



DERBY CITY COUNCIL

**COUNCIL CABINET
29 NOVEMBER 2005**

Cabinet Member for Children's & Educational Services

Development of Children's Centres Phase 2 and Extended Schools.

SUMMARY

- 1.1 We need to develop eight new phase 2 Children's Centres across the city between April 2006 and March 2008 and these should be planned alongside the development of Extended Schools as a key contribution to the implementation of Integrated Children's Services in Derby.
- 1.2 The proposed plans are set out in this report.
- 1.3 Subject to any issues raised at the meeting, I support the following recommendations.

RECOMMENDATIONS

- 2.1 To consult on the development of eight new Phase 2 Children's Centres.
- 2.2 To consult on the development of Extended Schools services across the city.

REASONS FOR RECOMMENDATIONS

- 3.1 The Sure Start Unit has allocated £2,169,735 capital funding and £2,746,118 revenue funding to develop eight new Children's Centres in phase 2 between April 2006 and March 2008.
- 3.2 The DfES has allocated £2,635,828 over the next three years for the development of Extended Schools services in accordance with current government initiatives.
- 3.3 The proposed developments will mean that there is a Children's Centre serving all but one small disadvantaged area as identified within the Neighbourhood Renewal Strategy and will also ensure that there is at least one Children's Centre in each area defined by Area Panels.

**Development of Children's Centres Phase 2 and Extended Schools.****SUPPORTING INFORMATION**

- 1.1 Council Cabinet approved the Early Years Strategy and Children's Centre plan on 28 October 2003. This set out proposals for nine Children's Centres meeting DfES guidelines. A total of £1,975,210 capital funding and £647,971 revenue funding was allocated.
- 1.2 A shortfall in capital funding has meant that planned phase 1 Children's Centres in Sinfin, Babington and around Central Nursery School have slipped to phase 2. Council Cabinet agreed this on 7 September 2004. Children's Centres now planned within the first phase are:

Where	Designation Date (date agreed by DfES – core offer met)	Children's Centres Childcare Places	Reach (No. of <5s living in the area)	Area Panel
Osmaston/ Allenton	September 2004	29	933	2
Rosehill	December 2004	34	1143	3
Derwent	October 2005	36	1312	1
Austin/ Sunnyhill	December 2005	25	696	3
Mackworth/ Morley	March 2006	43	637	5
Becket	June 2006	34	795	3
Spondon	August 2006	33	676	1
Total		234	6192	

- 1.3 The phase 1 Children's Centres will all deliver services to children and families to include integrated early years education and childcare, family support, health and midwifery, adult and family learning and links with Jobcentre Plus and the Children's Information Service.

- 1.4 Guidance on the development of phase 2 Children's Centres was issued in July 2005. Derby City has been allocated £2,169,735 capital funding and £2,746,118 revenue funding to develop eight more Children's Centres between 2006 and 2008. Children's Centres are intended to provide universal services, but must also provide services for children most in need. For that reason phase 1 Children's Centres were located in the 20% most disadvantaged wards.
- 1.5 In phase 2 it is intended that all families in the 30% most disadvantaged wards will have local access to Children's Centre services. The Government's aim is to have a Children's Centre serving every neighbourhood by 2010. The only indication of what defines a neighbourhood is that it should have a population with about 800 children under 5 years old.
- 1.6 The capital funding allocated by DfES may be insufficient to fund all the proposed developments and alternative funding sources may need to be found.
- 1.7 The core offer for Children's Centres in the 30% most disadvantaged wards is the same as that for phase 1 Children's Centres. However, phase 2 guidance gives the flexibility to develop Children's Centres in non-disadvantaged areas using existing services with additional services being provided to meet locally identified needs for the disadvantaged and vulnerable families in the area.
- 1.8 Designation for all Children's Centres will be dependent on the following conditions
In the 30% most disadvantaged areas
- the centre is open a minimum of five days a week, 10 hours a day, 48 weeks a year
 - plans are in place to provide health and outreach services to families in need within an agreed geographical area
 - integrated care and learning for children from birth to five is being provided with 0.5 teacher appointed
 - links with Jobcentre Plus have been agreed.
- In the remaining 70% areas**
- All of the above conditions must be met with the exception of the integrated care and learning, particularly for under threes, which can be replaced by:
- drop-in activity sessions for children, such as stay and play sessions.
- 1.9 An initial indication of proposed phase 2 Children's Centre areas has to be submitted to the DfES by the end of November 2005.

