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Contents

Section 1: essential information	5
Extended services: an overview	6
The Children’s Plan and Every Child Matters	8
Why provide extended services?	10
The role of governors	12
Delivering extended services	14
Section 2: diagnostics and tools	19
How to use this toolkit	20
What is the vision?	26
Who benefits?	28
Who do we work with?	30
What needs are we meeting?	32
What needs to be done?	34
What difference will we make?	36
Section 3: tool guides and resources	39
ECM card sort	40
Stakeholder map	42
Learning potential	44
Prioritisation matrix	50
Ensuring successful outcomes assessment	52
Useful sources of further information	54



Introduction

By 2010, all schools will be expected to provide access to a range of extended services aimed at removing the barriers that prevent children and young people from realising their potential. Governing bodies have an important role to play in developing extended services, which are a key part of the Government's vision for 21st century schools. Drawing extensively on the tools and principles of workforce remodelling, this toolkit is designed to help your governing body support its school in developing effective extended services that reflect the needs of pupils and the wider community and make a real impact on standards, achievement and well-being.

This toolkit is aimed at governing bodies and at local authority (LA) staff involved in training school governors.

Section 1 provides a brief description of the 'core offer' of extended services and the rationale behind them, explains the role and responsibilities of governing bodies and shows, using brief case studies from schools around the country, how extended services are already being offered in partnership with others.

Section 2 includes diagnostics designed to help you assess your school's capacity and readiness to provide access to extended services (and identify any services you are already delivering), plus six easy-to-use practical tools to help bridge any gaps identified by the diagnostics and maximise the effectiveness and impact of existing services.

Section 3 provides detailed guidance on using the tools and signposts some useful sources of further information.



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Section 1

- Extended services: an overview
- The Children's Plan and Every Child Matters
- Why provide extended services?
- The role of governors
- Delivering extended services



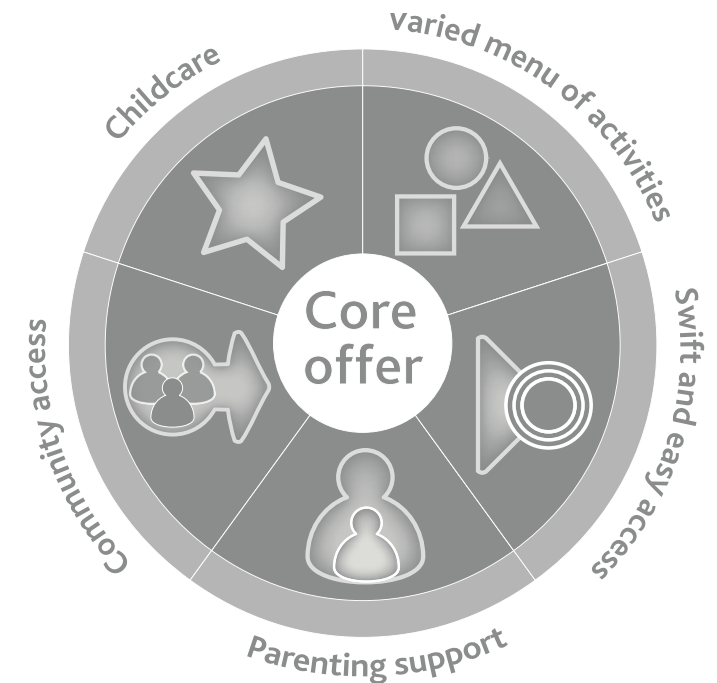
Extended services: an overview

Schools provide a focal point not only for the children and young people they teach but also for their families and the wider community. In recognition of the key role they play in raising standards and aspirations, the Government has made a commitment that all schools will be providing access to a core offer of extended services by 2010. Extended services are among the defining characteristics of a 21st century school (see page 9).

The core offer

The core offer comprises:

- a **varied menu of activities** (including study support and play) and **childcare**. In primary schools, this means access to a varied menu of activities, combined with childcare, provided from 8am to 6pm, five days a week, 48 weeks a year, in response to demand. In secondary schools, this means access to a varied menu of activities and a safe place to socialise and complete homework provided from 8am to 6pm during term time and more flexibly during the holidays
- **swift and easy access (SEA)** to targeted and specialist services. All schools, working closely with other statutory services and the voluntary and community sector, should focus on the early identification of – and the provision of support for – children and young people who have additional needs or who are at risk of poor outcomes
- **parenting support**. Supporting parents means providing access to structured, evidence-based parenting programmes, informal opportunities for parents to engage with the school and each other, family learning sessions and information
- **community access**. Where a school has facilities suitable for use by the wider community (eg playing fields, sports facilities, IT facilities, halls), it should look to open these up to meet wider community needs in response to local demand.



Childcare



Whitkirk Primary School in Leeds has run its highly successful wraparound (50 weeks a year) childcare service, Whizkidz, as a limited company since 2006. The non-profit business, which has an annual turnover of £50,000, is run by a board comprising the headteacher, a school governor and parents. Since Whizkidz was established, the school has reversed its falling rolls and is now oversubscribed.

A varied menu of activities



Writhlington Business and Enterprise School in Bath offers a very wide range of activities out of school hours. It attributes strong year-on-year improvements in attendance and attainment, in part, to its broad extended provision. The proportion of students achieving five A*-C grades at GCSE (including English and maths) has risen from 39 per cent in 2005 to 62 per cent in 2008. Many of the school's activities are run by a limited company with trust status, which offers tax benefits and opens up funding opportunities.

Swift and easy access



The multi-award-winning TeenTalk@Kidbrooke is a drop-in health centre based at Kidbrooke School in Greenwich. The centre is a collaboration between the council, the primary care trust and specialist agencies.

It offers one-to-one counselling, group discussions and mentoring sessions on health-related issues such as eating disorders, drugs, smoking, sexual health, contraception and emotional support. Attainment has risen since TeenTalk was set up and the previously high pregnancy rate among students has fallen to zero.

Parenting support



At Curwen Primary School in Newham, parents are encouraged to attend the adult learning courses available at the local secondary school. The keep-fit, dance, arts and crafts, information and communication technology (ICT), English for speakers of other languages (ESOL), family ESOL and sign-language sessions have all proved popular. Parents also take part in the family learning programme offered by the West Ham United Learning Zone and targeted children are encouraged to attend weekly sessions at the centre with their parents or carers. Many schools are meeting the parenting support element of the core offer with the help of parent support advisers (PSAs) and staff in other equivalent roles (see box).

Community access



Many schools are opening their sports, ICT and other facilities to community groups and local businesses. South Hunsley School near Leeds has a lifelong learning centre that houses its

sixth form, library and a learning resource centre. The centre is the base for an extensive adult education programme. Community groups and local businesses also use the centre for training and conferences. At Goddard Park Primary School in Swindon, community services include a support and information centre, a coffee shop, parenting groups and a cyber cafe offering family ICT sessions.

More about these schools and their extended services, along with 200 other case studies, can be found at www.tda.gov.uk/extendedschools

Parent support advisers

The PSA's role is to tackle pupil underachievement, remove barriers to learning and provide access to a full range of learning opportunities. At the same time, a PSA can increase a school's capacity to provide access to extended services, in particular, parenting support and SEA.

After a successful two-year pilot in 20 LAs, the role has been given national funding – £34.5m has been made available to fund PSAs and equivalent existing roles in 2009-10 and 2010-11. Interim research from the pilot found that almost all parents rated the support they received from their PSA highly. Parents feel respected, listened to, understood, better about themselves and more confident of tackling problems.



The Children's Plan and Every Child Matters

The Children's Plan, published by the Department for Children, Schools and Families (DCSF) in December 2007, is a 10-year strategy aimed at making England the best place in the world for children and young people to grow up in. At the heart of the plan is Every Child Matters (ECM), which calls for everyone working with children and young people to work together to deliver five outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution, and
- achieve economic well-being.

Each LA now has its own children's and young people's plan (CYPP), designed to drive better integration of services, strengthen local partnerships and set clear targets for improvement. Schools need to play an active part in local partnerships to support the ECM outcomes and deliver the vision set out in the Children's Plan.

Maximising resources

All schools are expected to provide access to the core offer. However, this does not mean they have to deliver all the elements of the offer on their own or even on their own school site. Instead, they should work in partnership with other schools in their cluster or area, with the LA and children's trust, with health and social care organisations and with partners from the voluntary, community and private sectors. Schools can also provide information about and signpost to high-quality, appropriate services that are already being delivered in the locality. The emphasis is on making the most effective possible use of resources to meet the needs of all children and young people.

be
healthy

stay
safe

enjoy
and
achieve

make a
positive
contribution

achieve
economic
well-being



The 21st century school

The Children's Plan emphasises the central role schools have to play in delivering better outcomes for children and young people. Extended services and the Healthy Schools initiative provide the building blocks for a 21st century school system that ensures:

- "... children and young people are fully engaged with their education until at least the age of 18, reach world-class standards and acquire skills, understanding and qualifications that will serve them well in the future;
- all children and young people are supported to progress, with excellent teaching; stretched to develop their talents, given the opportunities to pursue an engaging curriculum and qualifications; and to learn in a way which excites them and meets their needs;
- all children and young people learn in an environment of good behaviour, are not bullied or discriminated against, and develop the wider personal skills, characteristics and attitudes they need to succeed and make a positive contribution to society, while enjoying a fulfilling and healthy childhood;
- through collaborative working with other services, children and young people's additional needs (including SEN) are met as early as possible – an end in itself; and because doing so supports learning by removing barriers and ensures that

children and young people do not become distracted or disengaged from learning; and

- high levels of parental engagement and satisfaction with schools."

21st Century Schools: a World Class Education for Every Child (DCSF, 2008).

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Why provide extended services?

Well organised, safe and stimulating activities, access to specialist, targeted help when it is needed and the active encouragement and support of their parents or carers can make a real difference to the life chances of children and young people. Schools are at the heart of the community and so are ideally placed to play their part in ensuring there is local access to extended services that encompass all these strands. Extended services can help schools deliver their own school improvement plans. Ofsted research (see opposite) has demonstrated how extended services can make a significant positive impact on well-being, attendance, behaviour and attainment.

