

City of
SUNDERLAND

Education Directorate

Extended Schools Position Paper

Consultation Document

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1. PURPOSE

- 1.1 This Paper sets out the framework for the development of Extended Schools in Sunderland and the role that Extended Schools can play in improved services being delivered in an integrated way from schools in the heart of local communities. It builds on the Government's guidance issued by the Department for Education and Skills (DfES) 'Extended Schools providing opportunities and service for all' and links to the policies set out in the Green Paper 'Every Child Matters'.
- 1.2 The Paper also sets out outcomes relating to the City Council's major change management programme, *PeopleFirst*, the City of Sunderland Community Strategy and the Children and Young People's Preventative Strategy.
- 1.3 The national policy framework for the development of Extended Schools is currently being formulated and this Paper seeks to inform the development process at a local level. In Sunderland there are already very good examples of Extended School provision. This Paper builds on this good practice and aims to share the learning across the City by fostering a partnership approach between the LEA, schools, statutory and voluntary agencies and local communities.
- 1.4 The Paper seeks therefore, to assist the Council, other Agencies, Schools, Governors and Local Communities in identifying the opportunities and maximising the benefits offered by Extended Schools.
- 1.5 This Paper will be subject to change as policies outlined in the Green Paper, Children's Services Bill and the Community Strategy become more defined and the learning from good practice more accessible. The Paper should therefore be used as a tool to initiate dialogue and collaboration and to support the development process.

2. DEFINING EXTENDED SCHOOLS AND FULL SERVICE EXTENDED SCHOOLS

2.1 What is an Extended School?

- 2.1.1 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. There is no blue print for the type of activities that schools might provide or how they could be organised. This very much depends on the needs of pupils, their families and the local community.
- 2.1.2 A working definition, by Prof. Alan Dyson, University of Manchester is that an Extended School maximises the curricular learning of its pupils by promoting their overall development and by ensuring that the family and community contexts within which they live are as supportive of learning as possible.

2.2 What is a Full Service Extended School?

A Full Service Extended School will offer a core of:

- Childcare
- Study Support, Family and Lifelong Learning
- Health and social care and Parenting Support
- Sports and cultural facilities
- Access to ICT
- Other services for the community
- Other services for children and young people

The Sunderland Excellence in Cities Partnership's Strategic Plan for Behaviour Improvement includes a full service Extended School at Farringdon Sports College.

For the purpose of this Paper the vision, key principles and priorities make no distinction between the 'Full Service Extended School' and 'Extended School'. However, the description 'Full Service Extended School' should only therefore, be referred to in the context of the EIC designated school at Farringdon.

2.3 What services could be offered from Extended Schools?

2.3.1 As there is no blue print, Extended Schools could combine the following services to meet local circumstances and community needs:

- Adult and Family Learning/Lifelong Learning
- Childcare
- Healthcare and advice
- Social Services
- ICT access
- Community use of sports and cultural facilities
- Connexions service
- Study Support
- Local police and Youth Offending Teams
- Voluntary community groups and clubs

There may be other services which schools and communities may determine more appropriate and these will become apparent following an assessment of need exercise as shown in section 11.

2.4 The benefits of Extended Schools

2.4.1 This Paper accepts the evidence from the evaluation of the DfES pilot 'A Study of Extended Schools Demonstration Projects' (DfES research report no. 381) that involvement in extended activities, properly managed, is entirely compatible with the school maintaining high standards in its 'core business' of raising pupils attainment. Extended Schools may also have a positive impact on the cultures of schools and their communities, particularly in terms of how learning is viewed.

2.4.2 The benefits for pupils, staff and parents include improvements in pupils behaviour, attendance, motivation and achievement. This may result from on-site integrated health and social care, the creation of a learning culture, increased parental involvement and wider activities to engage pupils in school and learning.

2.4.3 The benefits for the wider community include better access to services, closer relationship with the school, constructive opportunities for young people outside of school hours, local career development opportunities, playing a part in neighbourhood renewal and providing a community focus.

3. THE CITY OF SUNDERLAND COMMUNITY STRATEGY

3.1 The Local Strategic Partnership's overarching policy framework is contained in the City of Sunderland's Community Strategy. The Community Strategy contains a number of strategic objectives many of which can be impacted upon through Extended Schools. The Extended School Position Paper therefore, will provide outcomes which impact on the following Community Strategy objectives:

- Raising standards and improving access and participation in learning

A key focus is adult skills and basic skills including issues around participation in learning for all. This involves key actions around community based learning. Extended Schools will provide a great opportunity to deliver family learning and basic skills.

- Creating a prosperous City

Aims include developing a highly skilled workforce: -

Local schools and the City of Sunderland College are working to address future skills needs by raising young people's aspirations, attainment levels and overall work-readiness. As well as continuing to encourage sectors that match the City's existing skills base, more focused training provision will be made available so that local people are able to take advantage of opportunities in growing sectors, such as construction and those linked to the knowledge economy.