- 1.10 Children's Centres are key to the delivery of Integrated Children's Services which are being planned using the five areas as defined by the area panels. Therefore it is important to ensure the development of at least one Children's Centre in each of the five localities. Areas of significant disadvantage may need more than one Children's Centre to ensure all children and families in that locality are able to access the services.
- 1.11 In planning phase 2 Children's Centres other considerations have included the population of under fives, disadvantaged areas as identified by the Neighbourhood Renewal Strategy, existing Surestart Local Programme boundaries and opportunities to plan for citywide Children's Centre coverage.
- 1.12 A further requirement in the development of phase 2 Children's Centres is the need to link them with Extended Schools.
- 1.13 Both DfES documents, a "Five Year Strategy for Children and Learners" and "Choice for parents, the best start for children: a ten year strategy for childcare" focus on the role of Children's Centres and Extended Schools as hubs for community services including children's services. The Government anticipates that a third of primary schools and a half of secondary schools will be extended schools by 2008, with all schools offering full day and all year round provision by 2010. This will include in primary schools access to childcare, study support, parenting support and sports and arts facilities, with easy referrals to specialist support services. In secondary schools the focus should be recreational and community activities which support learning.
- 1.14 Derby's draft Extended Schools Strategy is attached as appendix 2. The Extended Schools Strategy Manager took up her post on 31 October 2005 and three of the five Extended Schools Development Officers have been recruited and will take up their posts by the end of the year. They will consult with schools, local people and partner agencies to further develop the strategy. The team will work with the Local and National Remodelling Teams who will support them in the rollout of a training programme for school staff focused on the development of Extended School services.
- 1.15 An audit of all schools in Derby has been completed which will highlight existing services and demonstrate gaps in service which need to be delivered to meet the core service offer for Extended Schools.
- 1.16 Derby City currently has two primary schools offering Extended School services. These are Beaufort Community Primary School and Becket Primary School. It is also planned that Peartree Infant and Junior Schools with Harrington Nursery School will also begin to deliver Extended School services in the near future.
- 1.17 The DfES has allocated both capital and revenue funding over the next three years to develop Extended School services across the city. It would be prudent to develop these new Extended School services alongside proposals for the new Children's Centres to maximise the funding and to give children and their families seamless access to services.
- 1.18 The following table sets out the proposed phase 2 Children's Centre areas and the schools in these areas which might support the development of extended services.

Area	30/70%	Wards	Area Panels	Schools	Reach *	Comments
Chaddesden	30%	Chaddesden	1	Cavendish Close Infants and Junior Chaddesden Park Infants & Junior Cherry Tree Hill Infant & Junior Meadow Farm Primary St Alban's Primary St Andrew's Special Da Vinci College Lees Brook Community Sports College	740	This will include the NRF area of North Chaddesden
Alvaston	30%	Alvaston	2	Lakeside Primary Alvaston Infants and Junior	686	Will include some parts of Alvaston ward and parts of the NRF area of Crewton/Harvey Road
Boulton	30%	Boulton	2	Boulton Primary Moorhead Primary Oakwood Infants and Junior Shelton Lock Infants and Junior Merrill College Noel Baker	709	Will include remaining parts of the Crewton/Harvey Road NRF area and the remaining area up to the Sure Start Allenton/Osmaston boundary
Sinfin	30%	Sinfin	2	Ashcroft Primary Sinfin Primary Grampian Primary Redwood Infants and	700	The Sinfin ward excluding the northern part covered by Sure Start