The benefits

Evidence suggests that extended services can offer a range of benefits for children and young people, their families, the wider community and schools themselves:

- **childcare:** gives children opportunities to study and play in a safe, stimulating environment before and after school, improves attendance and behaviour and supports working parents
- **a varied menu of activities:** boosts children's confidence, supports their learning in the classroom and helps them to enjoy spending time at school
- **SEA:** potentially serious problems can be tackled early on and dealt with by targeted intervention in school or, in some cases, by support from external agencies and organisations
- **parenting support:** encourages parents to work in partnership with the school to make a positive contribution to their children's learning and helps them develop their parenting skills and meet their own learning needs
- **community access:** raises the profile of the school, develops positive relationships with the wider community and creates opportunities for income generation.

Requirements

All schools are expected to provide access to the core offer of extended services by September 2010. As part of the inspection process, Ofsted already looks at schools' extended services, in particular, the rationale for offering them and evidence that they are making a difference. In addition, Ofsted considers how schools are meeting the five ECM outcomes and how they promote community cohesion. Extended services can be important mechanisms for ensuring these goals are met.

From September 2009, Ofsted will also be assessing how well schools are promoting the well-being of their pupils. The DCSF is currently consulting on a new accountability document for schools, the School Report Card, which may include a range of indicators. In addition to community cohesion and well-being, these could cover partnership working and engagement with parents and pupils.

Well-being and community cohesion

School governors already have a duty to promote community cohesion. From September 2009, Ofsted will also be looking for evidence that schools are making a positive contribution to pupil well-being. Extended services, which can boost children's confidence, self-esteem, achievement and provide services for the community, offer an excellent way of fulfilling these duties.



Evidence of impact

Two surveys carried out by Ofsted in a number of schools and children's centres found evidence that extended services were having a measurable impact:

- "Almost a third of schools visited had data illustrating improved attendance as a consequence of their extended provision"
- "The provision of services to develop pupils' study skills and leisure interests had a considerable effect on their attitudes and behaviour and many schools reported a reduction in the number of exclusions"
- "The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning"
- "Services that were used by the most vulnerable parents were reported to have transformed the lives of some parents and had positive effects on their children"
- "The majority of the schools visited had compelling case-study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes"

The reports also highlighted the need to involve the community in shaping provision, the importance of the senior management team and the need to see extended services as a core school business:

- "The schools with the most effective services had

integrated the development of extended provision within their school improvement plans, with a clear focus on improving positive outcomes for children and young people"

- "The most successful providers shaped the provision gradually to reflect their community's needs and wants in collaboration with other agencies. They gave sufficient time to gather information on local requirements before setting up any provision"
- "Strongly committed leaders and managers were key factors in successful provision. They had a clear understanding of the features of extended provision and how it would work in their contexts. They involved the whole senior management team as extended services were considered integral to improving outcomes for children"

How Well Are They Doing? The Impact of Children's Centres and Extended Schools (Ofsted 2008). A survey of 30 children's centres and 32 schools in 54 LAs.

The Annual Report of Her Majesty's Chief Inspector 2006/07, citing an Ofsted survey of 30 children's centres and 32 schools, and Extended Services in Schools and Children's Centres (Ofsted 2006).

See page 12 for more on Ofsted's inspection criteria for pupil well-being and community cohesion and on the role of governors in ensuring these are met.

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The role of governors

A governing body is responsible for ensuring that its school provides access to the core offer. Governors are also in a strong position to promote the benefits of extended services and make sure they are integrated into the school's development planning. The schools that see the most benefit ensure extended services have explicit objectives that are linked to the school improvement plans and pupils' learning needs – for example, improving literacy, communication skills, confidence and team working. Provision is often most effective when targeted to particular groups of pupils for specific outcomes.

Key responsibilities

Governing bodies are responsible for the strategic direction of their schools. This means establishing aims and objectives, establishing suitable policies and setting appropriate targets. Extended services will form a key part of schools' overall improvement plans, so governors will need to be involved in planning, setting goals and monitoring impact.

In practice, this will mean that governing bodies are responsible for:

- ensuring that the school provides access to the core offer
- working with headteachers to ensure that extended services are integrated into the school improvement plan and are consistent with the National Agreement on Raising Standards and Tackling Workload
- ensuring any childcare offered through the school or cluster is registered with Ofsted and that parents understand that they are responsible for checking the quality of any private childcare signposted by the school
- ensuring that extended services benefit the community by measuring uptake and impact, and
- ensuring that any profits are reinvested in the service or the school or cluster.

Governance arrangements

Schools that are already providing access to extended services have adopted a range of approaches to governance. Some schools and school clusters have established trusts or limited companies, while others are managing extended services directly. In others, services are being delivered by private providers under contract. Some schools use a combination of these approaches to provide access to all core-offer services.

Promoting well-being and community cohesion

Under the Education and Inspections Act 2006, governing bodies have a duty to promote community cohesion (a criterion of inspections since September 2007) and pupil well-being (inspected from September 2009). The law also states that, in discharging these duties, governors must have regard for their local CYPP and take into account the views of parents.

Self-evaluation

Ofsted currently asks schools to provide information about extended services via the self-evaluation form (SEF). The SEF includes questions about the extent to which extended services are contributing to better achievement/higher standards and pupils' well-being and enjoyment of learning. It asks schools to provide a rationale for the extended services they offer and evidence of uptake and impact. The SEF also enables schools to demonstrate effective consultation and how they are contributing to community cohesion.



Case study

North Prospect Community School, Plymouth

The school is working to create a governing body that reflects the breadth of its extended services offer. Recent recruits include a local economic development expert and, following the opening of an on-site GP surgery, a representative from the local primary care trust. This approach ensures buy-in and commitment to extended services, demonstrated by the fact that a number of services – including childcare – are now under the governors' direct control.

Case study

Beckstone Primary School, Cumbria

Governors at Beckstone Primary School, which was founded in 2005, designed the school's extended services offer from scratch. Today that offer includes self-funding childcare plus a wide range of free activities run by school staff and more than 20 volunteers from the local community. Frequent monitoring keeps the services aligned to users' needs and the governors help assess impact against the ECM agenda.

Case study

All Saints CoE Junior School, Warwickshire

Staff and governors work together closely to plan, develop and implement extended services that are integral to the school improvement plan. All Saints is also part of an extended services cluster that takes a community-wide view of learning needs and allows schools to share responsibility for delivering the core offer. The school offers a huge range of popular activities, including the Groundforce project, where pupils and parents worked with each other to create a garden, wildlife area and allotments.

“[Pupils] greatly benefit from excellent links with other schools and agencies and the school's good links with parents. These and the superb range of well attended extra-curricular activities greatly enhance pupils' learning and personal development.”

Ofsted inspection report, June 2008

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Delivering extended services

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Most schools already offer a range of extra-curricular activities and support for pupils. In many cases, providing access to the full core offer will mean building on this provision, rather than starting from scratch. As already stated, schools are not expected to do this alone. Services can be offered in partnership with a range of organisations, including other schools, and schools can also signpost to high-quality existing services. Local authorities have a key role to play in supporting schools and school clusters through capacity building, their role in assuring childcare sufficiency, sharing of information through Family Information Services and coordination of services through children's trusts, among others.

Deliberate design

Effective consultation is the first step towards providing effective and appropriate extended services. As well as identifying the services that are already available locally, schools will need to consider using a range of techniques to ascertain the needs of children, their families and the community as well as drawing on needs analyses by their LA and priorities set out in the CYPP. Once a clear picture of needs has been established, schools can deliberately design their extended services and support with specific outcomes in mind. This may mean targeting small cohorts or even individual pupils.

The Education Act 2002 requires schools to consult, as a minimum:

- pupils
- parents
- staff
- the LA and the community.

Governing bodies also have a duty to consider guidance from the Secretary of State for Children, Schools and Families regarding consulting pupils on decisions that affect them. Consultation should be ongoing so that services can adapt to meet changing needs.



The School Improvement Planning Framework

The School Improvement Planning Framework (SIPF) is a suite of tools and techniques designed to help schools take their planning, strategic thinking and implementation to the next level. In a series of practical steps, users are taken through a comprehensive needs analysis that should help them design provision and services – including extended services – that reflect pupils' learning needs.

The framework, which was developed by the Training and Development Agency for Schools (TDA) and the National College for School Leadership with input from more than 200 schools, is already being used widely. Schools are using it to help them:

- plan extended services that raise standards and promote well-being
- set realistic timelines for implementation
- develop targeted support for tightly defined groups of pupils
- consult pupils, staff, parents and the community, and
- work effectively with multi-agency partners.

Many of the tools in the framework are designed to be used with different groups in the school community – governors, pupils, parents and school staff at all levels.

“The framework has given us ownership and responsibility – really what we became governors for. Now we feel better prepared and better able to drive things forward.”

Michael Hetherington, Chair of Governors, Kells Lane Primary School, Gateshead

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You can find out more about the framework, including how to order a free copy, at www.tda.gov.uk/schoolimprovement

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Partnership working

Working with local authorities

LAs are already working with key partners to plan and commission services under children's trust arrangements. As such, they are well placed to identify links to potential partners or service providers and to help schools tap into local initiatives. LAs and agencies have a statutory 'duty to cooperate' to improve children's well-being – and legislation is being introduced to give schools a reciprocal duty to cooperate with children's trusts. Local authorities are also supporting the capacity of school clusters

Clusters

Cluster arrangements offer schools the opportunity to network and share resources – including staff – with each other. Childcare, parenting classes and after-school clubs can be shared across schools. Joining a cluster can also help primary schools strengthen ties with local children's centres, secondary schools and further education colleges, supporting pupils in transition between school phases and promoting stronger community links.

Multi-agency working

Partnerships with local social services, housing associations, youth and community services, Connexions, health and social services, voluntary organisations and other agencies will help schools provide access to a wide range of specialist services and support.

