

NORTH YORKSHIRE COUNTY COUNCIL

Young People Overview and Scrutiny Committee

18 September 2008

Extended Services in Schools
Progress towards the 2010 Target and next steps.

Purpose of Report

1. To update members on progress towards the National Targets for schools delivering the full core offer for extended services.
2. To consider the next steps particularly in respect to assessing impact of services on standards and achievement.

1. Background

- 1.1. The Education Act 2002 gave governing bodies of all maintained schools the enabling power to provide, or enter into contracts to provide, facilities and services that benefit pupils at the school or their families or people who live or work in the locality in which the school is situated. In 2002/03 the first schools received funding from the Government to develop their extended services.
- 1.2. The national roll-out of the strategy followed quickly but the objectives sharpened as successive reports into the impact of extended services on children, young people and families identified the significant impact extended services could have on outcomes. By 2004 an extended schools core offer had been agreed with further clarification in the letter from the DfES that clearly stated **'no school standards without Every Child Matters and no ECM without school standards'**.
- 1.3. The Government has set a target that by 2010 every school will be delivering the Full Core Offer. This consists of:
 - Childcare ("a safe place to be" for secondary schools)
 - A varied menu of activities (including study support and play)
 - Parenting support
 - Community access
 - Swift and easy access to targeted and specialist services
- 1.4. Every national report has consistently confirmed that there is evidence that the Extended Schools Strategy is having an impact on the lives of a significant number of children and young people. Quotes from two OFSTED reports are attached as appendix 2.
- 1.5. One criticism however that has consistently been reported is the difficulty that schools and Local Authorities have had in evidencing impact. It is of course possible to evidence impact through case studies and indeed we have done this in this Authority with the publication of the Good Practice Guide and the soon to be published School Case Studies. However it has been a concern that schools have been unable, in their Self Evaluation Forms, to clearly show the reasoning behind the development of their extended services or the impact that those services are having on the outcomes for children and standards.

2. Current Progress

- 2.1. It is however probably reasonable to view the strategy in two phases. Phase 1 has been about ensuring that we achieve the 2010 target of every school delivering the full core offer and in the process meeting the milestones set by central government.
- 2.2. The only measure that we are required to report on is the number of schools delivering the Full Core Offer. This should not underestimate however the importance that the Government places on the Extended School Strategy as a means to ensuring that standards are raised by tackling the barriers that many children face outside the classroom. Whilst the success of the strategy may be measured on the basis of more children achieving more outcomes the bottom line will ultimately be improved standards.
- 2.3. This report will firstly look at our progress towards the 2010 target and then consider the next steps.

3. Phase 1 - Progress towards the 2010 target

- 3.1. The following table shows that 61% of those schools required to deliver the Full Core Offer (FCO) are doing so. The September 2008 milestone, set by the DCSF and monitored by the TDA, is 212. We have therefore exceeded the target by 23 schools. That gives us a green rating.

Current position

County		Percentage		
Delivering the Core Offer	235	61%		
Yet to achieve the core offer	150	39%		
TOTAL Schools	385			
By ISM Area				
	YES delivering the FCO	NO	Total schools	Percentage delivering the FCO
White Horse	26	32	58	44%
North	39	40	79	49%
Harrogate and Ripon	43	24	67	64%
Central Vale	45	26	71	63%
Craven	37	14	51	72%
Coast	28	32	60	46%

3.2.

We are also monitored on our progress towards the 2010 target and on this we score amber. The milestone target to achieve green is 90% of schools, an unrealistic situation for this Authority and, it should be said, most other Authorities. We are reasonably confident that we can achieve the 2010 target having looked at the way the strategy is developing across the County but it should be said that there are risks that we are also looking to minimise.

We have put in place the following actions:

3.3. Identified problematic clusters

3.3.1. Whilst all schools are now part of a cluster there are 8 clusters such as Easingwold, Northern Ryedale, Northallerton (small schools), Tadcaster, Upper Wharfedale that are a year or less old and are therefore at least two years behind the others. They account for approximately 90 schools. We are intending therefore:

- To use the TDA's Rural Extended Schools cluster toolkit to move them on quickly towards delivering the FCO.
- Ensure the new Extended Schools Coordinators attend a TDA ES Cluster training programme

3.3.2. Of the 5 aspects of the core offer Parenting Support is the most difficult to deliver for the most number of schools. We are therefore:

- Strengthening links between those clusters and their local Children's Centre to increase the viability of parenting courses
- Looking at the Area Parenting Support implementation Plans to strengthen the ability of schools to meet this aspect of the Core Offer
- Identifying those clusters that have met the required standards and will be sharing that practice with the clusters that have yet to fulfil this.