				Junior Sinfin Community		Osmaston/Allenton.
Babington	30%	Arboretum Normanton	3	St Josephs St Chad's Infants Dale Primary Stonehill Nursery	1,173	This will serve the remaining parts of Normanton and Arboretum not covered by SS Rosehill and Austin/Sunnyhill.
Central	30/70%	Darley Allestree	5	Central Nursery Whitecross Nursery Markeaton Primary Walter Evans Primary St Mary's Primary Portway Infants & Junior Lawn Primary Woodlands	975	Darley ward which includes a pocket of disadvantage and Allestree.
Blagreaves	70%	Blagreaves	4	Ridgeway Infants Gayton Junior Carlyle Infants St George's Primary St Peter's Junior Derby Moor	691	This could be extended to include parts of Heatherton Village
Mickleover	70%	Mickleover	4	Silverhill Primary Mickleover Primary Ravensdale Infants and Junior Brookfield Primary Wren Park Primary Murray Park	542	This could be extended to include parts of Littleover.

*The under 5 population figures are derived from the Exeter 2003 data provided by the Health Authority.

- 1.19 The inclusion of Children's Centres in Blagreaves and Mickleover will ensure that there is coverage in all Area Panels. A Children's Centre in Mickleover could build on the Foundation Stage 1 provision which was developed at Brookfield Primary School and Ravensdale Infants School (yet to open) following the Early Years Review in 2003. It has also been highlighted that there is a lack of before and after school childcare linked into the primary schools in both of these areas.
- 1.20 The boundaries around the proposed Children's Centres may be subject to some change to ensure equality of population (around 800 0-5's) and ability to deliver services locally to meet the core offer. (Annex 3)
- 1.21 The proposed consultation would take account of the school boundaries and the current defined Sure Start Local Programme boundaries which might be subject to change as the new centres are developed.

OTHER OPTIONS CONSIDERED

- 2.1 Derby City Council could decide not to deliver phase 2 Children's Centres. This would mean we could not take advantage of financial investment outlined in paragraph 1.4.
- 2.2 Derby City Council could decide not to deliver any further Extended School services. This would mean we could not take advantage of financial investment outlined in paragraph 1.16.
- 2.3 Failure to develop Children's Centres and Extended Schools would seriously hinder the implementation of Integrated Children's Services in Derby.

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Background papers:	Appendix 1 - Implications
List of appendices:	Appendix 2 - Extended Schools Strategy
	Appendix 3 - Map of proposed new Children's Centre areas

IMPLICATIONS

Financial

- 1.1 Funding available from DfES to support the development of phase 2 Children's Centres is
- total indicative revenue funding 2006-2008 £2,746,118
 - total indicative capital funding 2006-2008 £2,169,735
- 1.2 The capital funding allocated by DfES for phase 2 Children's Centres may be insufficient to fund all the proposed developments and alternative funding sources may need to be found.
- 1.3 Funding available from DfES to support the development of Extended Schools services from 2005-2008 is

2005 – 2006			
General Sure Start Grant	Extended Schools	BIP	Total Funding
79,500	361,039	255,000	695,539
2006 – 2007			
General Sure Start Grant Capital	General Sure Start Grant Revenue	Standards Fund	Total Funding
354,995	159,672	353,937	868,604
2007 - 2008			
General Sure Start Capital	General Sure Start Grant	Standards Fund	Total Funding
363.165	354,583	353,937	1,071,685

The total indicative funding 2005 – 2008 is £2,635,828

Legal

- 2.1 The DfES expects that the Local Authority will play a key role in strategically planning and ensuring delivery of Integrated Children's Services.

Personnel

- 3.1 There are significant staffing implications within these proposals for staff in schools in Derby. Consultation has begun with staff and trade union representatives and governing bodies.

Equalities impact

- 4.1 The development of Children's Centres and Extended Schools services within the five area panels and within the disadvantaged areas of the city will allow easier access to local support services for children and their families. The services will also provide affordable childcare where needed, enabling some parents to return to training and to work on an all year basis.

Corporate objectives and priorities for change

- 5.1 These proposals come under the Council's Objectives of

- **a stimulating and high quality learning environment,**
- **healthy safe and independent communities,**
- **a lively and energetic cultural life,**
- **a diverse attractive and healthy environment,**
- **a prosperous, vibrant and successful economy, and**
- **a shared commitment to regenerating our communities,**

and contribute to the priorities **to work towards no schools in causing concern category** and **raising educational achievement.**



Derby City Council Education Service

Extended School Strategy - Draft

What is an extended school?