New opportunities for school staff

Delivering access to extended services may bring extra responsibilities for school staff but may also offer new opportunities for their personal and professional development. Support staff in particular might be directly involved in delivering services, developing and maintaining partnerships with public, private and voluntary sector organisations and other schools, and/or providing information and guidance to pupils and their families. At the same time, extended services should not mean extended workloads or working hours for teachers or headteachers. Governing bodies also have a responsibility "to have regard to the work/life balance of their headteacher and ensure that they are not required to work unreasonable hours and can achieve a reasonable work/life balance". Governors should be aware of their legal responsibilities to ensure teachers' conditions of employment are met in full.

The National Agreement on Raising Standards and Tackling Workload has led to an increase in the number and professionalism of support staff, many of whom have skills that are directly relevant to extended services.

In practice, schools have adopted a range of approaches to staffing extended services. In some, they are being run by support staff or school business managers; in others, income generated by charging for some services is being used to pay for dedicated staff.

New roles

Many LAs and schools are introducing roles designed to support the delivery of extended services. These include cluster managers and extended services coordinators, whose remits include fundraising and developing partnerships with the voluntary sector and other organisations to coordinate services across the cluster. PSAs and their equivalents are also playing a valuable role in delivering extended services. In other schools, school business managers are taking on some or all of the responsibility for managing extended services. Their duties include supervising support staff and liaising with external stakeholders, including LAs and a growing range of children's services.



Funding

The Government is making a long-term commitment to supporting extended services. A total of £1.46bn in funding will be made available to LAs and schools between 2008 and 2011 to support the planning, development and implementation of sustainable, coordinated extended services. This funding includes £265m for the extended services disadvantage subsidy. The subsidy will help schools to provide a comprehensive range of exciting, high-quality extended services and ensure that these are accessible to all children and young people, particularly those in care or disadvantaged by economic circumstances.

Schools should expect to have a clear picture of the funds available directly to them, which they can access through their LA. Schools should also be consulted on how that money is allocated. Find out more about funding arrangements for extended services at www.tda.gov.uk/extendedschools

Getting support

Schools will need to work closely with their LA's extended service remodelling adviser (ESRA) or equivalent. ESRAs have overall strategic responsibility for developing and leading extended services and are responsible for establishing partnerships with the community, voluntary and private sectors. ESRAs will be able to provide an overview of local extended services provision and an insight into children's trust arrangements. Governors' services in many LAs offer training and support related to the governance of extended services.

The extended services developed and delivered by individual schools should complement and support those being delivered elsewhere in the local area. Coordinating service provision in each locality helps to ensure that resources are being used as efficiently as possible and that all organisations working with children share the same goals.

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Section 2

- How to use this toolkit
- Review existing provision
- Develop and improve provision



How to use this toolkit

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Whether or not your school is currently providing the full core offer, this toolkit can help you ensure that existing or planned services are meeting the needs of pupils, families and the community and are aligned with the school's vision and priorities.

There are two steps to this process. The first is to review your existing provision using the guidance on pages 22-23 and the checklist grid opposite. The second is to use the process outlined on page 24 to develop new services and improve existing ones in ways that will make a positive impact.

Step 1: reviewing your existing extended provision

Most schools are already providing some extended services. Use the grid opposite to check if your school is providing access to each element of the core offer. Your LA extended schools team or ESRA can help. One or more ticks in any of these columns indicates that your school is meeting that element of the core offer. Where a school signposts to existing provision in the locality, governors will need to assure themselves that the services are high quality and can be endorsed by the school.



	Childcare	Varied menu of activities	Swift and easy access	Parenting support	Community access
Provision offered on-site or through a cluster partner school					
School signposts to existing high-quality provision in the locality					
Evidence shows that there is no demand or that demand is already being met					



Use the guidance on the different elements of the core offer on these pages to review the extended services offered through your school.

Rural and small schools can face particular challenges in providing access to extended services in their localities – even though the core offer is the same as for urban and suburban settings. Guidance, resources and examples of practice in rural settings can be found at www.tda.gov.uk/rural

Childcare



High-quality childcare can enhance learning, give parents more time to work or study and generate income for schools.

The core offer requires all primary and special schools to offer access to high-quality childcare from 8am to 6pm (depending on demand), five days a week, 48 weeks a year. Secondary schools do not have to offer formal childcare, although some choose to do so to support families or enable parents to use other extended services.

Secondary schools should ensure that their before- and after-school activities provide a safe, secure place for children and young people and that Criminal Records Bureau and health and safety checks have been carried out on staff supervising the activities. From October 2009, all members of the children's workforce will have to be registered by the Vetting and Barring Scheme overseen by the Independent Safeguarding Authority.

Varied menu of activities



A varied menu of activities gives children and young people opportunities to excel outside the classroom, transforming attitudes and building self-esteem.

Both primary and secondary schools should provide access to a varied menu of extra-curricular activities from 8am to 6pm (depending on demand) during term time, plus flexible holiday provision. These activities could include:

- study support, 'catch up', 'stretch' activities and homework clubs
- arts activities such as dance, drama and arts and crafts
- sports activities
- other recreational activities, for example, creative use of ICT, music lessons, languages, enterprise activities, museum visits and residential trips, and
- holiday provision and summer schools.



Swift and easy access



SEA to targeted and specialist services can help overcome barriers to learning and enable children and young people to achieve their potential.

SEA is underpinned by the preventative work being delivered through other elements of the core offer and by the wider curriculum. SEA ensures any problems are identified early and the children and young people affected are given the support they need to deal with them.

SEA involves schools working closely with statutory agencies and the voluntary and community sector to identify children and young people with emotional, behavioural, health or other difficulties as early as possible. The school and partner agencies can then form a 'team around the child', which plans and delivers a package of ongoing support designed to overcome barriers to learning and enable the child or young person to achieve their full potential.

That support package could include:

- speech and language therapy
- child and adolescent mental health services
- family support services
- intensive behaviour support, and
- counselling and sexual health services.

Parenting support



Mothers' and fathers' engagement in their children's learning is a crucial influence on their children's achievement. Involving parents in their children's education can help remove barriers to learning, raise attainment and improve attitudes and behaviour. Supporting parents in other ways can make an impact on pupil learning and well-being.

Parenting support aims to equip parents and carers with skills to support their children's education and to deal effectively with issues that could affect the well-being of the family. Services should be tailored to the needs of those parents who stand to benefit from additional support.

A package of support could include:

- transition information sessions for parents whose children are joining a reception class, transferring between a children's centre and a school or joining a secondary school
- details of local and national sources of advice and support
- access to parenting groups that use structured, evidence-based parenting programmes
- access to informal networking opportunities such as coffee mornings and cookery or ICT classes, and
- family learning sessions (depending on demand).

Community access



Opening up facilities to the public can help a strengthen school's position as the hub of community life and can generate valuable income.

Many schools open up facilities such as ICT suites and sports and arts facilities to the wider community. They also offer space – such as their school halls – and run further education and vocational classes and adult learning programmes.

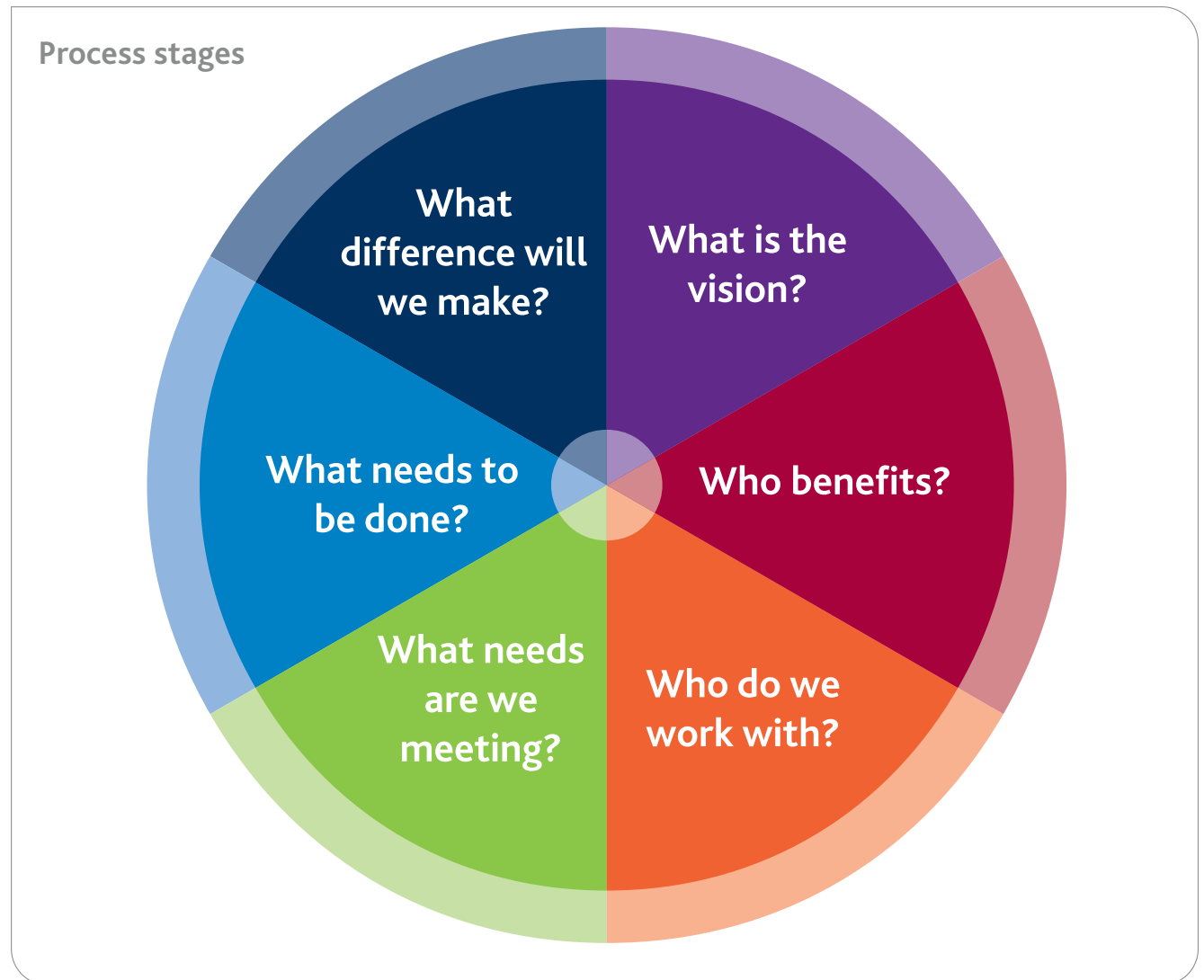
Schools with suitable facilities, or the capacity to offer learning opportunities to the wider community, will need to assess existing provision and consult parents and carers, staff and the local community about their needs before deciding which facilities to make available for community use.



