate regional economic development and regeneration, enable the English regions to improve their relative competitiveness and reduce the imbalances that exist within and between regions. www.local-regions.odpm.gov.uk/rda/info

Registered Social Landlords – Landlords of social housing that are registered with the Housing Corporation. Most are housing associations but they also include trusts, co-operatives and companies.

Single Regeneration Budget (SRB) – The Single Regeneration Budget programme aims to enhance the employment prospects, education and skills of local people and to tackle the needs of communities in the most deprived areas.

Social Exclusion – The Government has defined social exclusion as being a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. It can also have a wider meaning which encompasses the exclusion of people from the normal exchanges, practices and rights of society. www.socialexclusionunit.gov.uk

Wardens – A Neighbourhood Warden provides a uniformed, semi-official presence in residential areas with the aim of improving quality of life. Wardens can promote community safety, assist with environmental improvements and housing management, and also contribute to community development. They may patrol, provide concierge duties or act as super caretakers and support vulnerable residents.