An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. The range of services and activities will vary depending on the needs of the community but some of the key services are:

- Childcare
- Lifelong learning opportunities
- Health care
- Family support
- Cultural and sporting activities
- Study support.

Context:

Education Act 2002: this legislation gave school governing bodies the power to directly provide facilities and services that benefit pupils, families and the local community and also gives them the flexibility to enter into agreements with partners to provide services on school premises. Prior to doing so, governing bodies must consult with partners including the Education Service.

Children Act 2004: this legislation underpins the Every Child Matters programme for the reform of children's services. It demands step-change and whole system reform in order to achieve its aim of providing services for every child, organised around the needs of children and their families. The legislation requires that services work in partnership, breaking down professional boundaries, shifting the focus from intervention to prevention. Central to the vision for children's services is that agencies should work in partnership with communities to identify the needs of their children and families and deliver locally based services to meet those needs.

National Service Framework for Children, Young People and Maternity Services 2004: Health services are key to the delivery of services for children and their families and are therefore an essential partner for delivering the new vision. This framework with its focus on outcomes for children and young people is closely aligned to the Children Act and confirms the partnership approach to the development of services.

DfES Five Year Strategy for Children and Learners: the strategy covers all phases of education – early years, primary, secondary, further education, higher education and adult skills. It also highlights the role of children’s centres and extended schools as hubs for community services, including children’s services. It says that every primary school over time should be able to offer:

- A wide range of study support activities – including sports clubs, societies, clubs, visits and events
- Parenting support opportunities provided on school premises, including family learning
- Swift and easy referral from every school to a wider range of specialised support services for pupils (e.g. speech therapy, child and adolescent mental health services, or intensive behaviour support), working through the Children’s Trust.

Choice for parents, the best start for children: a ten year strategy for childcare: this strategy intends to create a sustainable framework for high quality early years and childcare services for all children and families. Its aim is to make early years and childcare provision a permanent mainstream part of the welfare state. It will be implemented through the framework provided by the Every Child Matters programme for the reform of children’s services. It also focuses on the role for children’s centres and extended schools in the delivery of the strategy, and makes the following promises:

By 2008:

- Half of all families will have access to school based childcare for 5-11 year olds
- One third of secondary schools open from 8am to 6pm offering extended services

By 2010:

- All parents of 3 and 4 year olds offered access to wraparound childcare linked to the expanded early education offer – extended day and extended year
- All parents of 5-11 year olds to have access to childcare based in their school or early education provider nearby with supervised transfer arrangements – extended day and extended year
- All secondary schools open from 8am to 6 pm weekdays providing extended services.

Four key themes guide the strategy:

- Choice and flexibility: parents to have greater choice about balancing work and family life
- Availability: for all families with children aged up to 14 who need it, an affordable, flexible, high quality childcare place that meets their needs
- Quality: high quality provision with a highly skilled childcare and early years workforce, amongst the best in the world
- Affordability: families to be able to afford flexible, high quality childcare that is appropriate for their needs.

However, although these new government initiatives are the drivers for the development of Derby’s Extended Schools Strategy, extended schools are not new and there are many examples across the country of extended schools in both the primary and secondary phase of education. Indeed, most schools across the country and in Derby offer some services which form part of the extended school offer. This is because it has long been recognised that children’s achievement is not only dependent on what and how they learn in school.

“The gap between the best and worst performers widens as they go through education; and it is both significantly wider and more closely related to socio-economic status in this country than elsewhere.” – DfES Five Year Strategy

Parents and the home environment will always have the most important impact on a child's development. Research shows that where parents are actively engaged in activities with their children, they demonstrate better intellectual, social and behavioural development. The quality of these interactions between parents and their children is more significant for child outcomes than parental income or social background. However, parents living in poverty are likely to face risk factors that make their role as parents harder, such as lack of material goods like toys and books, lack of space for play and school work, as well as greater vulnerability to depression and anxiety. Additionally, their poverty may stem from their own educational underachievement again affecting their interaction with their children and their attitude to their children's education.