Step 2: developing and improving your extended provision

This toolkit is designed to provide practical support to governing bodies in developing and improving the provision of extended services. It divides the process into six stages (see diagram).

At each stage, a series of diagnostic questions will help you make informed judgments about your schools' extended services or plans for extended services.





What is the vision?

Establishing a strategic framework and vision for extended services.

This module helps governors assess the extent to which there is a coherent vision for planned extended services and, where services are already being offered, acts as a basis for review and refinement.



Who do we work with?

Working effectively with partners in the community to design, deliver and provide access to extended services.

This module helps governors analyse existing partnership working and identify key local stakeholders and the services they offer.



What needs to be done?

Ongoing delivery and sustainability of effective extended services.

This module helps governors review the plans for extended services to ensure that the priorities are correct and delivery plans are robust and sustainable.



Who benefits?

Identifying the target audience for the design of extended services.

This module will help the governing body assess the extent to which there is effective engagement with children, young people and families in the community to understand who extended services are designed to benefit.



What needs are we meeting?

Deliberately designing extended services.

This module helps governors assess the extent to which the existing or planned extended services have been deliberately designed to meet the needs of children, young people and families in the community.



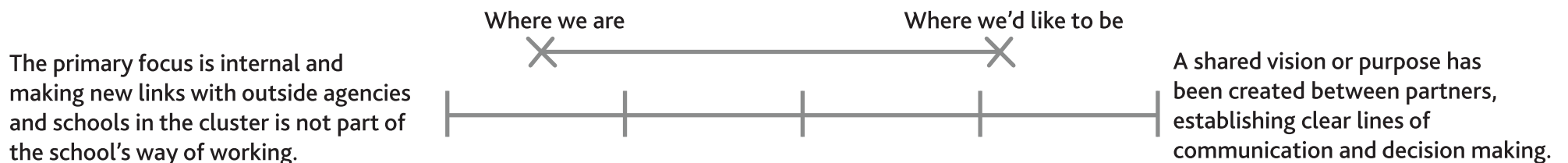
What difference will we make?

Monitoring and evaluating the impact of extended services.

This module helps governors review plans for evaluating the impact of services.

Diagnostic example:

To what extent are there effective links to the community?



What is the vision? Establishing a strategic framework and vision for extended services



This module helps governors assess the extent to which there is a coherent vision for planned extended services and, where services are already being offered, acts as a basis for review and refinement.

Diagnostic: discuss and agree the extent to which there is a strategic framework for extended services.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

What is the understanding of the role of extended services in improving children's standards of achievement and well-being in the school or cluster?

Extended services are seen as another target/short-term initiative that will not contribute to raising standards of achievement and well-being of children and young people.



Extended services are understood in terms of their wider benefits to local communities as well as being an important ingredient in improving the standards of achievement and well-being of children and young people.

To what extent is there a vision for extended services?

Extended services are viewed as a separate priority, an activity or task to be completed, not as a way of delivering strategic objectives.



There is a clear understanding of the priorities for raising standards of achievement and well-being in the wider school/cluster and the community and the role of extended services in delivering these.



To what extent is there a common understanding of and commitment to this vision?

School leaders are not aware of the benefits of extended services as a means of improving pupils' life chances and well-being and cannot articulate the services the school offers or their aims.



All levels of the school organisation know what extended services are offered and can articulate how these services aim to improve the well-being of all children and young people in the community.

How clear is the role of the school/cluster in this vision?

It is not clear what the priority aims are and where the school/cluster can have the most impact and influence in relation to the aims of extended services.



The school/cluster has identified where it will have the most impact and influence in relation to the aims of extended services, defining its own priority aims and those of possible partners in the community.

Tools and support: defining key partnerships with the community



ECM card sort

School Improvement Planning Framework (SIPF), p56

ECM card sort tool

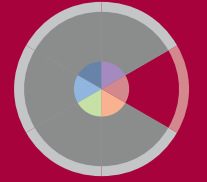
This tool enables the governing body to engage the school/cluster leaders in setting a strategic direction for extended services by identifying and prioritising the ECM of aims of the school/cluster and those of its partner agencies.

Other possible questions for discussion:

- Are school/cluster leaders aware of the school's obligations in relation to well-being?
- Are school/cluster leaders aware of the Ofsted well-being indicators will be part of the inspection from September 2009?



Who benefits? Identifying the target audience for the design of extended services



This module will help the governing body to assess the extent to which there is effective engagement with children, young people and families in the community to understand who extended services are designed to benefit.

Diagnostic: discuss and agree the extent to which there is an effective consultation process to understand the target audience.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

To what extent is there consultation about extended services with children, young people and families in the community?

A survey or questionnaire approach is used on an ad-hoc basis to gather views from children, young people and families.



Needs are analysed on an ongoing basis, using a variety of methods and involving a wide range of children, young people and families to give a holistic view of the community.

How effective is this consultation?

Where consultation exists, it does not provide an opportunity for an ongoing dialogue.



It is clear that consultation gives children, young people and families a genuine opportunity to contribute, with the school/cluster responding to their views so that there is an ongoing dialogue in relation to extended services and overall improvement strategies.



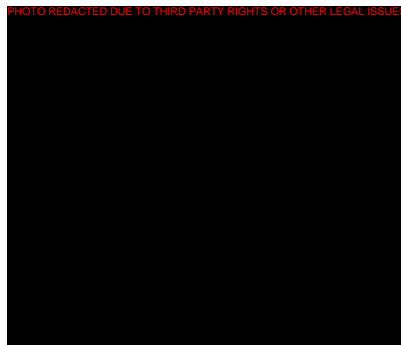
To what extent is it clear who will benefit from accessing the existing or planned extended support and services?

Target audiences have not been identified and it is not clear who will benefit from existing or planned extended services.



The school/cluster can demonstrate that extended services have been designed with specific children, young people and families in mind, based on effective consultation and understanding of the target audience.

Tools and support: defining key partnerships with the community



Consultation Toolkit

Consultation Toolkit

Where the school/cluster wishes to consult further, the Consultation Toolkit can provide a useful starting point. It provides guidance on the key steps to consider during the consultation process.

Order a copy from: www.tda.gov.uk/publications

Other possible questions for discussion:

- What evidence is there that effective consultation has taken place?
- Is the school/cluster using the outputs from consultation to inform their SEF?
- How does the school/cluster ensure that the target audience is aware of and has access to available support and services?



Who do we work with? Working effectively with partners in the community to design, deliver and provide access to extended services



This module helps governors analyse existing partnership working and identify key local stakeholders and the services they offer.

Diagnostic: discuss and agree the extent to which there is a foundation for cohesive partnerships with the community.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

How effective are partnerships with schools in the cluster?

There are no or limited cluster arrangements.



There are well established cluster arrangements, with planning and coordination of extended services, agreed governance arrangements, devolved funding and links to other local services.

How well are potential partners known and how they can help raise the standards of achievement and well-being?

There is little understanding of agencies and voluntary organisations in the community.



There is clarity about what local services, agencies and voluntary organisations exist, what they can offer, how to access their services and what support and guidance is available from the LA.



To what extent are there effective links to the community?

The primary focus is internal and making new links with outside agencies and schools in the cluster is not part of the school's way of working.



A shared vision or purpose has been created between partners, establishing clear lines of communication and decision making.

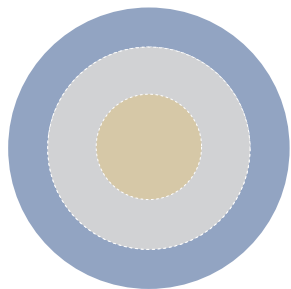
To what extent is there effective engagement with partners to design and provide access to support and services?

The outside community and cluster schools are not involved in setting objectives and developing solutions.



A wide range of partners, including cluster schools, agencies and voluntary organisations, are actively involved in assessing needs, setting objectives, deliberate design and ensuring access to services.

Tools and support: defining key partnerships with the community



Stakeholder map
SIPF, p22

Stakeholder map tool

This tool will help governors and the school/cluster to gain a strategic view of who needs to be involved in improving the well-being of children and young people through the delivery of extended services. It will help to build a consensus on the extent to which each stakeholder should be involved and can contribute.

Other possible questions for discussion:

- Is there an awareness of the duty on governors and the school to promote community cohesion?
- How well does the school work with its parents/ESRA/cluster manager/cluster/children's centre/children's trust/LA?
- Is there a list of known external providers that the governing body could review and contribute to?



What needs are we meeting? Deliberately designing extended services



This module helps governors assess the extent to which the existing or planned extended services have been deliberately designed to meet the needs of children, young people and families in the community.

Diagnostic: discuss and agree the extent to which extended services have been deliberately designed.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

How well are local community priorities understood?

The school/cluster is not aware of the key priorities identified in the CYPP or of the strategic priorities of the LA and the children's trust, and is not aware of local data about the key features of the community.



The school/cluster inputs into the local CYPP, actively cooperates with the children's trust and has a good understanding of the key features and needs of the community.

Is it clear whether existing services meet the needs of children, young people and families in the school/cluster?

There is no measure of need or evidence of analysis of gaps in existing services.



The school/cluster can demonstrate that analysis has been carried out to identify learning needs, assess how well services are meeting these needs and highlight any gaps in provision.



To what extent are existing services targeted to meet individual children’s needs?

Extended services and support have not been designed to meet the specific needs of individual children and young people.



The school/cluster can demonstrate that services have been deliberately designed to meet the specific needs of individual children or cohorts.

