

Extended Schools Remodelling Programme – An introduction





The National Remodelling Team (NRT) 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 the government's Every Child Matters 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 will be run by Local Authorities with the support of the NRT 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 delivering children's services
- 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 be shown 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 pupils, their families and communities
- Working together in your community you will begin to deliver extended services

What we ask of you:

- That you will be committed to exploring the benefits that extended services can bring to schools and the community
- That you are willing to take opportunities and confront challenges on schools' journeys towards the offer of extended services
- 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, *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 the vulnerable and disadvantaged children
- 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 schools do not deliver services in isolation. By working with each other, with the community, with their local authority and with other agencies and organisations, schools can bring this agenda to life for pupils and their families.

Every Child Matters

Every Child Matters: Change for Children sets out an agenda for reform across children's services, allowing providers to work more effectively both together and with parents and carers. Every Child Matters focuses on five outcomes that matter most to children.



Extended schools have the potential to contribute significantly to delivering these outcomes. A revised Ofsted framework will also mean that schools are inspected on the contribution they make to the delivery of these outcomes.

Bringing services together means it is easier for universal services like schools to work with the specialist or targeted services that some children need so that problems are spotted early and handled effectively. Opening up schools to provide services and activities also means that parents can access childcare without worrying about children moving from school to childcare facilities.

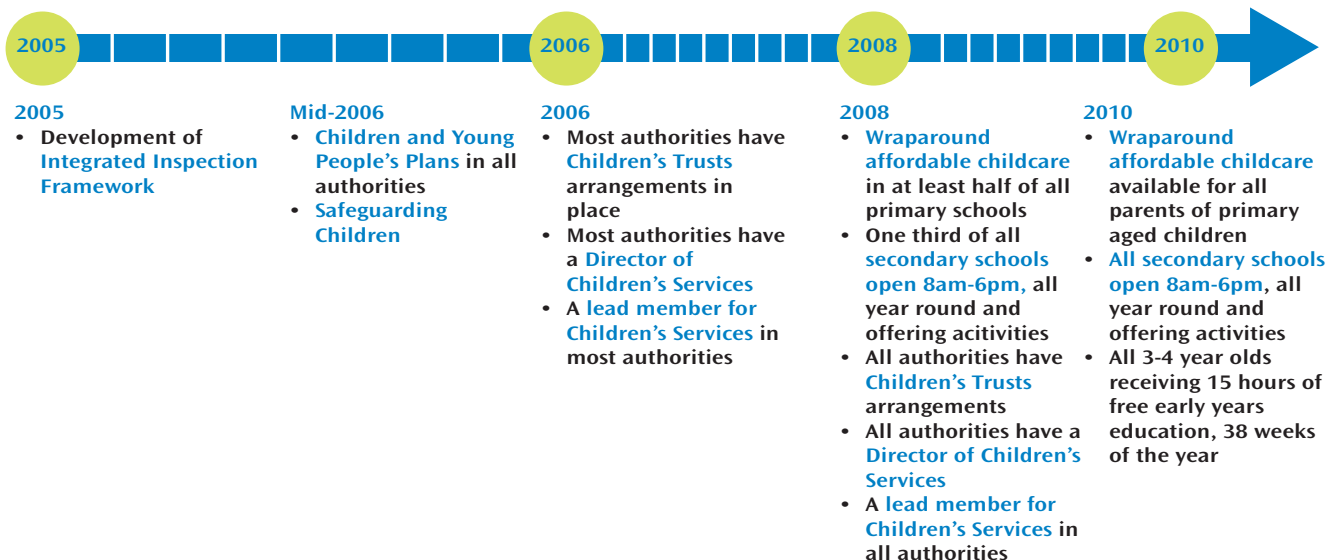
Schools exist at the heart of communities and so are ideally placed to be at the heart of the delivery of the Every Child Matters agenda.

By delivering the core offer of extended services (see page six), within a coherent framework of children's services, extended schools can help to ensure that every child arrives at school ready to learn and that they have the best possible start in life.

Extended schools also provide opportunities for the talents and abilities of all children to be recognised and fostered. In this way schools which offer extended services will also be schools which are working imaginatively towards the aims of the standards agenda.