Some children live in particularly disadvantaged communities, in run down environments where crime and the fear of crime is high. Extended schools can be a catalyst for change in disadvantaged communities by engaging parents and other members of the community and offering them a range of learning opportunities. Schools which have adopted this approach report the following benefits:

- Increased motivation and self-esteem of pupils
- Improved behaviour and attendance
- Higher expectations and raised attainment
- Enhanced specialist/multi-agency support for vulnerable pupils and their parents
- Increased support from parents and greater involvement in their children's learning
- Greater opportunities for partnership working with the community
- Reduction in staff absenteeism
- Reduction in vandalism.

Every Child Matters

The Every Child Matters programme sets out 5 outcomes for all children's services. These are based on extensive consultation with children and young people and reflect the areas which are important to them:

- *Being healthy* – enjoying good physical and mental health and living a healthy lifestyle
- *Being safe* – being protected from harm and neglect and growing up able to look after themselves
- *Enjoying and achieving* – getting the most out of life and developing broad skills for adulthood
- *Making a positive contribution* – to the community and society and not engaging in anti-social or offending behaviour
- *Achieving economic well-being* – overcoming socio-economic disadvantages to achieve their full potential in life.

Each of the outcomes is underpinned by a number of aims which have criteria and targets against which service delivery will be measured. Service delivery needs to change in order to achieve these outcomes. Plans are underway to reshape services so that children will:

- Be safeguarded from harm
- Have better opportunities to develop and reach their potential
- Receive early support where there are difficulties
- Access targeted services faster

and parents will:

- Have better information, advice and support

- Have access to targeted support when needed.

It is within this context that agencies are planning to reshape front line delivery of services for children and their families in Derby. The structure being developed will be based on the five existing locality areas, as defined by Derby City's Area Panels:

Area 1: Spondon, Chaddesden, Derwent, Oakwood

Area 2: Alvaston, Boulton, Sinfyn, Chellaston

Area 3: Normanton, Arboretum, Abbey

Area 4: Mickleover, Littleover, Blagreaves

Area 5: Allestree, Darley, Mackworth

Plans are underway to develop multi-disciplinary teams based in each of the localities, although the size and make-up of the teams will be informed by an analysis of need in each of the areas. These teams will contribute to the delivery of services from both children's centres and extended schools, supporting targeted children and families in need of additional support but within the context of universal services for children delivered by the children's centres and extended schools.

Framework for Extended Schools

The Education Service's vision is that schools and children's centres in Derby, are a valuable resource for their local communities. Educational performance is at the heart of economic renewal and schools have a vital place at the centre of the community as a focus for community regeneration. Although schools must retain their essential focus on the standards agenda, as well as providing education and training, they can provide a range of other services which will support children, young people and adults to raise their achievement and aspirations and become full and active citizens. Schools and children's centres do not have to provide all these services by themselves. By working in partnership with other organisations and agencies to deliver services on school sites, schools will become integral to community capacity building.

Derby City Council has a strong history of promoting partnership working, enabling services to work together more effectively to meet the needs of children, young people and adults, e.g. SureStart local programmes, the Youth Offending Service. The principles of Every Child Matters will take this a stage further by bringing together children's services within the Council under one Director of Children's Services and one Cabinet Member with responsibility for Children's Services. Derby is also one of the 21 authorities piloting the Local Area Agreement which will bring together the plethora of external funding streams under a "single pot" to improve the effectiveness of planning and monitoring of services, offering an opportunity to maximise resources.

The Extended Schools Framework should build on that belief that services can work together more effectively in order to meet the needs of children, young people and adults. Partners must align policy and resources to develop opportunities on school sites for the wider community. By doing so, it affords the Council the opportunity to maximise resources and to consider how services and provisions can be used more efficiently and to best effect. It also tackles social inclusion and inequality and can enable children, young people and adults to identify the support they need which will help them to achieve their potential, socially and economically, and thereby take a full and active part in their communities.