The Extended Schools Project will play a major role in the facilitation of such projects at a community level and the development of creativity throughout the City.

- Improving health and social care

The role of Extended Schools in improving physical and mental health in Sunderland will prove considerable when taking into consideration the green paper and service integration. In addition, the expansion of the Washington-based 'Exercise on Referral Scheme' to cover other areas of Sunderland, could see extended schools playing an integral role in the delivery of this.

Extended Schools could be a potential base for CAMHS multi-agency co-located teams. The proposal to move the school nursing service from City Hospitals into the TCPT could see school nurses developing a role within extended schools.

- Extending cultural opportunities

Extended schools can play an integral role in extending cultural opportunities, key areas of potential will include libraries, play and well being and provision of cultural facilities. The development of the hubs and spokes programme will feature in promoting this priority.

- Creating inclusive communities for all

The aims include creating strong and positive relationships between people from different backgrounds within neighbourhoods and in work, education and leisure. Extended Schools will of course play a very important role in the regeneration of sustainable communities in the most deprived areas of the City. Six rounds of challenge funding (SRB), have supported the development of community facilities in schools across the City. The Neighbourhood Renewal Unit is currently supporting Hylton Red House School with grant aid in a joint initiative with DfES. Another key strand of Extended Schools is to develop community cohesion.

- Service Integration

Integrating services is about adding value to the current public investment and improving the customer experience at the point of delivery – fundamental to this agenda is expanding choice and access for local people, with a particular emphasis on improving access for those suffering from, or at risk of, social exclusion.

The Extended Schools should be seen as key drivers for service integration across the city and a priority within the **PeopleFirst** Programme.

4. THE SUNDERLAND VISION FOR EXTENDED SCHOOLS

- 4.1 The vision for Sunderland is that each and every school will become an Extended School within a continuum that recognises that small-scale activity does have positive impact and that large-scale development including full service schools, providing integrated services require a local plan.
- 4.2 The vision acknowledges that Sunderland still has significant pockets of deprivation, with 20 of the City's 25 wards identified as amongst the 20% most deprived in the country, with 11 of these wards in the 10% most deprived. This will clearly provide a basis for allocating resources, which may become available together with the targeting of children and families.
- 4.3 However, in order to progress the Extended School Programme in a manageable way, it will be developed through a phased process, with the initial phase focusing on key policy strands, which are strategically linked to Extended Schools. These include:
- Primary Places Review/**PeopleFirst** Programme
 - Behaviour Improvement Plan
 - Neighbourhood Renewal/DfES Initiative
 - Children Centres Development
 - Building Schools for the Future
 - Space for Sport and Arts
 - Sharing current 'good practice'

The individual schools in this initial phase are identified in the schedule attached as **Appendix 1a**.

- 4.4 The vision supports the strategic priority of "Raising Standards and Improving Access and Participation In Learning" and the many strategic plans, including the Education Single Plan and Community Strategy, which support this priority.

5. KEY PRINCIPLES

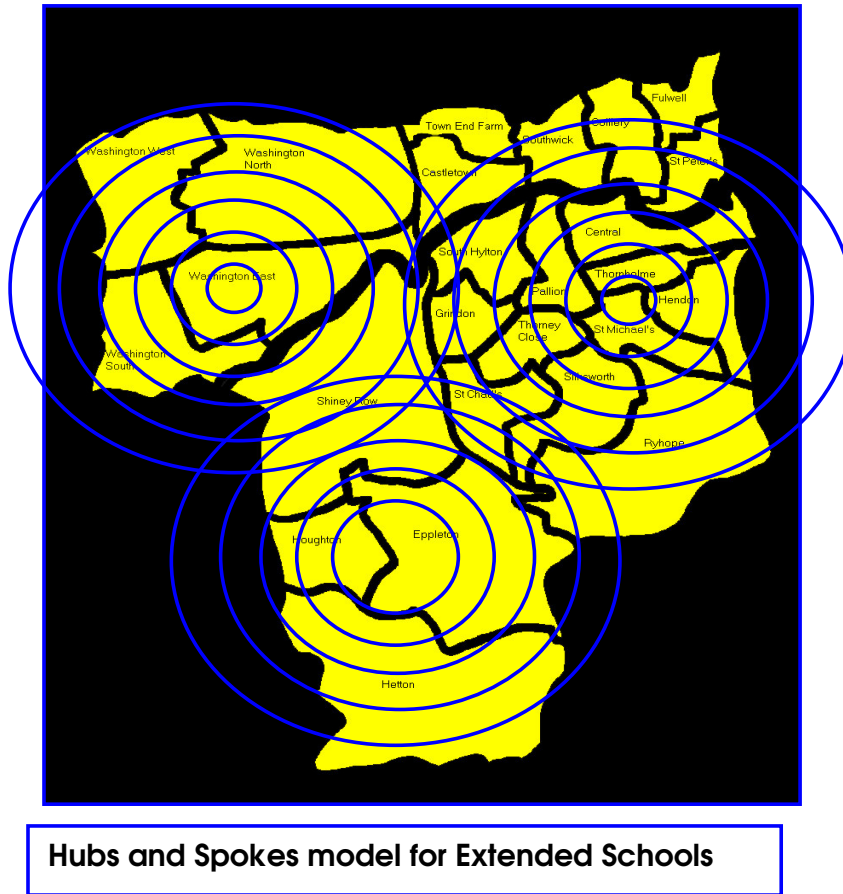
- 5.1 To raise educational aspirations and attainment through developing a culture which values learning.
- 5.2 To consider each Extended School on an individual basis, recognising that there is no blue print and no 'one size fits all'.
- 5.3 To act as a catalyst for neighbourhood renewal and regeneration by building the capacity of local people to engage in the management and delivery of the Extended School programme.
- 5.4 To create a network of Extended Schools using the Hubs and Spokes Model and for all schools to have extended functions on a continuum.
- 5.5 To provide early preventative services for children and families at risk of social exclusion and/or adverse outcomes.
- 5.6 To maximise the potential for Extended Schools to promote community cohesion in the City.
- 5.7 To increase the effectiveness of services for children and families through the development of a co-located, multi-disciplinary approach leading to possible Service Integration.
- 5.8 To improve access by offering a locality based approach to service delivery.