3.3.3. Recruitment and retention is a continuing risk for two reasons. The short term nature of the funding has resulted in a relatively high turnover of coordinators. This has had a significant impact on some clusters. Currently all ESCCo contracts finish in August 2009 although approval is being sought to extend their contracts to March 2010. In addition one ISM has had and continues to have difficulty recruiting and retaining the Extended Schools Officer. The ESOs provide essential professional support to the ESCCos.

Whilst there is little we can do about the short term funding issue other than to extend contracts we will build further on the TDA training for new ES Cluster Coordinators and strengthen the support to them. One proposal, for example, is to provide them with a 'buddy' who is an experienced coordinator from elsewhere. This has previously worked well.

3.4. Other strategies include:

- The identification of the most problematic schools and the production of an action plan for each.
- Accessing further funding to strengthen the delivery of the core offer – such as the 3 year funding from North Yorkshire Sport.
- Rolling out the School Improvement Planning Framework to all schools in the Authority – 57 have already received the training via workshops and further support is being given to individual schools via Extended Schools Cluster Coordinators who have been trained in the use of the Toolkit.
- Building further on intelligence such as the Childcare Sufficiency Audit that will indicate where schools need to devote their energies to best effect – or put another way ensure that they do not waste energy or resources.

In conclusion, whilst not wishing to minimise the risks, we are reasonably confident that we will achieve the 2010 target and an amber rating is a fair assessment of the situation so far.

4. Phase 2 - Next Steps

- 4.1. The Full Core Offer is simply the building blocks from which it is anticipated that better outcomes for children will be achieved and in turn standards will rise. The criteria for each aspect of the core offer are clear and there is a requirement for local demand to influence services. This is both sensible but it can also be a weakness as it can allow schools to deliver the minimum without ensuring that they are achieving the maximum impact.
- 4.2. Now that the building blocks are in place it is right to focus even more vigorously on this issue. As OFSTED and other national reports have consistently said, too little attention has been paid to doing this in a systematic way by both Local Authorities and Schools although there is plenty of evidence to show that the Extended Schools strategy is having a significant impact on many families.
- 4.3. In North Yorkshire we have already taken steps to address this.
- 4.4. DCSF recognised the need to support schools with the tools to strengthen their improvement plans by making the links between the barriers to learning that children bring with them into the classroom and the development of services that will overcome those barriers. They therefore tasked the TDA to develop what is now known as the School Improvement Planning Framework. From the outset, although promotion of the framework has tended to occur through the Extended Schools route, we have been clear that promotion of the Framework in this Authority should be conducted jointly between Q&I and Strategic Services.
- 4.5. Colleagues in Q&I have been briefed on three occasions and there has been a joint steering group working towards an initial roll-out in Harrogate and Ripon and now the whole County since October 2007. It is fair to say that engagement with this at both school and directorate level is not consistent.
- 4.6. To date 65 schools have attended one of five workshops organised around their local Extended Schools cluster and feedback as to the value of the Framework has been very positive. ESCCOs and a number of Q&I colleagues have been trained in the delivery of the workshops and further training has been arranged for those who will not be delivering workshops but may be asked by schools to help them use the framework in order to strengthen their improvement plans.
- 4.7. There is now evidence of schools using the tools. We have practical examples emerging of projects that have been developed from an analysis of issues holding some children back in the classroom. The tools have enabled staff to measure the progress the children have made as a result of attending tailor made extended service provision designed to meet the needs of the group.
- 4.8. In addition to the School Improvement Planning Framework there is also some work being undertaken nationally to look at developing quality standards regarding an assessment of the degree to which, above the minimum, that a school is delivering the FCO. One Authority whose scheme we have looked at uses a Bronze, Silver and Gold assessment. Whilst we are promoting the definitions that they use with a view to strengthening the conversations that ESCCOs have with their schools we intend to wait as work is being done to build on this approach and perhaps build on the Quality Standards that have been used for several years for Study Support. These have been developed and continue to be validated by Canterbury Christ Church University.