In the most deprived areas of the city, the development of community focused schools can provide a comprehensive approach to addressing learning needs in the area. In other parts, less extensive approaches may be used which reflect the particular needs and priorities of that locality. For all schools, a key objective will be to reflect the Council's strategic aim to increase engagement between themselves and the wider community and make a contribution to the well-being of that community.

There is no blueprint for an extended school. The model for each school is the decision of the governing body which can develop as much or as little provision as they think suitable for their own community. The only requirement on the governing body is that it plans its extended services in consultation with the Local Authority, key partners and the local community. However, there is a danger that without an overall plan for extended services within communities, some services could be duplicated making them unsustainable in the long term whilst some key services are not provided at all.

Taking the city as a whole, without an overall planning framework some areas may be well provided for whilst others are less well served. This framework for how services might be developed is a starting point for consultation with schools, partner agencies and organisations in the statutory, voluntary and private sectors and other key stakeholders including parents and community groups. It sets out some key actions:

Key Action 1: Audit of existing extended school activity

Most schools in Derby are already offering some services which fit within the extended schools definition. For example:

- Study support
- Breakfast Clubs
- Playing for Success
- Family learning
- Out-of-school learning activities
- Children's University
- Sporting activities
- Adult learning classes
- Youth activities
- Duke of Edinburgh Awards
- ICT classes

In addition, there is a range of support being offered within schools arising from BIP, EAZ/EiC activities, the Schools Sports Partnerships and from partnership working with other bodies such as the Community Safety Partnership, Greater and Central Derby PCTs and New Deal for Communities. All these can be seen to contribute to the extended schools agenda.

However, there has been no centrally based record of that activity, either for the whole city or by area. This lack of a co-ordinated body of knowledge about existing extended schools activities would inhibit the planning process for future development. Therefore, a key action arising from the development of the framework has been to conduct an audit of all schools to determine the level of extended services currently offered. This audit was undertaken during the summer term using a team of five staff seconded into the Early Years and Childcare Service on a part-time, temporary basis. They have carried out a series of

interviews with headteachers or their representatives using a standard audit form that was developed by one of the authorities in the pilot phase of extended schools services.

Key action 2: planning services and defining communities

The Government continues to focus the delivery of integrated services on a community basis, whether they are for children, young people or adults, but does not actually define what it means by a community. In relation to extended schools, there are at least two ways to define the community:

- By geographical location, requiring the identification of defined neighbourhoods, served by a group of schools
- By shared values or beliefs such as that found in aided schools.

The picture is further complicated in the case of secondary schools, where it is not uncommon in Derby for children to attend a secondary school at some distance from their home community. This will present a particular challenge as plans develop for delivering integrated multi-disciplinary teams working within localities.

Although Derby has five area panels each comprising a group of electoral wards, the panels are not a means of defining communities and each of the panels has within it a number of different communities with their own varied needs. For example, in Area Panel 1 the circumstances in Spondon are very different from the needs of families in Derwent, whilst within Spondon itself the needs of families living within the Asterdale estate are very different from those in many other parts of the ward. A starting point for the development of the extended schools strategy should therefore be to define distinct communities within each area panel and identify which children's centres and schools serve each community. These "community networks" will then plan together to deliver extended services within that community.

However, there are other initiatives which will also impact on the planning for extended schools. Phase 2 of the children's centre initiative will have a significant impact, particularly as authorities are being encouraged to use schools as the base for future children's centres. Derby must develop eight new centres between April 2006 and March 2008. Building Schools for the Future will transform secondary schools in Derby over the next few years. Planning for those changes will need to encompass the requirement to provide extended school services because all secondary schools are expected to be extended schools by 2010. School place planning continues to be a challenge for the Local Authority with falling roles and housing developments impacting on the school population. Whilst falling roles present schools with a challenge in financial terms, they do free up space to deliver extended school activities. Similarly, the schools capital programme must be sensitive to the need for schools to have space from which to deliver extended school activities all the year round.

The Education Service intends to appoint an Extended Schools Strategy Manager to lead the development of the extended schools strategy. It is proposed that the appointee should work in a team with other key officers to carry out the detailed planning necessary. This will include a comprehensive needs assessment of children, young people and adults to inform the strategy and delivery model. It will also result in the identification of networks of schools which together will deliver the full range of extended school services in each defined community area.