- 5.9 To promote enhanced partnership agreements with schools and other service providers and the LEA agreed protocols and quality standards.
- 5.10 To improve efficiency through pooling resources, skills, knowledge and work-force reform.
- 5.11 To involve children, parents and communities in the local analysis of need and the design and delivery of services to ensure that Extended Schools provide services that potential users want and will use.

6. KEY PRIORITIES

- 6.1 Engaging schools and communities in the vision for Extended Schools through a programme of visits and information on good practice.
- 6.2 Conducting a mapping exercise to determine current provision and identified need.
- 6.3 Building strong partnership working with key partners/agencies.
- 6.4 Involving children and parents in the design and delivery of services.
- 6.5 Developing thinking about and understanding of the Extended Schools concept.
- 6.6 Ensuring that the Extended Schools Paper links to the Local Preventative Strategy and Strategic Plan, the Education Single Plan and the Government's vision for children's services.
- 6.7 Maximising opportunities for integration and co-location of services, particularly preventative services for children at risk presented by the **PeopleFirst** Programme, development of Children's Centres and Building Schools for the Future.
- 6.8 Ensuring that organisations focus on schools as a location for delivery of services at neighbourhood level.
- 6.9 Pooling resources, skills and knowledge to improve efficiency and make services more effective.

7. HUBS AND SPOKES MODEL



- 7.1 Sunderland's Hubs and spokes model lends itself to the Government's vision of schools as the hub of a network of integrated children's services. The Hubs and Spokes Model has been used effectively in Sunderland, e.g. in the Excellence in Cities City Learning Centres, as a framework in which schools work together as an extended family, developing specialisms, sharing good practice and raising standards across the whole group.
- 7.2 The PE and School Sport Strategy demonstrates how the specialist sports colleges (Biddick, Farrington and Houghton Kepier) have worked together with their family of schools in a structured way using advisory groups to successfully implement the Specialist Schools and Schools Sport Co-ordination Programme. This has resulted in 100% coverage of all LEA schools.
- 7.3 Other examples include the role of specialist schools and the provision for extended opportunities for vocational education, the collaborative partnerships arising from the 14 -19 action plan and the City Learning Centres acting as hubs for all schools.

8. POLICY FRAMEWORK

8.1 The foundations for this Paper lie in following key policy initiatives:

- The Community Strategy as detailed in Section 3
- DfES guidance, which sets out the Government aims to see more schools at the heart of their community, providing learning and cultural experience for all and offering help and support where it can be easily accessed.
- The Green Paper, 'Every Child Matters', which seeks to ensure that no child falls through the net and services work together in prevention and early intervention. The integration of services will be a key feature and Extended Schools is seen as a response to the fragmentation of services, which have failed many children in the past.
- The Education Single Plan includes reference in Priority 1(Change Management to become a modern LEA – 1.11.7) and Priority 10 (Young People and Lifelong Learning – 10.5.7 formalising the vision for Extended Schools)
- **PeopleFirst** is a 4 year investment programme to improve services for everyone in the City. The programme is about investing in the future, bringing services together and working with other partner organisations for the benefit of everyone.

PeopleFirst will see the radical transformation of the way services are delivered in Sunderland. At present our customers have to visit a number of offices or call several telephone numbers for different services. Through service integration it will be possible for users to access services by visiting a multi-service centre or call a single telephone number and have many queries dealt with in one go. **PeopleFirst** will enable access to services, advice and information at various levels.

The development of Extended Schools is seen as a key strand to achieving the **PeopleFirst** outcomes.