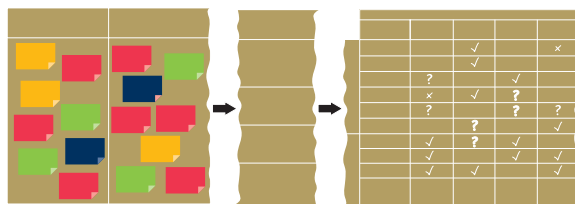
To what extent are extended services objectives in line with the school’s improvement priorities?

There is no real integration of existing or planned extended services with the school or the cluster improvement priorities.



The approach is tailored to learning needs and these form the basis of short and long-term planning and self-evaluation.

Tools and support: conducting a needs analysis of current extended provision



Learning potential
SIPF, p42

Learning potential tool

Many schools have used this tool to reach a common understanding of the factors that affect pupils’ learning potential and identify gaps that need to be addressed if all pupils are to realise their potential. Governors, alongside school staff, pupils, parents and other key stakeholders, will provide valuable input to this process. By being involved, the governing body will build an understanding of the aims of extended provision and the extent to which existing services support those aims.

Other possible questions for discussion:

- Is there awareness of the duty on governors and schools to have regard for any relevant CYPP produced by the LA or of the duty to cooperate with the local children’s trust?
- What are the governance arrangements for extended services?



What needs to be done? Ongoing delivery and sustainability of effective extended services



This module helps governors review the plans for extended services to ensure that the priorities are correct and delivery plans are robust and sustainable.

Diagnostic: discuss and agree the extent to which the existing plan is fit for purpose.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

To what extent have support and services been considered?

There has been no exploration or analysis of what services exist in the community and across the cluster before identifying the additional services needed.



A wide range of key stakeholders, including partner agencies, organisations and cluster schools, has been effectively consulted to identify what support and services can be offered or how existing services can be tailored to meet identified needs, removing any possible duplication.

To what extent have the priority activities been identified?

A large number of activities have been identified and approached in an opportunistic manner regarding funding and allocation of resources.



Consensus exists around priority activities, ie those that will make the greatest impact and use resources most efficiently.



How sustainable are the funding arrangements for extended services in your school/cluster?

Funding arrangements have not been fully exploited and there is an over-reliance on short-term, one-off funding arrangements.



There is long-term commitment to funding and possible funding arrangements have been explored. Links with other funding streams and arrangements is an ongoing consideration.

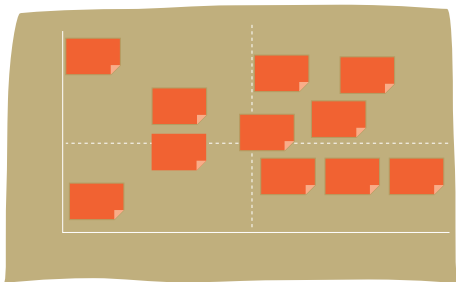
To what extent is there a robust plan to deliver and sustain effective extended services?

Separate tasks have been assigned with regard to implementation. These activities are not integrated into the overall school/cluster improvement plans.



Common understanding and commitment to the agreed actions exists among those responsible for key activities around extended services. These activities are integrated into the overall school/cluster improvement plans.

Tools and support: implementation planning



Prioritisation matrix
SIPF, p82

Prioritisation matrix

This tool has helped many schools and governing bodies to gain an understanding of priority activities, possible planning activities, solutions or any possible arrangements that need to be put in place. This tool can be used by the governing body with school/cluster leaders or by governors to provide useful input alongside other key stakeholders. Involving those who will be implementing the proposed solutions will ensure buy-in and encourage a sense of ownership.

Other possible questions for discussion:

- To what extent have the implications for the workload of the headteacher, teaching and support staff been assessed?
- How well are the legal and contractual aspects and implications of ES implementation understood?



What difference will we make? Monitoring and evaluating the impact of extended services



This module helps governors review plans for evaluating the impact of services.

Diagnostic: discuss and agree the plan for monitoring and evaluating the outcomes and impact of extended services.

In discussion with school/cluster leaders, mark two Xs – one for where we are now and another for where we would like to be.

How will we know services are being delivered as planned?

Providers and those involved in delivering services do not know the intended purpose and impact of the services and quality assurance processes are not in place.



All those involved in delivering services are committed to and can explain the rationale behind their key priority activities and the impact these are designed to have. Quality assurance systems have been agreed and are in place with providers.

How will we know if the identified needs of children, young people and families in the community are being met through the services we are delivering?

Outcomes and measures of impact are not clearly defined and objectives are mainly descriptive.



There are clearly defined objectives for each service, based on identified needs. Clear outcomes have been identified and the evidence needed to demonstrate success defined.



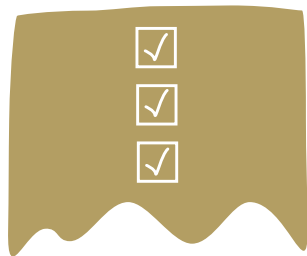
How will we demonstrate if we made a difference to the well-being of children, young people and families in the community?

Attainment data is the primary measure.



Broad measures of success have been defined and include personal development and well-being as well as attainment. Robust plans are in place for gathering evidence.

Tools and support: ensuring a monitoring and evaluation plan



Ensuring successful outcomes assessment
SIPF, p94

Ensuring successful outcomes assessment tool

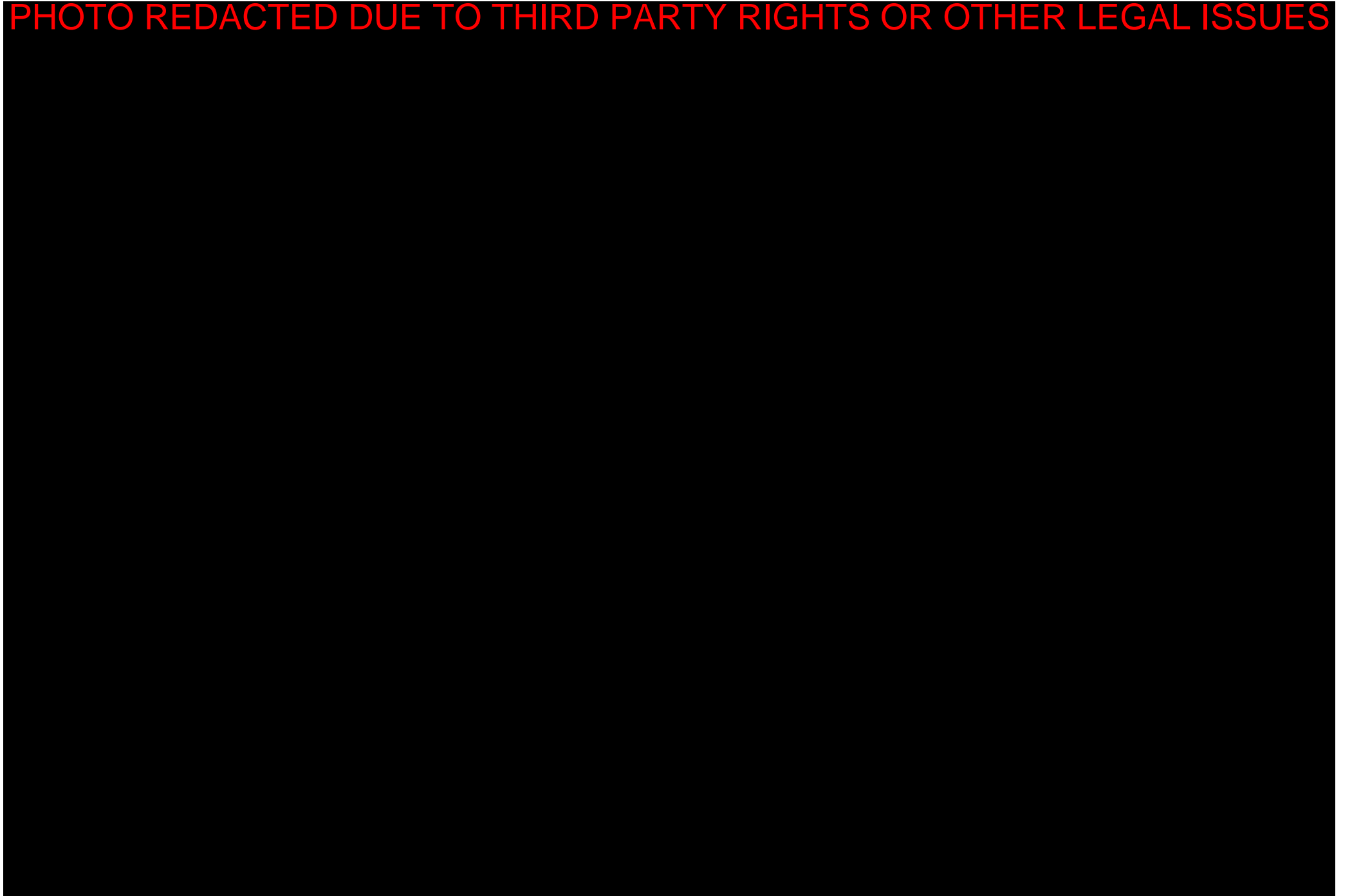
This tool will help governors assess the extent to which the school/cluster improvement plan clearly communicates the rationale, monitoring and evaluation of the primary activities around extended services. This also applies to other activities aimed at improving the standards of achievement and well-being of children, young people and families in the community.

Other possible questions for discussion:

- How well does the school/cluster understand and have methods in place to collect the evidence required in relation to well-being for the school's SEF?
- Have the identified priorities and measures informed the local CYPP and the priorities of the children's trust?



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Section 3

- Tool guides
- Useful sources of further information



ECM card sort



Aim: to prioritise ECM aims for your plan and raise awareness of ECM

Time: 40 to 60 minutes

Group size: five to 12 participants

Resources needed: paper and ECM cards

Find the cards for this tool at:

www.tda.gov.uk/schoolimprovement

About this tool

This tool will help governors engage school/cluster leaders in setting a strategic direction for extended services by identifying and prioritising ECM aims according to their impact on pupils' life outcomes and the extent to which you are able to influence them. It helps you to identify your possible priorities and those of your partner agencies. This exercise can also be very valuable in raising awareness of ECM among your whole school staff, governors and the wider community.