Key action 3: support for schools in the planning process

Schools face many demands and in order that they can be supported to develop a community based plan for extended school services additional support should be offered through the Standards Fund allocated for extended services. It is therefore proposed to appoint a team of 5 Extended School Development Officers who will work with the headteachers and governing bodies in the “community networks” in each panel area to support the development of extended school services.

In Area Panel 1, Derwent ward already has a full service extended school with an Extended Schools Co-ordinator who is working with the other schools in the NDC area. In addition, the NDC has recently appointed an Extended Schools Officer to further develop services in the area. It is therefore proposed that the Extended School Development Officer appointed to the team for Area Panel 1 works with all schools in the area with the exception of those schools within the NDC area. S/he will liaise with the NDC staff and learn from their experiences.

The role of the Development Officers will include:

- Setting up management boards for each school network
- Contribute to the assessment of need for each area
- Identify and liaise with other providers of services in each locality
- Explore funding opportunities
- Support the steering group in each network with the development of a local extended schools development plan
- Agree the scope of activities to be provided directly by the schools.

In order to ensure that practice in localities is shared and co-ordinated, the Extended School Development Officers will be line managed by the Extended School Strategy Manager. However, they will also be accountable to the steering groups in each school network.

There are currently two identified extended schools in Derby, Beaufort Community Primary School and Becket Primary School. Each is working with their neighbouring schools to develop models of extended schools within Derby. Both schools have identified finance and personnel issues as being areas in which they need more support and guidance as services are developed. These are consistent with developments in children’s centres and the personnel issues are common to workforce remodelling in schools. It is therefore proposed that funding should be identified from both the Children’s Centre revenue allocation and the Standards Fund for Extended Schools to appoint additional finance and personnel staff within the Education Service who can offer support to schools in these specific areas.

Key action 4: provision of childcare

In order to meet the targets for the provision of school based childcare, schools can either develop their own childcare provision or they can contract the services of the private or voluntary sectors to deliver services on school sites. Either can be equally successful if properly planned and supported.

A key challenge for primary, infant and nursery schools in the coming years will be the increase in the entitlement for Foundation Stage (FS) education. The current arrangement which gives three-year-olds 12.5 hours of FS1 education each week enables schools to have morning and afternoon sessions for two groups of children each day. From 2007, this entitlement will extend to 15 hours per week and parents can insist they have this spread over three days. From 2010, the entitlement will increase to 20 hours each week. This will make it more difficult for schools to plan and deliver sessions for the same number of children. However, the change in entitlement reinforces the Government's desire for children to be able to access integrated early education and childcare places. One solution for schools would be to offer more full-time provision with parents paying fees for the childcare element.

The Education Service is funded through its General Sure Start Grant to appoint a member of staff who will work with schools to develop childcare for children of all ages.

Key action 5: Workforce Remodelling

The approach to school workforce remodelling provides an extremely good basis for wider remodelling work to support the integration of children's services. Indeed, workforce remodelling is crucial to the success of extended schools and children's centres. The National Remodelling Team has now been engaged to develop its remodelling strategies to make them relevant for extended schools. The role of the Workforce Remodelling Team in Derby, working alongside the Extended Schools Team, will be further developed to ensure that the sound practices of workforce remodelling already established in Derby inform future workforce remodelling in the city. A team of staff has been trained to run workshops on the revised remodelling strategy.

Extended Schools Network Workshops

The Extended Schools Network Workshops are designed to give a structured and supportive opportunity for schools and their partner organisations to identify and to plan how best to deliver the core offer of extended services to their community. The design model is similar to that used for remodelling, with schools meeting in tranches of networks to work together using a guided series of activities especially designed for the extended schools initiative and facilitated by local authority trainers.

