



## Extended schools – an overview



training and development  
agency for schools

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

# Introduction

The Training and Development Agency for Schools (TDA) is working with local authorities across England to support schools as they develop extended services in partnership with other agencies and their local communities.

This document is designed to give you some background to the national extended schools agenda and to multi-agency working. Extended schools are also put in the context of Every Child Matters and the standards agenda.

Across the country, there is widespread support for the aims and objectives of extended services in schools and partnership working between all agencies involved in delivering children's services. Extended schools remodelling helps turn support and aspirations into practical ways forward which can deliver benefits to children, families, schools and communities.

The extended schools remodelling programme is run by local authorities with the support of the TDA and includes a series of workshops, community events and other activities. It has been designed to make a real difference to schools' capacity to move towards the offer of extended services.

## Characteristics of extended schools remodelling:

- The programme is flexible – accommodating the different starting points of different schools and communities
- There will be opportunities to work with other schools, the local authority and a wide range of other agencies and organisations delivering children's services
- It draws links between extended services in and around schools and the standards agenda
- There will be coherence with the wider Every Child Matters agenda and other initiatives affecting schools

## What you can expect from the programme:

- You will get a fuller understanding of the local and national context for extended services in and around schools
- You will understand the opportunities available for schools and communities
- You will identify the priorities for extended services in your community and have a plan for their delivery
- You will experience practical tools and techniques which can help schools and other agencies in developing extended services
- You will be able to identify and implement "quick wins" which benefit children and young people, their families and communities
- You will begin, through working together with the community, to offer access to extended services

## What we ask of you:

- That you will be committed to exploring the benefits that extended services can bring to children and young people, their families and the community
- That you are willing to take opportunities and confront challenges
- That you have energy and commitment to the events and activities between the workshops

# Access to opportunities and services for all

In its extended schools prospectus 'Extended schools: Access to opportunities and services for all' the Government sets out its vision for all schools to provide a range of extended services by 2010.

This initiative is exciting and challenging and, as a key delivery element of the wider Every Child Matters agenda, promises to have a significant impact on the lives of children and young people, their families and the community at large.

## What are the benefits for schools?

Extended schools remodelling puts schools in a position to shape the range and delivery of the services that they offer, but the first question they will want to answer is, "Why become an extended school?"

- Extended schools help to motivate and enthuse pupils
- Extended schools promote equality of opportunity for pupils to participate in a wide range of activities
- Extended schools can help to close the achievement gap
- Extended schools build on the best existing practice in schools
- Extended schools place children at the centre of a network of services which support their learning and general wellbeing
- Extended schools help to ensure that children arrive in school ready to learn
- Extended schools promote greater parental involvement in their children's learning
- Extended schools help to forge stronger links with the community
- Extended schools contribute to meeting the five Every Child Matters outcomes
- Extended schools can help to reinvigorate local communities

## What are the benefits for other agencies and organisations?

- **Social services** – By working collaboratively with extended schools, social services can more effectively support vulnerable and disadvantaged children and young people
- **Health** – Collaboration with extended schools and children's centres can lead to earlier intervention and more effective targeting of services which meet the needs of children and young people
- **Education** – Education in extended schools is not only about pupils of the school. Community and family learning provision will play an important role in ensuring that the Every Child Matters outcomes are met for every child
- **Youth justice** – Working with and through extended schools, and within the framework of a Children and Young People's Plan, can assist the youth justice workforce in building safer communities
- **Voluntary and community sector** – There is a wealth of experience and expertise in the voluntary and community sector. By working collaboratively in an extended schools context, these organisations can meet shared objectives and enhance children's wellbeing and life chances

*Extended services in and around schools bring together existing services and organisations to create a coherent offer for pupils and their families. Schools become the point of access to services but it is not expected that school staff will be responsible for their delivery.*

# Every Child Matters and the standards agenda

Every Child Matters (ECM) is the Government's programme to help children and young people reach their full potential in life. At the heart of ECM are five outcomes which children and young people have identified as being important to them:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Extended services, which make an essential contribution to the ECM outcomes, are not separate from the standards agenda but go to the heart of the wellbeing issues which either allow or prevent children from achieving.

Extended services in and around schools can play a central role in supporting personalised learning and teaching. By tailoring education to meet each child's learning needs, abilities and aspirations, personalised learning ensures that children enjoy their time at school and that they are equipped with the skills and attitudes to do well.