5.0 Recommendations

5.1 That Members note progress with regard to the development of Extended Services through schools.

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Annexes:


1. Extended Schools Traffic Light Assessment
2. OFSTED REPORT July 2006
Extended Services in Schools and Children's Centres






Extended Schools - Traffic Lights Evaluation Tool

Local Authority: North Yorkshire




Guidance on how to rate a local authority criteria as red /amber /green	
Red	<ul style="list-style-type: none">• significant issues which are likely to impact delivery
Amber	<ul style="list-style-type: none">• some issues which may impact delivery
Green	<ul style="list-style-type: none">• robust arrangements in place
Blank	<ul style="list-style-type: none">• If no evidence obtained to allow a judgement to be made

EXTENDED SCHOOLS – Active Sponsorship and Leadership	RAG (GREEN)	EVIDENCE
<p>Strategic planning is informed by an understanding of need (e.g. based on audits/analyses of demand) as well as a detailed assessment of what services are provided in the authority and its localities.</p>		<ul style="list-style-type: none"> • The children and Young People’s Plan has been revised to cover the 2008-11. It has been built upon detailed consultation with children and young people, parents (telephone survey) and partner agencies. • It has been written by the North Yorkshire Children and Young People’s Strategic Partnership (NYC&PSP) that is a sub-group on the North Yorkshire Strategic Partnership. The seven Local Strategic Partnerships have therefore been consulted. The Extended Service strategy in schools is prominent in the plan. • In addition to the consultation supporting the plan the CYPSP has established a performance and outcomes unit to assess, monitor and report on the progress towards the priorities in the Plan. • For example; the Childcare Sufficiency audit has been completed and locality action plans have been developed with the close involvement of (and in some localities lead) by Extended Service Officers. • The Extended Schools strategy is lead by the Strategic Development and Commissioning Unit who in turn are responsible, on behalf of the CYPSP for managing the integration of children’s services (including the Common Assessment Framework) in the 22 Planning Localities that have been created across the County.


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
<p>The local authority has integrated working between Extended Services and School Improvement teams, as well as effective collaboration between the relevant organisations within the Children's Trust arrangements – e.g. Health, Social Care, Transport Advisers.</p>	<p>(GREEN)</p> 	<ul style="list-style-type: none"> • The School Improvement Planning Framework has been launched so far to 57 schools. The workshops have been jointly planned and delivered by staff from Quality and Improvement and Integrated Services. • Plans are in place to continue the roll-out across the County. • At a locality level Area Liaison Groups, who are made up the most senior local managers of children services have been established to ensure even better integration of services for children and families. These groups are lead by Integrated Service Managers from Strategic Development and Commissioning who in turn also lead on the development of extended schools in their localities and line manages Children's Centre staff.
<p>The DCS and leadership team provide active support now and for the foreseeable future.</p>	<p>(GREEN)</p> 	<ul style="list-style-type: none"> • The DCS and Leadership Team receive regular reports on progress towards the Extended Schools targets.
<p>There is a clear and resourced operational plan which is shaped by LA priorities and local needs. The plan includes activities to secure:</p> <ul style="list-style-type: none"> • Progress of schools with known challenges – e.g. small primaries, faith schools • Effective mechanisms for collaboration between schools and sharing of resources, funding, and facilities in order to address locality-based priorities and delivery <p>There should be a growing focus on schools already providing access to the full core offer to:</p> <ul style="list-style-type: none"> • Identify and deliver other extended services which are even better aligned to demand, are deliberately designed with outcomes in mind, 	<p>(GREEN)</p> 	<ul style="list-style-type: none"> • The allocation of resources has been approved by the County Council and reports and decisions are available. These reports also detail the overall strategy. • Operational planning is conducted by the Extended Service Officers who provide professional support to the Extended Schools Cluster coordinators. The ESO team receives professional support from an Integrated Service Manager who has had experience leading on the strategy. • The County Council has agreed its approach for