How to use this tool

Draw two axes as shown in the diagram opposite. Ask participants to place each ECM aim card on the axes according to its potential impact on pupils' life outcomes and the school's ability to influence them. Encourage participants to talk about where they think the cards should go and why. Keep moving the cards until everyone agrees they are in the right place.

Tip

There are no right answers and it is the quality of the discussion that delivers the most benefit.

Output

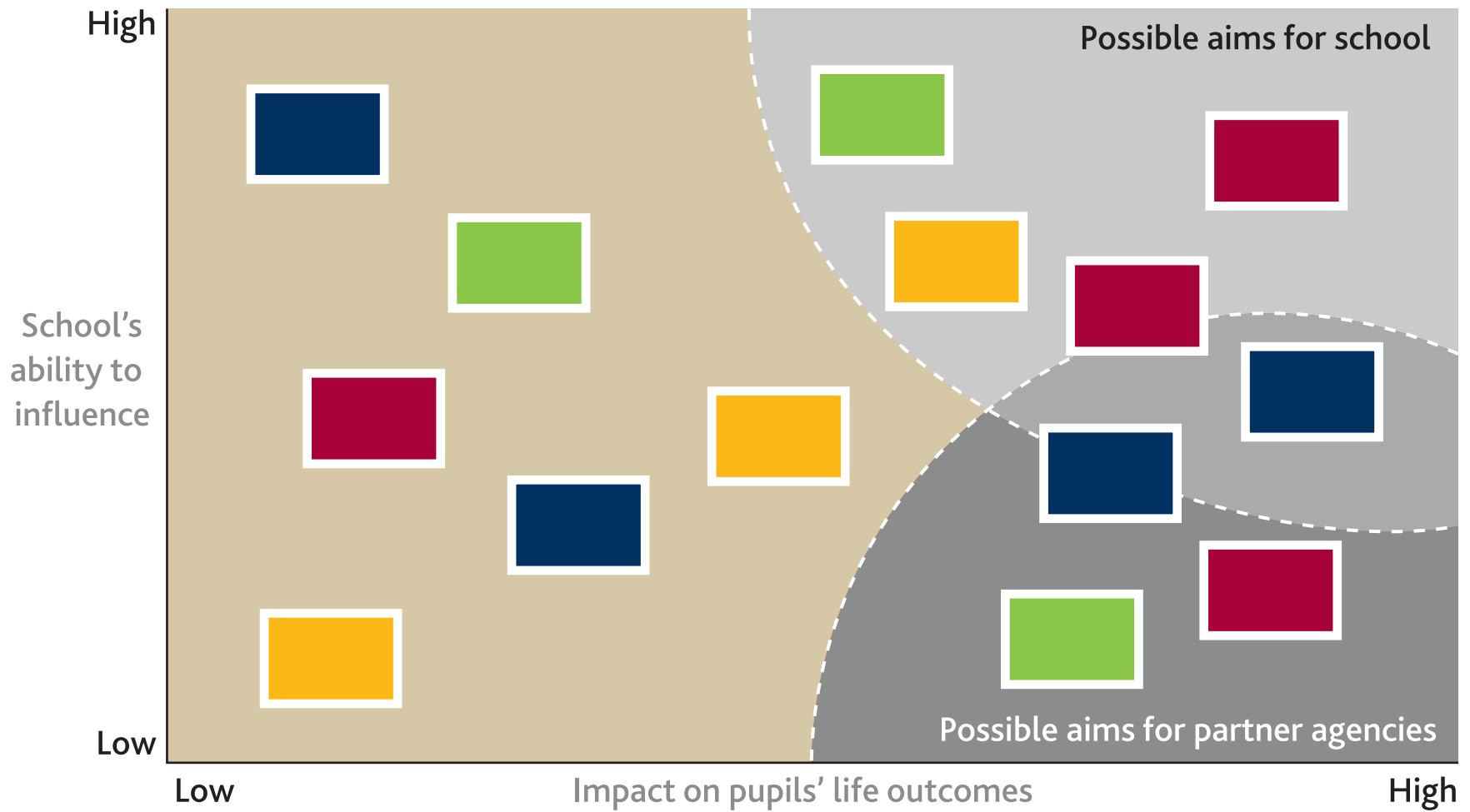
The cards in the top-right corner will reflect the ECM priorities whose outcomes you can influence most directly. These may become priority aims for the school/cluster. The cards in the bottom-right corner may be seen as possible aims for your partner agencies. These can support further work with your LA and partner agencies and will also form the basis for those sections of the improvement plan that relate to ECM and extended services.

In practice

In Norfolk, LA teams used this tool with new headteachers and those in the lower satisfactory range to support ongoing consultation on ECM development and extended opportunities.

A secondary school in Bromley also benefitted from using this tool. The headteacher said: "It gave us a common language and it made us consider areas of the whole child that we might have otherwise missed."





Stakeholder map



Aim: to identify who should be involved in the planning process

Time: 40 to 60 minutes

Group size: five to 12 participants

Resources needed: flip chart, Post-its and markers

About this tool

This tool will help governors and the school/cluster establish a strategic view of who needs to be involved in improving the well-being of children and young people through the delivery of extended services and build a consensus regarding their involvement and their potential contribution. It can also be used to identify how far different stakeholders should be involved in the overall improvement planning process.

How to use this tool

Starting with the immediate team, map out the stakeholders with whom you are already working and/or would like to work. Mark a boundary line around the stakeholders who will be actively involved, another line around those who will provide input through consultation and a final line around those who may simply need to be kept informed. You may also want to look at which stakeholder groups cross different boundary lines. This will help you to identify how stakeholders are interrelated and where they may be able to represent or broker links with other partners.

Tip

Use the Responsible, Accounted, Consulted, Informed (RACI) process to clarify the roles and responsibilities of those involved in your extended services planning or overall improvement planning process. See www.tda.gov.uk/schoolimprovement

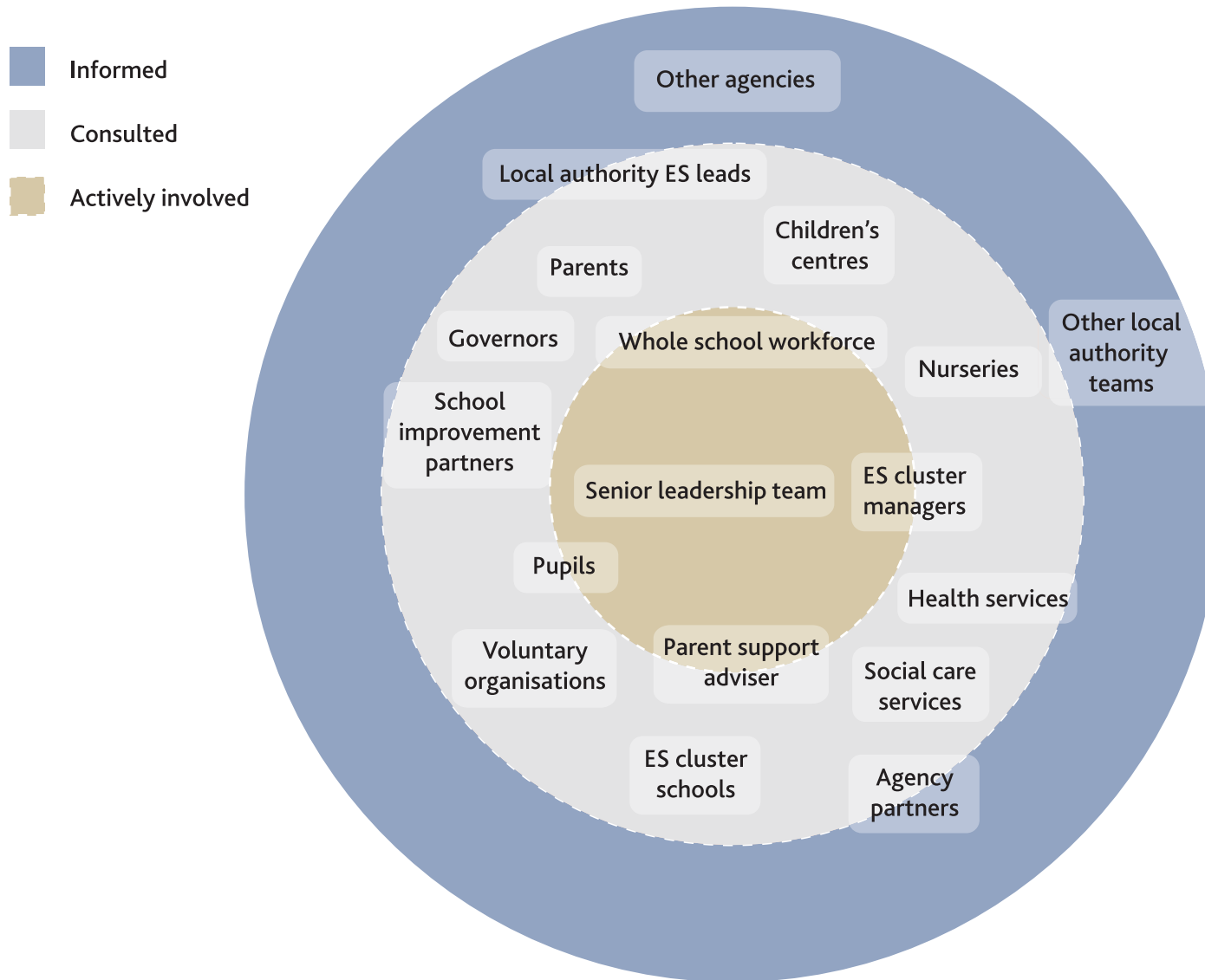
Output

You will have a comprehensive list of stakeholders and will have reached a consensus on how each should be involved and how they can contribute. You can use the list to determine the stage at which stakeholders should become involved and which tools will best capture their input. See the plan the plan tool (SIPF, page 26).

In practice

A new headteacher in a community school in Oldham used the stakeholder map at a cluster level to ascertain the usefulness of new partnerships between cluster schools and outside agencies.