- The Children and Young People's Preventative Strategy and Strategic Plan 2003-2006 which sets out the multi agency Children and Young People's Strategic Partnership Board's co-ordinators' strategy and priorities.
- The Strategy for the Development of Children's Centres in Sunderland 2004-2006 which sets out the key principles:
 1. All **PeopleFirst** area centres will either accommodate an element of a full range of services or have a clear operational link with a Children's Centre.
 2. The most disadvantaged wards in the City (those in the bottom 10% on the Index of Multiple Deprivation) will be fully covered by a Children's Centre and all of those in the bottom 20% on the IMD will have some coverage.
- Sunderland's vision for the Building Schools for the Future Programme. The City's strategic approach has encompassed all of our secondary schools including 4 voluntary aided schools and the BSF plan is founded upon consultation with schools, key stakeholders and an assessment of the extent to which each school complies with our vision.

9. THE CURRENT POSITION IN SUNDERLAND

- 9.1 Many schools in Sunderland have developed Extended School provision within their communities. The scale and range of provision varies greatly and often relates to extended school activities such as breakfast clubs and after school clubs through to large scale community provision resulting from key regeneration programmes such as SRB, NRF and New Deal for Communities.
- 9.2 Other Extended School provision may relate to sports and cultural facilities supported through Lottery Programmes such as Space for Sports and Arts and PE and Sport.
- 9.3 An initial assessment of current provision can be found in Appendix 2. A detailed mapping exercise will be undertaken as part of the Extended Schools development to determine a clear picture of the current level of Extended School provision and ascertain areas of need.
- 9.4 However, the following case studies and programmes provide an example of Extended School provision already in existence in Sunderland. The case studies relate to Farrindgon Jubilee Centre adjacent to Farrindgon Secondary School which is now the City's nominated Full Service School, the Keelman Centre adjacent to Quarry View Primary School and details of the City-wide Study Support Programme 'SchoolzOut!'

9.4 Farringdon Jubilee Centre

Farringdon Community Sports College was built in 1956 and currently has 1482 pupils on roll. The school has had a community dimension for a number of years and during this time has developed links with both voluntary and statutory agencies within the area. One of the key links was with the local Residents Association on the estate of Farringdon. The school has also provided out of school activities through NOF funding for the past three years as well as classes organised during school holidays.

The estate of Farringdon had very limited community facilities and provision. The Community Association had closed and the only other community organisation was based around the local church. It had been acknowledged that existing facilities were unable to accommodate the scale and range of services and activities needed within the area.

As the school is the main physical facility of the estate, the Residents Association, local people and the school felt that a community resource in the school grounds would provide for the future needs of the area.

In 1999 Farringdon estate became part of the SRB6 initiative and the school as a lead agent bid for monies to develop a Community facility. Funding was secured through SRB, ERDF, NRF, Local Authority and Farringdon School.

The new build named Farringdon Jubilee Centre opened on 9th September 2002 and was staffed by volunteers from the Farringdon Residents Association and supported by the Community Tutor within the school for sixteen months. The building includes two training rooms, one equipped with computers, crèche, kitchen, interview rooms and office area.

Over the past eighteen months the centre has continued to develop. There has been a range of courses offered with support from BRIDGE, Healthy Living Centres and WEA, Courses have also been offered to young people in twilight sessions.

A number of partner organisation hire office space within the centre and offer services to the local community. These are Job Linkage, Connexions and the SRB ArtsCom project. Connexions also hold all of their Year 11 interviews within the centre. Other organisations including Surestart, Community Safety, North East Council on Addiction, SRB6, Lifelong Learning and many others have all used the centre for their work or to hold meetings.

The centre is managed by a Management Committee made up of representatives from partner organisations, local people and the school. It has its own constitution and has secured funding through the Single Initiative Budget for three years and ERDF funding for two years in order to employ staff and support the running of the centre. The centre now has three full time members of staff, an IT technician who was appointed in November 2002, caretaker who was appointed in August 2003 and administrator and project manager appointed in January 2004.

The vision for the future is the further development of services and activities within the centre and the school. This will be based on an analysis of need and consultation with local people, students, parents and organisations. Key areas will be around health provision for both adults and young people, childcare, lifelong learning and family learning. In order to sustain the future development a partnership approach is essential.

9.4 Keelman's Centre – Quarry View Primary School

Quarry View Infant and Junior Schools amalgamated in September 2001 to become Quarry View Primary School. This came about as the result of falling rolls. Additional funding from SRB and SSA enabled community facilities and sports and arts provision to be incorporated into the development. The aim was for the Keelman's centre to be managed by a development worker, financed by grant funding, and overseen by a management committee made up of local residents, users, other stakeholders, senior members of the school staff and governors.



Current Situation

Quarry View Primary School works in partnership with the Keelman's Centre in providing Life Long Learning opportunities for the Pennywell and Ford areas. In addition to fulfilling its statutory responsibilities as a 4 -11 community primary school, Quarry View has an enviable 'out of school hours' enrichment programme which includes breakfast, lunchtime and after school provision covering literacy, numeracy, sports and the arts. The Space for Sport and Art facilities which include a sports hall, floodlit all-weather multi-use games area, drama and dance studio and dedicated art room with a kiln, have greatly enhanced the school's ability to deliver these initiatives.