Extended services - delivery schedule for local authorities and schools

Timeline of key dates for Local Authorities and schools 2005-2010

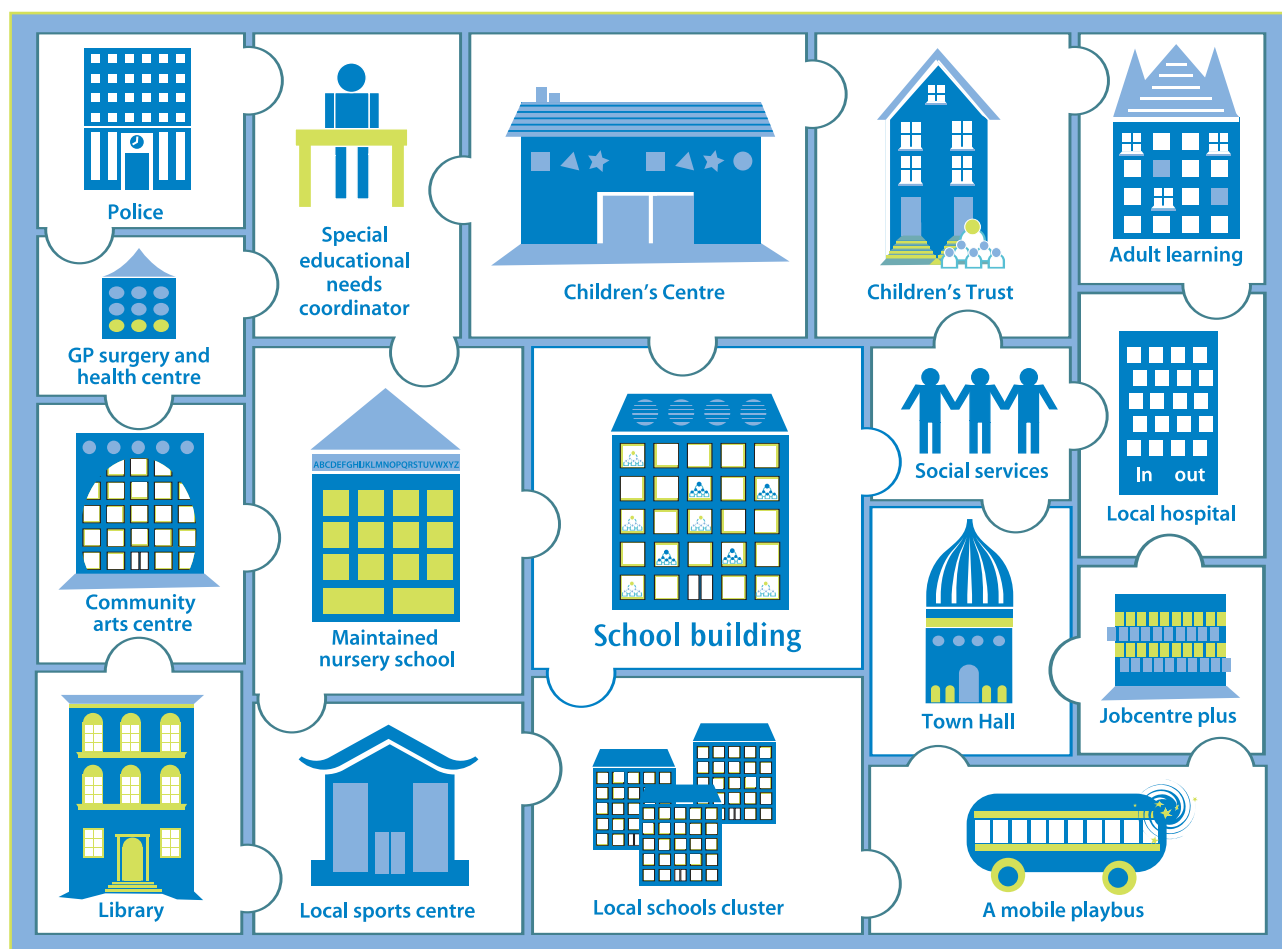


The Every Child Matters agenda, given legislative status by the Children's Act 2004, introduces requirements for local authorities to develop Children and Young People's Plans, to establish Children's Trusts arrangements, to designate a Director of Children's Services and to designate a Lead Member for 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 government has asked the National Remodelling Team (NRT) to work 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 does an extended school 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.



An extended school may link many existing services

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 does an extended school look like?

The core offer for mainstream and special schools is:

- High quality [wraparound childcare](#) provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm all year round.
- [A varied menu of activities](#) to be offered beyond school hours which includes homework clubs and study support, sport (at least two hours a day 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
- [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 sexual health services. Some may be delivered on school sites
- Providing wider [community access](#) to ICT, sports and arts facilities including adult learning

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

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 SEN or for parents experiencing relationship difficulties. Children with disabilities or special educational needs must also be able to access all the new services

Working in partnership

“An extended school is a school that recognises that it cannot work alone.” DfES, 2004.

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. Neither is there any expectation that teachers will deliver extended services. There may, however, be members of school support staff who are well placed and who will wish to become involved in the delivery of services.

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) also paves the way for Education Improvement Partnerships (EiPs) 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.

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 move towards the offer of extended services this should complement the work that they have done with regard to core teaching and learning activities, raising pupils standards of achievement and the implementation of the National Agreement.

Remodelling has enabled many schools to develop a change agenda which responds to their particular circumstances as well as local and national developments. In this respect remodelling is ideally suited for schools looking to develop extended services.

Funding

The government will be making more detailed announcements in the summer term, 2005, about the funding allocation to individual local authorities to support extended services in schools. How funds are allocated at a local level will be decided by authorities operating within national guidelines and in response to identified needs and priorities. It is expected that in time some services will develop to become self funding.

The role of the National Remodelling Team (NRT)

The government has asked the NRT to work 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 atmosphere of consensus.

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. The NRT has been working with local education authorities (LEAs) and schools for two years in order to address the issue of teacher workload and the goal of raising standards. The NRT 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 role which the NRT has been asked to play, working with Local Authorities, in supporting the move towards extended schools is testament to the commitment and imagination displayed by over 20,000 schools that have engaged with remodelling.

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 NRT is also working closely with ContinYou, the organisation that provides the Extended Schools Support Service, to ensure the best possible level of support for schools and LEAs 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 National Remodelling Team is not to tell schools what to do with regard to extended services, nor to tell them how to do it. What remodelling and the NRT gives schools is a way of deciding what to do and how to achieve 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

Guidance and support

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 will also be available here shortly:
www.teachernet.gov.uk/extendedschools

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

The National Remodelling Team (NRT)

The NRT website offers background information on the remodelling process and case studies of schools which have been involved in workforce remodelling.
www.remodelling.org; tel: 020 7979 2850 email:
extendedschools@remodelling.org

The Extended Schools Support Service (TESSS) provided by ContinYou offers focused support for schools, Local Authorities and others:
www.continuity.org.uk/tesss

The Education Improvement Partnerships prospectus is available at:
www.standards.dfes.gov.uk/sie/si/educationimprovementpartnerships