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<p>and increasingly personalised to individual need</p> <ul style="list-style-type: none"> • Improve engagement of disadvantaged children, parents and families 		<p>ensuring impact and further developing the quality of the services delivered by schools through primarily the School Improvement Planning Framework and also the work that is being done nationally in developing quality standards in Extended Services.</p>
<p>EXTENDED SCHOOLS – Validation and Verification</p>	<p>RAG</p>	<p>EVIDENCE</p>
<p>The local authority has a clear approach to validating information received from schools and making judgements on their status regarding the provision of access to the full core offer.</p>	<p>(GREEN) </p>	<ul style="list-style-type: none"> •
<p>The local authority shares with every school its assessment of individual schools' progress in providing access to the full core offer; and seeks the school's agreement with this assessment.</p>	<p>(GREEN) </p>	<ul style="list-style-type: none"> • Validation is confirmed by Extended Schools coordinators following a visit to a school. ESOs support ESCCos in ensuring that the definitions are as consistent as possible across the county • All schools delivering the FCO have been contacted by ESCCos to confirm their status and there is another letter going to all schools briefing them on the DCSF's strategy for publicising FCO Extended Schools.
<p>For those schools already providing access to the full core offer, local authority is:</p> <ul style="list-style-type: none"> • Reviewing provision to ensure that extended services remain in place • Confirming that extended services are still meeting demand, e.g. effective consultation by schools 	<p>(GREEN) </p>	<ul style="list-style-type: none"> • See previous box


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<p>The local authority is also validating that extended services are having an impact in their area and are encouraging schools to do the same. For example:</p> <ul style="list-style-type: none"> • Gathering qualitative and quantitative evidence of the benefits of extended services to share across the authority • Making links between extended services and consequent impact on pupil standards and well-being • Conducting impact evaluations to demonstrate the outcomes that extended services have achieved 	<p>(AMBER)</p> 	<ul style="list-style-type: none"> • An Extended Schools brochure has been published containing examples from across the county of good practice. • The Authority is about to publish a further guide containing whole school case studies including indicators of impact. • Practical use of the School Improvement Planning Framework is beginning to emerge but there is still a significant amount of work to do. • Making a clear link and reporting that in a consistent way across the County between a schools extended services and standards remains a challenge as it does in other Authorities although there is significant anecdotal evidence from schools to say that it does. • There is significant evidence however where the well-being of pupils has been improved as a result of schools using the Common Assessment Framework.
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EXTENDED SCHOOLS – Engagement	RAG (GREEN)	EVIDENCE
<p>The extent to which the local authority is engaged with TDA processes. The key aspects to ensure:</p> <ul style="list-style-type: none"> • The local authority is represented at regional meetings, and the right people are in attendance • Appropriate personnel involved in delivering the Extended Schools agenda have been inducted into the TDA change process through TDA training • The local authority participates in the self-evaluation processes i.e. the authority takes responsibility for assessing school performance, and for critically evaluating its own status via the traffic lights. • The authority maintains an up-to-date record of progress (at a minimum ESP must be updated by end of March, June, September and December to tie into key deadlines for DCSF) to inform support provided and decision making 		<ul style="list-style-type: none"> • The Authority is represented at all Regional meetings by a lead Officer. • All staff have attended the TDA training at various levels. • The Authority regularly undertakes a self evaluation of its progress and performance • The ESP is up to date.

EXTENDED SCHOOLS – Current Progress Towards 2009 Trajectory	RAG (GREEN)	EVIDENCE
<p>A judgement regarding the likelihood of the local authority achieving its September 2009 trajectory for schools providing access to the full core offer.</p> <p>Additionally, if a local authority currently has 40% or fewer full core offer</p>		<ul style="list-style-type: none"> • Currently at 2/09/08 we rate Green • We require 55% of 385 schools which is 212 schools to change the rating to green. We have 235 delivering the FCO