The Keelman's Centre is a vibrant, multi-use, community facility managed by an independent Management Committee consisting of members from the community, Quarry View School and Governing Body and other voluntary and statutory organisations. The Centre caters for all age groups in the Lower Pennywell / Ford area. Presently our activities include: -

- Sunbeams Out Of School Club
- Keelmanz Kids (After School Club)
- Keelman's Kittens (Toddler Group)
- Yoga
- Internet Café
- Tai Chi
- Youth Club / Multi Use Games Area
- Job Search / Welfare Rights Advice

9.4 Keelman's Centre – Quarry View Primary School

The Centre also delivers a variety of one-off community events including – Christmas Fair, Funding Days, Half-Term activities for children and parents / carers, family learning days etc.

Partners involved in the project include – Pennywell Community Business, Pennywell Neighbourhood Centre, Sunderland Early Years Partnership, Sunderland Housing Group, Bridge, Age Concern, Pennywell Youth Project, Behaviour Improvement Team, NHS Teaching Primary Care Trust, LEA, and Sports Development etc.



Future developments

Future plans for the school involve development of the environment to increase outdoor teaching opportunities. Obtaining funding to continue some of the initiatives supported by SRB 3, exploring the development of a full service Extended School, basing a 'BEST' team in the Keelman's Centre. Keelman's Centre plans include broadening the range of courses available, Credit Union and Age Concern day club. Collaborative projects include a community cinema and a community garden as well as utilising the SSA facilities for greater community use.

9.4 Schoolz Out! - Out of School Activities



Out of School Hours Provision is seen as a minimum requirement in the development of Extended Schools in Sunderland. The City's schools are well placed to have this minimum requirement embedded as a result of the flagship Schoolz Out! Programme.

The City of Sunderland LEA is delighted with the speed and enthusiasm that schools in the Authority have advanced in their Study Support programmes since it was first introduced in April 2001. The City of Sunderland was successful in securing £1.3 million for the Out of School Hours Learning Activities programme from the New Opportunities Fund.

The City of Sunderland Study Support Strategy 2000 sought to develop an Out of School Hours Learning Programme which was sustainable, raised achievement and provided an inclusive programme covering all parts of the City. Standards Fund was added to the NOF grant to implement a city wide programme in every school in the City. In addition further funding was secured from NOF and NRF (Neighbourhood Renewal Fund) for a three year Summer School programme.

This has proved to be a very successful formula as the City of Sunderland's Study Support programme, has grown and developed enormously.

The following tables set out the total number of participants in the programmes.

Participation

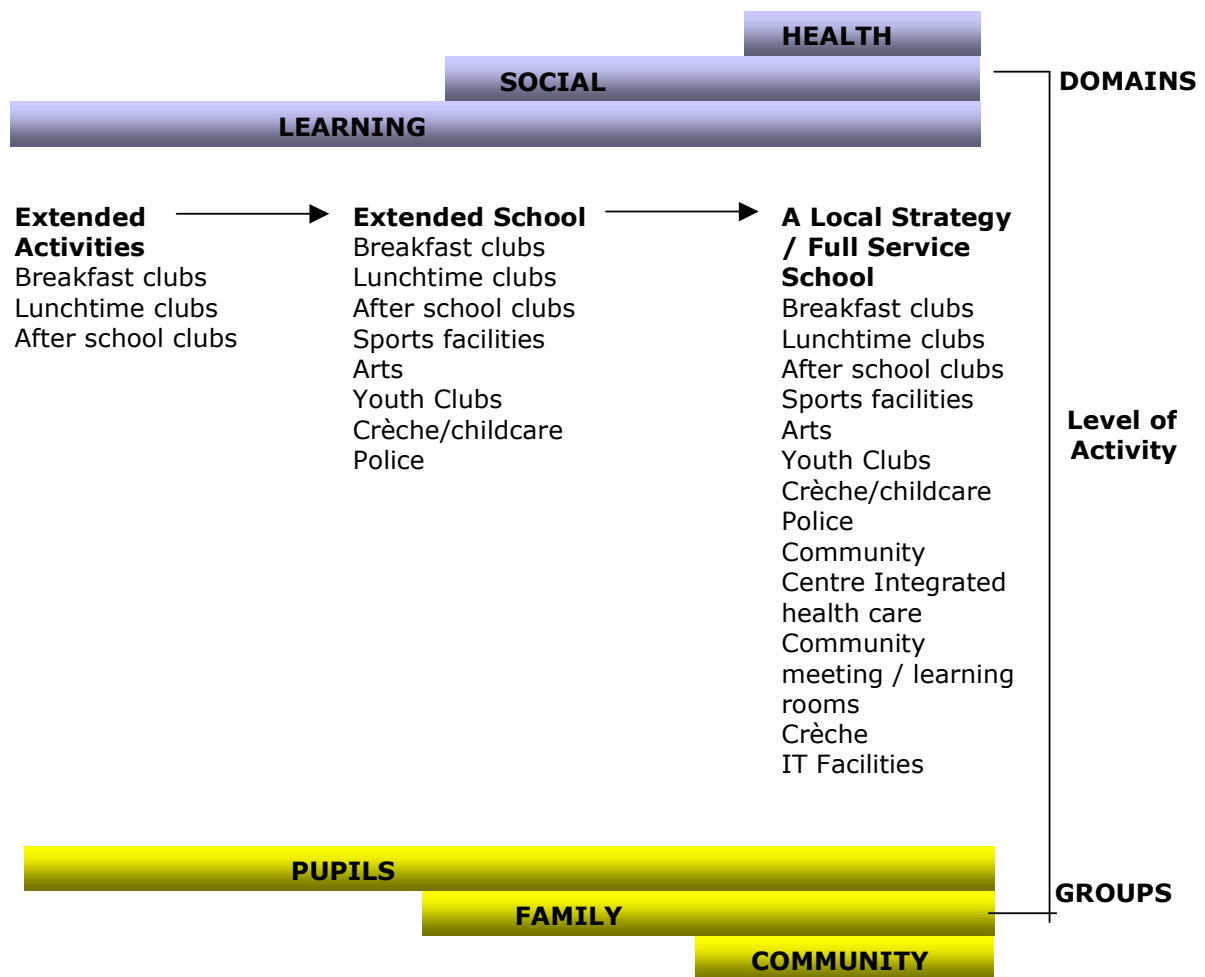
	Out of School Hours		Summer Schools		Total
	NOF	Standards Fund			
Year 1 2001-2002	12,018	not available	751		12,769
Year 2 2002-2003	15,331	19,236	1,331		35,898
Year 3 2003-2004	*	*	1,913		1,913
Total	27,349	19,236	3,995		50,580