Learning potential



Aim: to reach a common understanding of the factors that affect pupils' learning potential and identify ways to help all pupils achieve their full potential

Time: this section consists of one process, divided into several steps. Each step can be completed separately (and repeated with different participants), so individual timings have been given for each step. Steps can also be combined into a single session (60 minutes)

Group size: five to 30 participants per individual step; five to 12 if working through the whole module in a single session

Resources needed: flip charts, Post-its and markers

About this tool

Many schools have used this tool to reach a common understanding of the factors that affect pupils' learning potential and to identify areas where work is needed to help pupils realise that potential. The governing body – alongside school staff, pupils, parents and other key stakeholders – will provide valuable input to this process. By being involved in this process, the governing body will build an understanding of the aims of extended provision and to what extent existing services are meeting those aims.

In practice

A secondary school in Oxfordshire used this tool to identify factors affecting the learning potential of its pupils and pinpoint corresponding gaps in existing extended services. See its final gap analysis summarised in its solutions matrix at: www.tda.gov.uk/schoolimprovement

Step 1. Success characteristics

Aim: to identify what successful learning looks like in a school/cluster by identifying the characteristics displayed by successful learners

Time: 30 to 45 minutes

Group size: five to 30 participants as an individual step; five to 12 if working through the whole module

Resources needed: flip charts, Post-its and markers

About this step

This step will help to identify the key characteristics of successful learners by drawing on input from the teams that work with them.

How to use this step

This step can be completed quickly or worked on over several sessions, depending on the number of stakeholder groups – including governors – taking part. A recommended approach is to start with those who work closely with pupils before seeking input from other stakeholders, including the pupils themselves.



Ask participants to think about the key characteristics of successful learners. Considering specific pupils can help bring the question to life.

What characteristics do they exhibit, for example, high motivation, resilience or good attendance? What makes them successful learners? Discourage participants from listing causes, such as parental support or good teaching.

Participants should write down their thoughts on individual Post-its. These should then be attached to a large sheet of paper, with similar responses grouped together. There are two ways of doing this. All the notes are stuck to the sheet and then moved around or, alternatively, one participant is asked to name a characteristic then the rest of the group is asked if they have come up with anything similar. Either way, keep going until all the notes have been stuck to the sheet. Assign an overall characteristic to best describe each grouping. Finally, agree those groupings that best describe the key success characteristics of the pupils.

Tip

Keeping the total number of key characteristics down to three or four will help you manage the process of developing actions and monitoring progress.

Output

By the end of the process, you should have reached a consensus on the key characteristics of successful learners.

Step 2. Blockers and enablers

Aim: to identify what blocks and enables successful learning in your context

Time: 30 to 45 minutes

Group size: five to 30 participants as an individual step; five to 12 if working through the whole module

Resources needed: large sheet of paper, Post-its and markers

About this step

This activity is designed to help you explore why some pupils exhibit the key characteristics of successful learners and others do not, giving you a clearer understanding of the areas you need to address. The tool can be used with a range of participants, including governors. It is particularly effective when used with pupils and can provide secure evidence that their views have been taken on board as part of the self-evaluation and planning process.

How to use this step

Ask participants to look in turn at each of the key success characteristics identified in Step 1. What are the factors that might block each characteristic? What might enable them to flourish? Group similar responses together as you go along. The step can be repeated, capturing the views of different groups of stakeholders each time.

Where the same item appears as both a blocker and an enabler, participants should be encouraged to explore the reasons for this. For example, if parental influence comes up in both categories, try to define the ways in which it is a blocker and an enabler.

Make sure you consider a broad cross-section of pupils, not just the most or least successful. Think about why some pupils exhibit success characteristics despite their disadvantaged situations and, conversely, why some pupils from seemingly advantaged situations do not exhibit success characteristics.

Output

The identified blockers and enablers can be used as the basis for determining your learning potential aims, to provide evidence of pupil voice and help inform the school's self-evaluation.



Step 3. Learning-potential aims

Aim: to convert blockers and enablers into positive aims for improving learning potential in your context

Time: 20 to 45 minutes

Group size: five to 12 participants

Resources needed: large sheet of paper and markers

About this step

Steps 1 and 2 will have identified a range of learning-potential blockers to be mitigated and enablers to be enhanced. Before these can be tackled, they need to be converted into positive aims. This step is critical before existing provision can be reviewed and further solutions developed. It is recommended that the leadership team completes this step.

How to use this step

Taking each of the key blockers and enablers identified in the previous steps in turn, ask participants to think about positive aims that would (a) mitigate or compensate (in the case of blockers) or (b) improve and enhance (in the case of enablers). Keep the focus on goals, not solutions, and make sure each statement starts with "to..." So, the blocker

"low self-esteem" (or the enabler "high self-esteem") could become the aim "to create more opportunities for all children to experience success inside and beyond the classroom". Aims should be limited to what can reasonably be actioned within the period covered by your improvement plan. You can use the prioritisation matrix (SIPF, p82) to prioritise issues and the five why?s (SIPF, p36) to understand the root cause of an issue before finalising your aims.

Tip

Keep participants to a maximum of 12 and make sure you allow enough time for them to reach a proper consensus.

Output

Your agreed learning-potential aims will form the basis for the next step in this module, which involves reviewing existing provision inside and beyond the classroom.

Step 4. Solutions matrix

Aim: to identify how far existing and proposed activities are helping to achieve identified aims and highlight any gaps in provision

Time: 20 to 45 minutes

Group size: five to 12 participants

Resources needed: large sheet of paper, markers and list of existing activities

See an example completed by Chipping Norton School, Oxfordshire at:

www.tda.gov.uk/schoolimprovement

About this step

The solutions matrix maps existing and proposed activities inside and beyond the classroom against your aims, showing how far current provision is contributing to your objectives and highlighting any gaps.



How to use this step

List your agreed learning-potential aims across the top of the matrix and all activities that affect pupils down the left-hand side. Activities should include those inside and beyond the classroom – including any extended services – and those that affect pupils indirectly, for example, staff training and professional development.

Over one or more sessions, ask participants whether each activity is currently meeting the identified aims and ask them to give supporting evidence. Put a tick against those activities that are meeting their aims, a cross against those that are not and a question mark where further investigation is needed. Some schools have found it helpful to grade the extent to which an activity meets an objective, for example, from 0 (no impact/does not meet its aim) to five (high impact/meets its aim).

Once all the listed services and activities have been mapped, go back to those with the most crosses. Could these services and activities be adapted to meet the stated aims? If so, how? If not, should they be stopped? Finally, ask participants to suggest new services and activities that could meet the intended aims. Add these to the matrix.

Tip

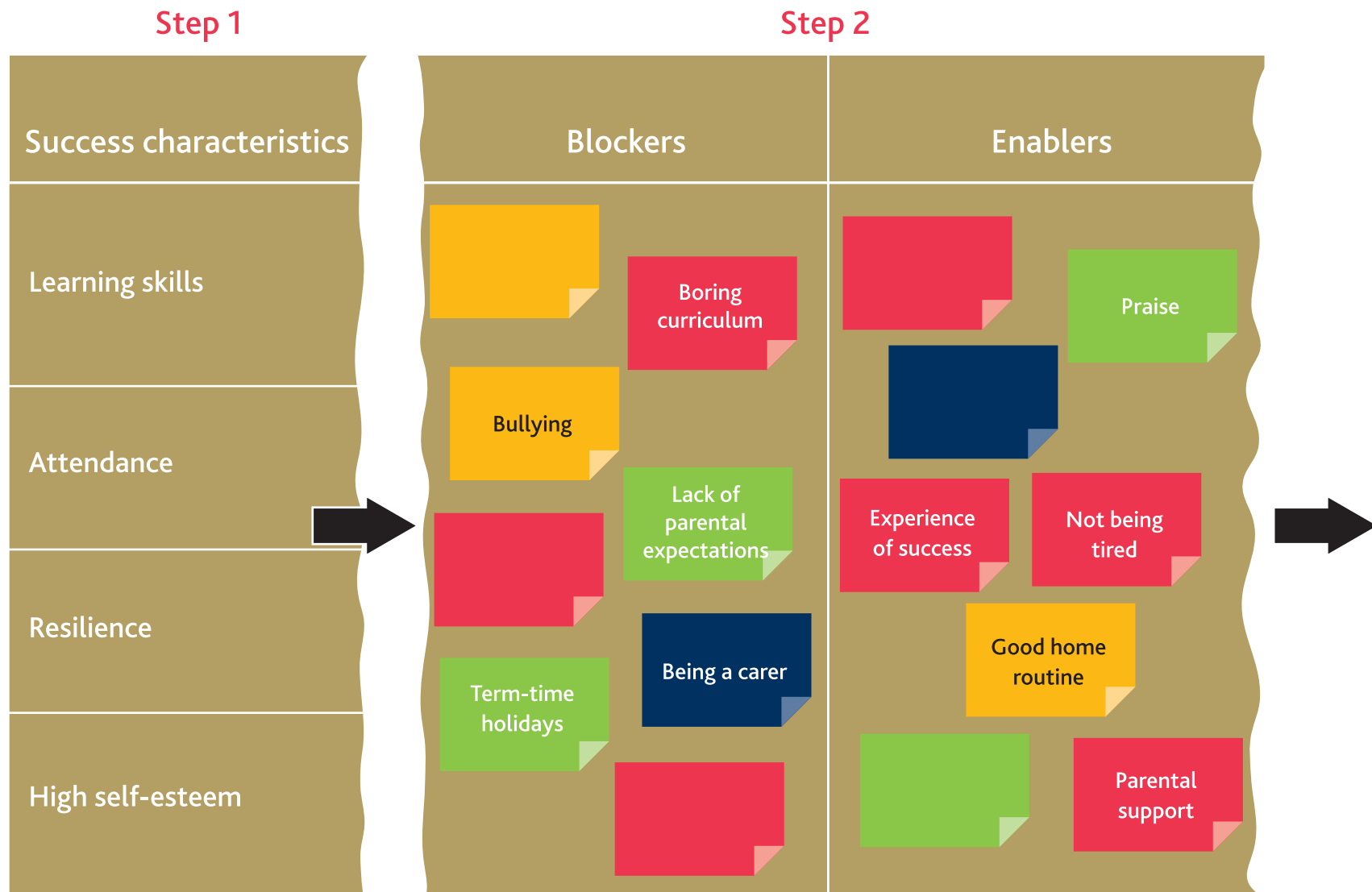
If the list of activities is too long for this step to be workable, try using the spidergram (SIPF, p78) instead.