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<p>schools on ESP, the default rating is red unless there is evidence to the contrary. If a local authority currently has 55% or fewer full core offer schools on ESP, the default rating is amber unless there is evidence to the contrary.</p>		
<p>EXTENDED SCHOOLS – Current Progress Towards 2010 Deadline</p>	<p>RAG</p>	<p>EVIDENCE</p>
<p>A judgement regarding the likelihood of the local authority to have all of its schools providing access to the full core offer by September 2010. The criteria used to make this judgment are:</p> <ul style="list-style-type: none"> • Reported progress on ESP • Effectiveness of strategies, plans and processes in place to achieve 100% of schools by September 2010 • Identification of and activities to tackle “at risk” schools • Existence of issues and/or risks which will affect 2010 delivery <p>To achieve a green rating, the local authority must have at least 90% of schools reported as full core offer on ESP, be tackling any “at risk” schools, and not have any issues and/or risks which will affect the 2010 deadline.</p> <p>To achieve an amber rating, the local authority must have at least 60% of schools reported as full core offer on ESP.</p>	<p>(AMBER)</p> <p style="text-align: center;"></p>	<ul style="list-style-type: none"> • Currently at 2/09/08 we rate Amber. We require 60% of 385 schools which is 231. We have 235 delivering the FCO. • Please see below the Authority’s plan to manage the identified weaknesses and risks.

We have put in place the following actions:

1. Identified problematic clusters
 - a. Such as Easingwold, Northern Ryedale, Northallerton (small schools), Tadcaster, Upper Wharfedale. In total there are 8 clusters that are a year or less old with approximately 90 schools in them.

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- i. We are looking to use the TDA's Rural Extended Schools cluster toolkit to move them on quickly towards delivering the FCO.
 - ii. The new Extended Schools Coordinators are being sent on the TDA ES Cluster training programme
 - b. Of the 5 aspects of the core offer Parenting Support is the most difficult to deliver for the most number of schools. We are therefore:
 - i. Strengthening links between those clusters and their local Children's Centre to increase the viability of parenting courses
 - ii. We are looking at the Area Parenting Support implementation Plans to strengthen the ability of schools to meet this aspect of the Core Offer
 - c. Recruitment and retention has been a problem. The short term nature of the funding has resulted in a relatively high turnover of coordinators. We are therefore building on the TDA training for new ES Cluster Coordinators by providing focussed support to them. One proposal is to provide them with a 'buddy' who is an experienced coordinator.
2. Other strategies include:
 - i. The identification of the most problematic schools and the production of an action plan for each
 - ii. Accessing further funding to strengthen the delivery of the core offer – such as the 3 year funding from north Yorkshire Sport.
 - iii. We are rolling out the School Improvement Planning Framework to all schools in the Authority – 57 have already received the training via a workshop and further support is being given to individual schools via Extended Schools Cluster Coordinators who have been trained in the use of the Toolkit.
 - iv. The Childcare sufficiency Audit has indicated where childcare where there is sufficient childcare provision for schools to refer parents to. It has also identified those areas where further action is required and action plans are in place to do so.

Appendix 2

OFSTED REPORT July 2006 Extended services in schools and children's centres

Key findings

- The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning.
- 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.
- Services were most effective when there was a plan which considered standards, value for money, affordability and the long-term sustainability of the services.
- 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. There was no single blueprint for success. Regular consultation by services was vital. Successful services fulfilled the community's needs, were of high quality and maintained interest.
- Short-term funding made it difficult for services to plan strategically. This influenced significantly which services were provided and the extent to which they could be sustained.
- Agencies worked together most effectively when there was a lead co-ordinator in the setting and agreed protocols for working practices.
- The role of local authorities was important in establishing effective, well coordinated plans and support structures. Authorities used effective settings and agencies fully to disseminate good practice.
- The strongly inclusive approach seen in most of the settings visited enabled a wide range of age groups to access services. However, there was a lack of continuity in services and interventions once children moved from children's centres on to school.
- The impact of services on pupils' standards and achievement was recognised by all providers, but rarely monitored.

Appendix 2

OFSTED REPORT January 2008

How well are they doing?

The impact of children's centres and extended schools

In the schools inspected, the extended provision was having a positive impact on children's and young people's achievement and personal development, especially for the more vulnerable. Schools that provided the most effective services integrated these within their planning for whole-school improvement, because they were clear about the overall outcomes they wished to achieve for their pupils. There was also some evidence of schools radically rethinking their ways of working to provide better access to services. In particular, these schools had set up teams of staff from different professional backgrounds to support vulnerable pupils. This enabled swift action to be taken, preventing difficulties becoming more serious. In one school, case studies showed that this approach had reduced exclusions and improved attendance. School governors and managers were aware of their responsibilities and took an active interest in ensuring the provision of good quality childcare on their premises.

.....The survey, however, found specific examples of provision having contributed substantially to outcomes for individual children and adults.....