Extended services in a wider ECM context improve outcomes for children and young people by:

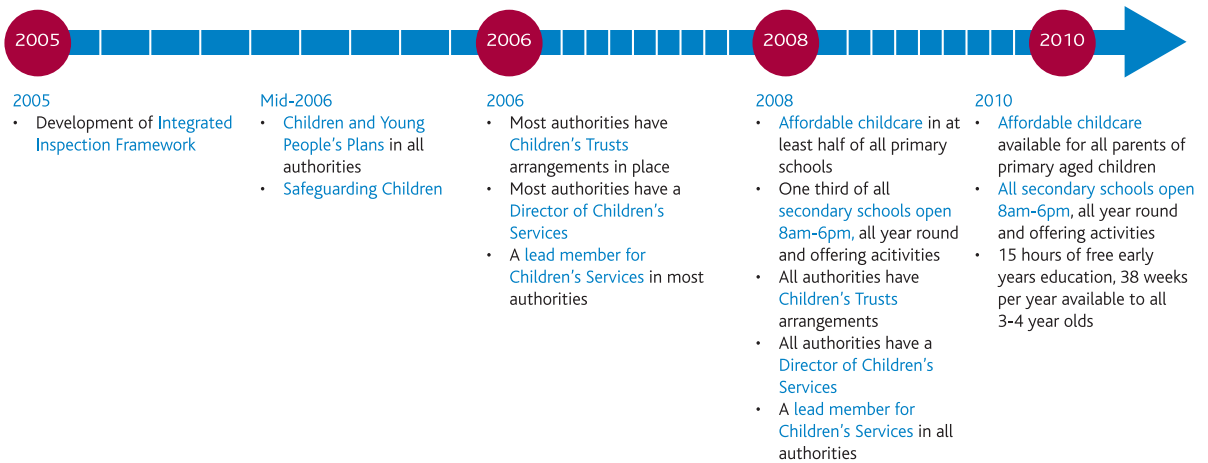
- Tackling barriers to learning
- Providing the basis for earlier intervention
- Improving integration of children's services focused on the needs of the child and family
- Giving pupils more opportunities through extended services

*"An extended school is a school that recognises that it cannot work alone." DfES, 2004.*

# Extended services

## Delivery schedule for local authorities and schools

### Timeline of key dates for local authority children's services 2005-2010



The extended schools agenda is underpinned by the Children's Act 2004. The Act introduces requirements for local authorities to develop Children and Young People's Plans, to establish Children's Trusts arrangements, to designate a Director of Children's Services and to designate a Lead Member for Children's Services. These arrangements will support the multi-agency working, which is required to ensure the delivery of the five outcomes for every child.

The TDA is working with local authorities to help schools and other agencies plan and develop extended services. The programme of events which you have been invited to attend will help schools with the process of identifying the needs and priorities of pupils, their families and community.

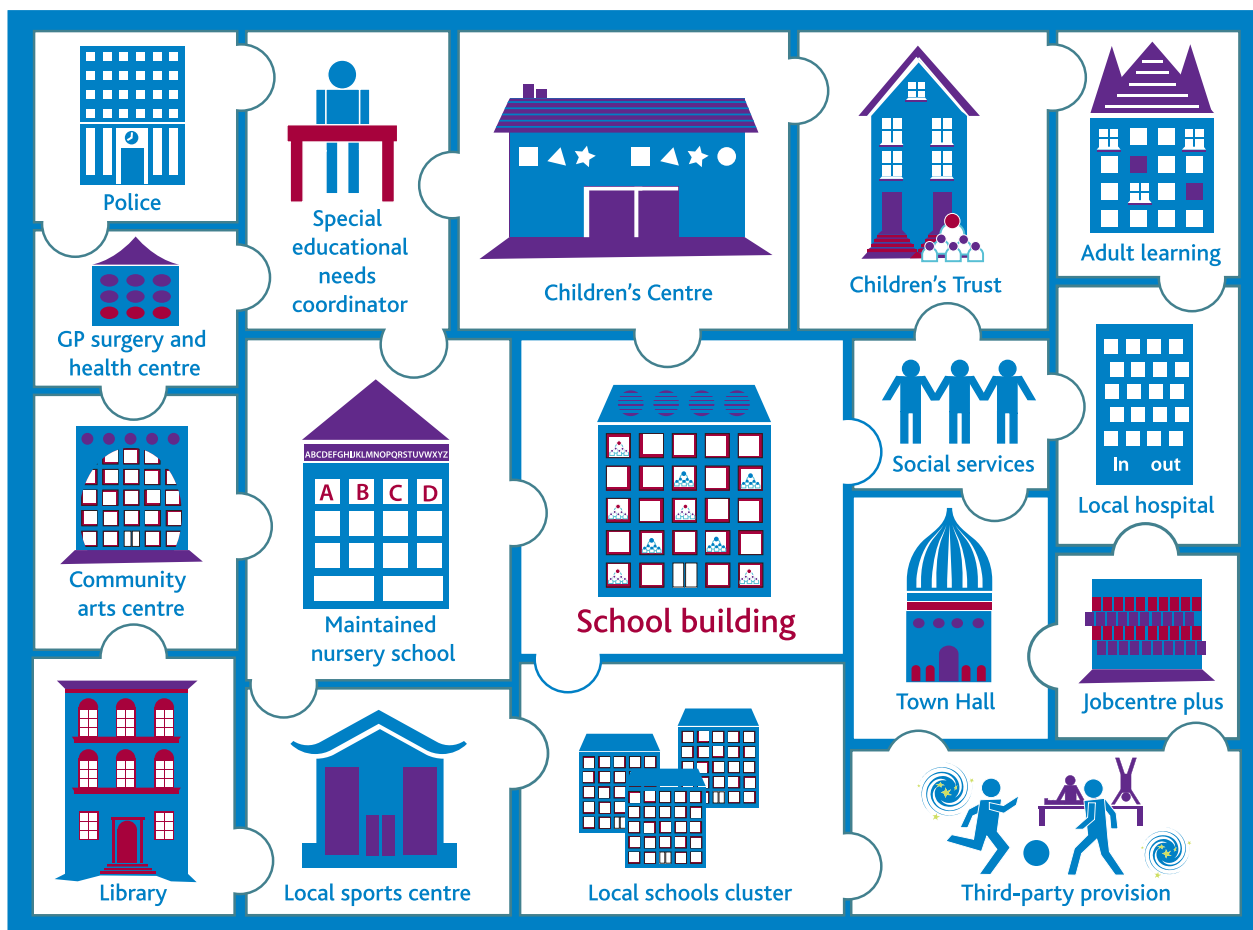
# What do extended services in and around schools look like?