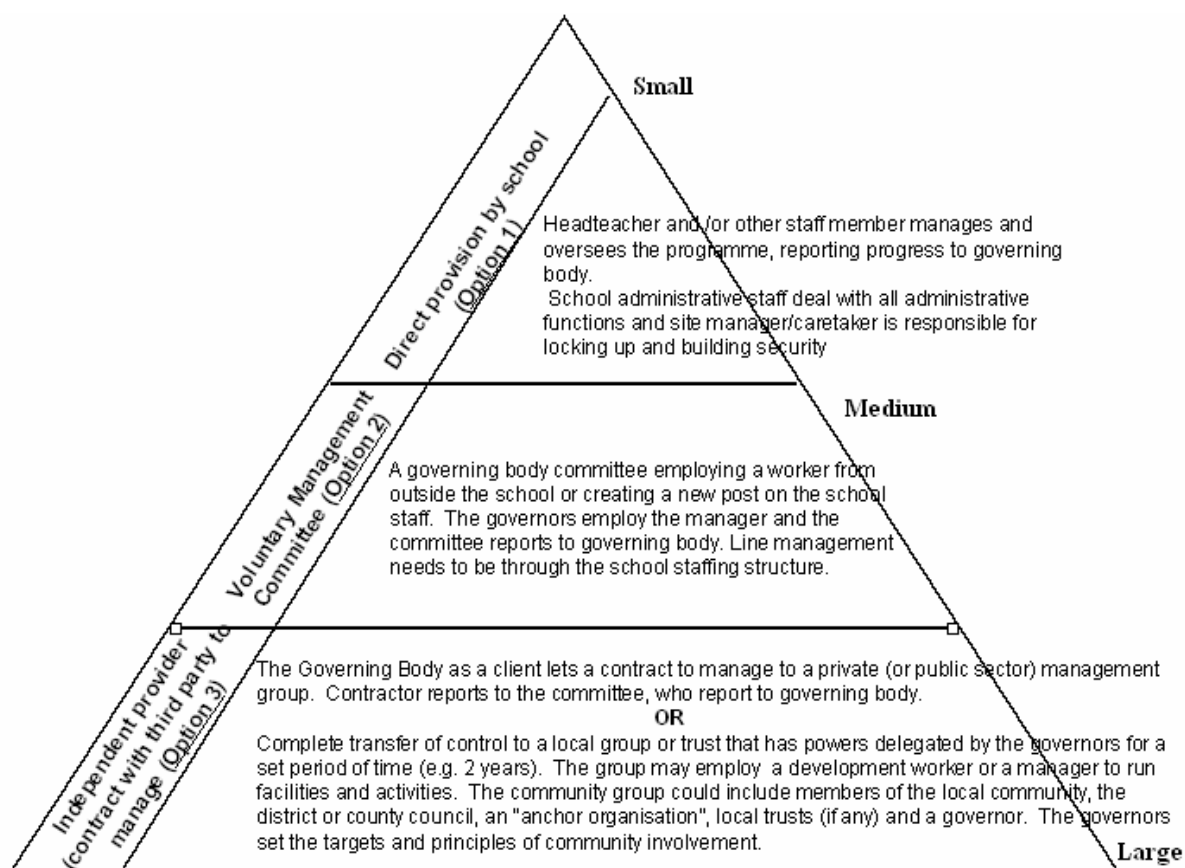
Schools will meet in community networks over a period of about a term and a half, with the process being funded by the local authority. Four separate workshops will be used for school networks to identify and to plan proposals for providing the extended schools core offer, leading to new and innovative activities that meet the needs of the community.

The principle of the activities is that the process needs to be flexible, so that school networks can develop from their own starting points reflecting their individuality and circumstances.

These workshops will not be 'talking shops', they are intended to lead to real sustainable changes that schools feel able to deliver, working in collaboration with partner organisations, meeting the needs of the community and improving standards of achievement.

Further details of this process will be discussed with school headteachers and with other partner organisations in September.

In conclusion, we are aware that some headteachers are concerned that the extended schools programme brings significant workload implications for both themselves and their staff. This is at a time when national policy and local developments are trying to address workload and work/life balance. It is important to remember that there are different models of how extended schools might work in practice and it will be imperative that community networks develop local models which avoid the need for any school to be over-burdened. The following diagram offers three models of extended schools which Barnsley has developed but we need to ensure that schools adopt models which meet their own needs.



Lesley Whitney
Assistant Director, Lifelong Learning and Community