Output

This step will provide a useful reference source when explaining the rationale for services and other activities aimed at raising standards and improving the well-being of pupils.

It will also help inform the school's self-evaluation.





Step 3

Positive aims
Provide opportunities for all children to experience success
Embed health and well-being in the curriculum
Develop effective family partnerships
Extend learning beyond the classroom

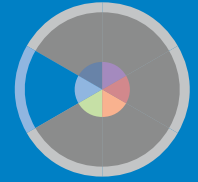


Step 4

		Learning-potential aims				
		Activities	Provide opportunities to experience success	Embed health and well-being in curriculum	Develop family partnerships	Extend learning beyond classroom
Existing activities	CPD for whole school team			✓		✗
	SEAL curriculum			✓		
	Parent consultation process		?		✓	
	School nurse drop-in clinic		✗	✓	?	
	Breakfast clubs		?		?	?
Potential activities	School visits			?		✓
	Sports clubs		✓	?	✓	
	Adult learning		✓		✓	✓
	Study support		✓	✓		✓
	Etc					



Prioritisation matrix



Aim: to prioritise solutions for implementation

Time: 30 to 60 minutes

Group size: five to 12 participants

Resources needed: large sheet of paper or flip chart, Post-its and markers

Find the cards for this tool at:

www.tda.gov.uk/schoolimprovement

About this tool

This tool has helped many schools and governing bodies to identify priority services/activities. It can be used by the governing body with school/cluster leaders or in joint sessions with other key stakeholders involved in this process.

How to use this tool

Write all the possible solutions or activities on individual Post-its. Draw a grid, as shown in the example opposite. You can make a grid for each of your objectives or one for an overall objective. Sort the possible activities for each objective according to how easy they will be to implement and their potential impact. Ask participants to discuss the positioning of each Post-it as you go along so there is consensus at each stage.

If two options are simple to implement and will have a high impact, how should they be positioned in relation to one another? When considering ease of implementation, remember to take into account time and other resource requirements.

The activities in the top-right quadrant will be 'quick wins'. Those in the top-left quadrant will need longer-term planning and implementation.

Some items may need to be dropped from the plan altogether because they are not achievable and/or will not have sufficient impact. If you end up with too many items in one quadrant, go through the process again.

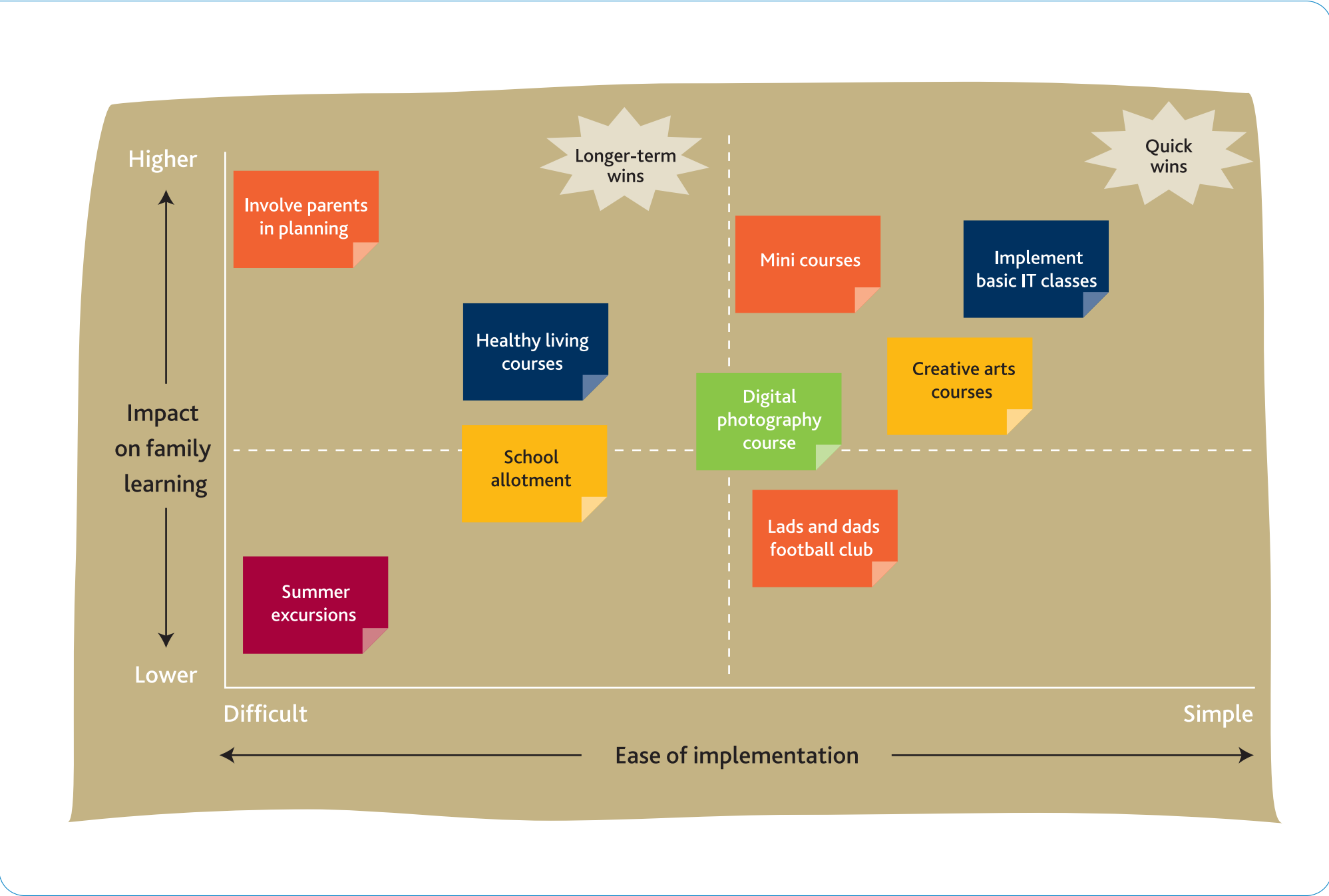
Output

The tool creates an agreed, prioritised list of solutions that can be used as the basis for an implementation plan. By encouraging open discussion, and requiring participants to justify their views, it eliminates the risk of individuals pursuing their own 'hobby horses'.

In practice

A secondary school working with City Challenge London to become 'outstanding' as assessed by Ofsted used the prioritisation matrix to prioritise pupil voice activities in the improvement plan and this helped it to focus on achievable solutions.





Ensuring successful outcomes assessment



Aim: to ensure that priority activities deliver successful outcomes and can be clearly communicated

Time: any

Group size: any

Resources needed: completed school/cluster improvement plan

See an example produced by a cluster of schools in Birmingham at: www.tda.gov.uk/schoolimprovement

About this tool

This tool will help you assess the extent to which the school/cluster improvement plan clearly communicates the rationale for – and the impact of – extended services and other activities aimed at improving standards of achievement and well-being.

How to use this tool

Consider the following elements when reviewing the completed school/cluster improvement plan:

Are your objectives clear and understood by everyone involved in delivering them?

One way to do this is to update the solutions matrix (SIPF, p48) adding all your agreed or SMART objectives (SIPF, p76) and your planned solutions and activities.

Will all those tasked with delivering these activities understand who they should be focusing on?

One way to do this is to describe the target audience for each activity, based on the output from the Identify Objectives and Personalise modules of the SIPF.

Is it clear what evidence will be needed to indicate that objectives were met? Once implemented, will it be possible to show how the activities have influenced outcomes for pupils?

One way to do this is to include in the plan a list of agreed outcomes and evidence that you or your providers may need to collect or be aware of.

Tip

Using the diagnostic tool (SIPF, p18) may help to assess the extent to which the planning process and the final plan met initial goals.

Output

When summarised, the output from this assessment can help:

- communicate the rationale behind key priority activities and the impact they are intended to have on pupils, the school, the community, etc
- inform providers of requirements
- coordinate resources across the cluster
- inform and evidence the CYPP in consultation with your local children's trust, and
- track and analyse evidence and communicate successful outcomes.

In practice

A cluster of schools in Birmingham used the tool to design an extended services commissioning report for its external providers. This formed the basis of its cluster improvement plan and enabled it to communicate key activities to its LA and partner agencies. See the example at www.tda.gov.uk/schoolimprovement



Everybody involved in delivering an activity:

- understands the objective,
- understands the target audience, and
- understands the evidence they need to collect in order to demonstrate success.



Useful sources of further information

More information on ECM and the Children's Plan

www.everychildmatters.gov.uk

Progress on the Children's Plan

www.dcsf.gov.uk/oneyearon

Further information on extended services

From the TDA

www.tda.gov.uk/extendedschools

From the DCSF

www.teachernet.gov.uk/wholeschool/extendedschools

Governors and extended services

A Guide to the Law – see chapters 21 to 24

www.governornet.co.uk/guidetothelaw

Extended Schools – a Guide for Governors I

www.tda.gov.uk/remodelling/extendedschools/esresources

Useful documents

ES prospectus (updated November 2008)

www.teachernet.gov.uk/extendedschools

Extended Schools – Extra Support for You and Your Children

www.publications.teachernet.gov.uk

Funding Extended Schools: DCSF Guidance for Local Authorities and Schools (September 2008)

www.teachernet.gov.uk/extendedschools

21st Century Schools: a World-Class Education for Every Child (December 2008)

www.publications.teachernet.gov.uk

The Baseline Study of School Business Managers

www.ncsl.org.uk/programmes-index/sbm-index/sbm-baselinestudy.htm

General sources of information for governors

www.governornet.co.uk

www.nga.org.uk

www.continyou.org.uk

www.4children.org.uk

www.surestart.gov.uk

www.childrens-centres.org

www.cwdcouncil.org.uk

The School Improvement Planning Framework

www.tda.gov.uk/schoolimprovement

For any local information about governors or extended services, please contact your LA governor services team.



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