Many schools are already offering extended services to pupils, families and communities. In some cases schools are involved in the delivery or direction of these services, while in others schools are working in partnership to provide access to enhanced opportunities for their pupils and communities.

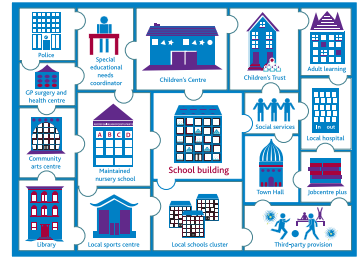
There is no single definition of an extended school. What families need in one community will not necessarily be the same in another. In keeping with this local emphasis,

becoming an extended school does not involve schools bidding for a nationally defined status. There are, however, core services (detailed on page six) which it is expected will be available in or through all schools. Some elements of this core offer will be available to pupils and families throughout their school life while others are specific to either the primary or secondary phase.

The core services build on the good practice already in evidence in schools and the benefits which these services are delivering to pupils.



# What do extended services in and around schools look like?



## The core offer for mainstream and special schools is:

- A varied menu of activities to be offered beyond school hours, which includes homework clubs and study support, sport (at least two hours a week for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities
- High quality childcare provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm all year round
- Parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents
- Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and health services. Some may be delivered on school sites
- Wider community access to ICT, sports and arts facilities including adult learning

*The Government's vision is that extended schools will serve as a hub for services for parents. It is also envisaged that, in time, many extended schools will want to broaden services available to pupils and parents to include, for example, targeted support for children with disabilities or special educational needs (SEN) or for parents experiencing relationship difficulties. Children with disabilities or SEN must also be able to access all the new services.*

## The Government has set some key targets on the delivery of extended services in schools:

- By 2010 all parents of primary-aged children will be able to access affordable childcare at or through their school from 8am to 6pm, all year round. This will be available in at least half of all primary schools by 2008
- By 2010 all secondary schools will be open from 8am to 6pm all year round, offering a range of activities for young people such as music, sport and holiday activities. At least a third of secondary schools should be making this offer available by 2008



# Working in partnership

While some schools will be in a position to direct the delivery of extended services and will wish to do so, there is no expectation that schools will develop and provide extended services on their own.

In many cases, schools will find it more effective to work in clusters and with other agencies to provide extended services that are open to pupils at all participating schools. This may build on existing collaboration between schools which is one of the key elements of the remodelling process.

The Government's Five Year Strategy for Children and Learners (July 2004) identifies Education Improvement Partnerships (EiPs) as one way to take the lead in working with other organisations delivering services to children and families.

With specific reference to the childcare offer and the provision of parenting support, the government envisages considerable potential for collaboration between primary schools and children's centres in providing services for families that are situated in the most convenient location for local communities.