* data not available until summer 2004


10. THE CONTINUUM OF EXTENDED SCHOOL PROVISION

- 10.1 This Paper promotes the use of an Extended School continuum, which enables a school, the local community and service providers to determine the 'best fit' for each school and local services. The vision for Sunderland is that each and every school will become an Extended School within this continuum, which recognises that small-scale activity does have positive impact and that large-scale development of full service schools providing integrated services require a local strategy.
- 10.2 The continuum is based on the work of Professor Alan Dyson, following the evaluation of the DfES pilot projects. The model establishes the following territory of extended schools:
- Extended Schools work at 3 levels; extended activities, an extended school and a local strategy.
 - Extended Schools work across 3 domains; learning, social and health.
 - Extended Schools work for 3 groups; pupils, families and communities.

Extended Schools Continuum



Extended Schools Hubs

‘HUBS’ (CENTRES OF EXCELLENCE)					
Other hubs – small scale					Other hubs – large scale
	Level 1	Level 2	Level 3	Level 4	
	Extended Activity	Extended School	Multi-disciplinary school	Full Service Centre	
Example	After school clubs for own pupils	Primary school with Children’s Centre	School housing multi-disciplinary staff teams	Campus of integrated Children’s and Adult Services	Example
School with Advanced Skills Teachers					Special school federation for services across Sunderland
<p>Key distinguishing factors for levels include</p> <ul style="list-style-type: none"> • Delivering to own pupils, mainly focused on learning • Delivering to families and communities, aims including learning, social and health • Delivering to many pupils, families and communities as a centre for wider area with wide aims <p>Hubs delivering beyond learning for their own pupils will have a Partnership Agreement to clarify, agree and communicate expectations for hubs and spokes.</p> <p>Extended Schools and Full Service Centres will be strategically placed based on need assessment, partnerships, capacity and available resources. Some centres already exist and are in buildings other than schools.</p> <p>The local ‘hubs’ approach is enabling us to make the most of external funding opportunities in a coherent way, such as a grant of £115,000 for sports federations and £427,000 in 2005-2008 for up to four ‘hubs’/Extended Schools.</p>					

11. ASSESSMENT OF NEED

- 11.1 The Education Act 2002 enables schools to offer extended activities, extend their hours or days, or offer their facilities for community use, within the parameters of their primary duty to educate their people. If their governors wish, any school can therefore decide to offer extended activities and in accordance with the City’s vision the LEA will support schools in achieving their aspirations.
- 11.2 It will of course, be necessary for schools and communities to engage in a dialogue to determine local needs. Obviously, the extent and intensity of these discussions will depend on where the extended proposal sits within the above continuum.
- 11.3 The following matrix is recommended to schools to assist them in conducting their initial needs analysis taking into account the domains and groups to which their extended activities relate:

Needs Analysis Matrix

	Learning	Social	Health
Pupil			
Family			
Community			

12. COLLABORATION AND CO-PRODUCTION

- 12.1 The development of this Extended Schools Paper is the outcome of close collaboration between representatives of the priority schools, representatives from strategic partnerships such as Early Years and Sure Start, key agencies including Health and Connexions and other City Council Departments including Social Services, Community and Cultural Services, the **PeopleFirst** Programme Team and the Education Directorate.
- 12.2 The co-production of this Paper is an absolute prerequisite to ensure success in partnership working leading to service integration. The above partners have come together to form a strategic group to oversee the development and implementation of the Extended School programme.
- 12.3 Each partner has provided firm commitment to the principle behind the Extended School and will work through this Partnership to look at the numerous issues, which will need to be resolved in the delivery of individual Extended Schools. The following represents a sample of the commitments received:

12.4 Enhanced Partnership Agreement schools

- 12.4.1 The Enhanced Partnership Agreement with schools is a new development at the time of writing this position paper. It is anticipated that the Enhanced Partnership Schools will provide a hub base for the Extended Schools Programme. The partnership schools include:-

Primary Schools	Special Schools	Secondary Schools
Barmston Primary Havelock Primary New Silksworth Infant Oxclose Quarry View Ryhope Infant Southwick Valley Road	Barbara Priestman Castlegreen Columbia Grange Maplewood Portland Springwell Dene Sunningdale	Biddick Farringdon Houghton Kepier Oxclose Sandhill View Southmoor Thornhill Venerable Bede Washington

12.5 **PeopleFirst**

- 12.5.1 **PeopleFirst** is committed to the concept of Extended Schools and, to date, has allocated notional amounts of the capital programme to Southwick, Havelock and Glebe. At present the facilities development programme is being reviewed, with a view to concentrate resources at between 6 -12 facilities, all with Customer Service Centres (CSC). The CSC will provide a range of information and advice about council and partner services.

- 12.5.2 A review of the facilities development programme is taking place at the time of this Position Paper and it is anticipated that a corporate plan will be agreed and a strategy including priorities for *PeopleFirst* and extended schools will be established in the near future.
- 12.5.3 Each new facility has a £50k revenue budget attached. It is anticipated that this resource will be used to support information and advice provision in the CSC, and any additional running costs.

12.6 Childcare

- 12.6.1 Childcare In Sunderland at present (Feb 2004) we have 100% of nursery schools, 45% of primary schools, 11% of secondary schools and 43% of special schools delivering or developing childcare. We have a target to increase this to 65% of primary schools and 25% of secondary schools delivering some form of childcare (usually before and after school clubs) by March 2006.
- 12.6.2 Funding for this has previously come from the New Opportunities Fund but is now coming through the local authority from DfES. Sunderland Early Years Development and Childcare Partnership is producing criteria for grant applications in line with the strategic development of childcare across the City. Clearly the money allocated to the City is in many cases insufficient to enable large capital works to take place and to support further development the Partnership needs to access other funding streams.
- 12.6.3 Fundamentally, the Partnership is charged with delivering accessible, affordable, sustainable, high quality childcare. All projects are established with a business plan that shows sustainability within three years and all show input from parental fees. This is mainly childcare to support capacity building towards a healthier local economy and in support of working parents. For schools this usually means managing and providing childcare directly themselves. Some good practice has evolved in setting up appropriate arrangements to manage 'extended services in schools' through the childcare initiative.

12.7 Community and Cultural Services

- 12.7.1 Community and Cultural Services Directorate is committed to working in partnership with the Education Directorate and associated partners to drive forward the Extended School agenda.
- 12.7.2 Directorate service representatives attend the extended schools strategic working group to develop the core and complimentary service model.
- 12.7.3 The Facilities Development Plan reflects the aspirations to develop Extended Schools. Southwick, Glebe and Havelock primary sites, as well as others, have been considered as an integral part of the process of developing the Plan's recommendations.
- 12.7.4 The Community and Cultural Services Directorate has a wealth of knowledge and expertise in the management of multi partner community based facilities and would welcome the opportunity to assist with the development of an Extended Schools generic management model.
- 12.7.5 The City's Sport, Leisure and Cultural Strategies will of course be key to the success of an Extended School Programme in ensuring sustainable and equitable community access and participation across the City.

12.8 Health

- 12.8.1 In Sunderland there is a range of well-established joint working arrangements between statutory and non-statutory providers, of which Sunderland Teaching Primary Care Trust is a major provider. Multi-agency working partnerships have become custom and practice across the City and are established to achieve positive outcomes for improving health.

- 12.8.2 Underpinning the Trust's plans to achieve these positive outcomes is a strategy to manage and interpret the interface between local needs and priorities on the one hand and respond to any unmet needs or gaps in service provision on the other.
- 12.8.3 Extended Schools is seen by Sunderland Teaching Primary Care Trust as a key driver in attempting to reduce health inequalities, promote social exclusion and raise education achievement amongst local communities, by providing more intensive support and resources appropriate to the local context.