It is essential that schools work with other agencies, including voluntary and community groups, in order to provide pupils with access to elements of the core services detailed on page six of this pack. In some cases these will be groups that are already known to schools, while in other cases it may be necessary to develop new relationships. Local authorities will be able to provide advice about groups, agencies and other organisations which may be able to work with schools in order to provide access to extended services.

There is no expectation that teachers will deliver extended services. However, there may be members of the school support staff who will also wish to take up opportunities to work in these new areas.

Collaborative work to deliver extended services in schools will also support other agencies in meeting their targets under the Every Child Matters agenda.

The creation of Children's Trusts, which will create integrated systems, processes and staff across all local authority provision of children's services, will be a significant factor in facilitating multi-agency working in extended schools.

## Coherence between extended schools and other initiatives

As schools and their partners develop extended services in line with the core offer these will support teaching and learning activities, for example through increased personalisation, and help drive up standards.

Remodelling has enabled many schools to manage change in a way which helps them to respond to their particular circumstances. In this respect remodelling is ideally suited for schools looking to develop extended services.

## Funding

The Government has committed a total of £680 million to support the development of extended schools from 2006-08. The majority of this funding (ie. that routed through the General Sure Start Grant and the Standards Fund) will be distributed by local authorities, who will be able to prioritise the allocation of resources according to need and their plans for the development of extended schools. £250m will go direct to schools as part of their School Standards Grant.

In addition, the April 2006 budget provided a further £220m in 06-07 and £365m in 07-08 for personalisation, in part to support access for disadvantaged children to extended services such as breakfast clubs and after-school activities for which charges are made.

# The role of the TDA

The TDA is working with local authorities to help schools plan and develop extended services. At the core of remodelling is the belief that real, sustainable change can and does happen in an consensual atmosphere.

By following the remodelling change management process, schools will be able to assess how they are working, identify priorities for change that reflect the needs of pupils, families and local communities and develop implementation plans. Over the last three years, schools and local education authorities have been using remodelling to address issues of teacher workload and the goal of raising standards. Remodelling has helped create capacity in schools to meet challenges with strategies that are sustainable.

School remodelling, and the implementation of the National Agreement on Raising Standards and Tackling Workload, has put schools in a position where they can consider delivering of extended services in a coherent and sustainable way.

The remodelling process can help schools and partner organisations ensure that the development, planning and delivery of extended services take place in ways which best support the work of the school and the needs of pupils and communities. Many of the remodelling tools and techniques will help to manage the challenges of working together across existing organisational boundaries.

The TDA is also working closely with 4Children and ContinYou to ensure the best possible level of support for schools and local authorities and to ensure that extended schools remodelling builds on the experiences of schools that have taken the lead in offering extended services.

*Schools and the other agencies working with children are the experts. The role of the TDA is not to tell schools what to do with regard to extended services, nor to tell them how to do it.*

*By using the extended schools remodelling process, schools are empowered to decide what to do and the best way of achieving it.*

# Resources

**Every Child Matters: Change for Children** is a shared programme of change to improve outcomes for all children and young people. Through the website, you can access policy information, details and guidance on implementation, and examples of emerging practice: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

## Teachernet

The Department for Education and Skills extended schools website provides guidance on how to set up and manage extended activities and services in schools as well as useful contacts and case studies. The Government's Extended Schools Prospectus is also available here: [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

**DfES/Sure Start Unit** research on extended schools and childcare can be found at [www.dfes.gov.uk/research/](http://www.dfes.gov.uk/research/) and at: [www.surestart.gov.uk/ensuringquality/research/earlyyears](http://www.surestart.gov.uk/ensuringquality/research/earlyyears)

## The Training and Development Agency for Schools (TDA)

The TDA website offers background information on the remodelling process and case studies of schools which have been involved in workforce remodelling and the delivery of extended services: [www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling)

## 4Children

4Children offers valuable information on the development of childcare in an extended schools context: [www.4children.org.uk](http://www.4children.org.uk)

**The Extended Schools Support Service (TESSS)** provided by ContinYou offers focused support for schools, local authorities and others: [www.continyou.org.uk/tesss](http://www.continyou.org.uk/tesss)

**The Education Improvement Partnerships** prospectus is available at: [www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships](http://www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships)

**Training and Development  
Agency for Schools**  
151 Buckingham Palace Road  
London  
SW1W 9SS  
T 0870 496 0123  
F 020 7023 8092  
[www.tda.gov.uk/remodelling](http://www.tda.gov.uk/remodelling)

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