12.9 Social Services

- 12.9.1 "As a lead partner in the delivery of children's services in Sunderland, the Social Services Directorate is committed to the national policy for the development of extended school provision. The Government Green Paper, Every Child Matters, pays particular attention to the need for Extended School provision as a means for children, young people and their families to have better access to improved locality-based services. Social Services' commitment is represented in the multi-agency Preventative Strategy and Strategic Plan for Children and Young People 2003-06 and in their participation in the Extended Schools Subgroup of *Peoplefirst*".

13. POTENTIAL PARTNERSHIP DEVELOPMENTS

- 13.1 The collaboration with key partners has identified the potential involvement of services at a local level, which could be considered within the Extended Schools Programme. The following table identifies the key partners and presents a potential initial menu of services, for consideration in local area assessment for individual Extended Schools.

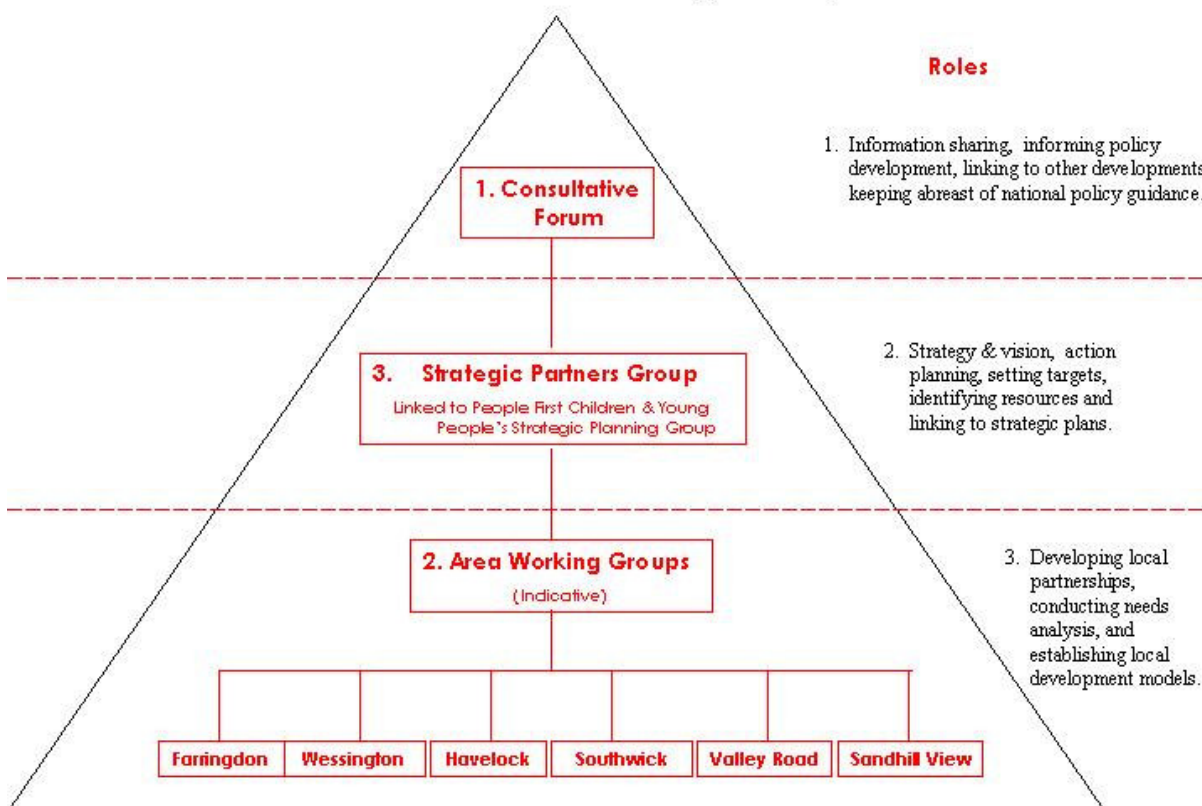
Social Services	Health	Leisure	Children Centres / Early Years	Education / Adult Learning
<ul style="list-style-type: none"> • Family Support Services • Social Workers – Area Based • Home Support Workers • CAMHS Links/Substance nuisance • Looked after Children • Young People Services • YOS • Children with Disabilities • Asylum Seeker Support 	<ul style="list-style-type: none"> • Diagnostics centre • Potential Quick Wins <ul style="list-style-type: none"> ○ Locality Leads based in each school ○ CAMHS – community workers based in schools ○ School Nurse ○ Locality based DAT workers ○ Locality based Healthy School Standard Team • Longer term integration opportunities <ul style="list-style-type: none"> ○ Extended Community Nurses provision ○ Community based Services i.e. Dieticians ○ Specialised Provision i.e. Speech and language ○ General Practice Services 	<ul style="list-style-type: none"> • Sports Hall/Indoor provision • Outdoor provision such as 5-a-side, MUGAs, tennis courts • Libraries • EVHs • Play Work • Youth Work • Arts & Creativity 	<ul style="list-style-type: none"> • Early Education • Childcare • Family Support 	<ul style="list-style-type: none"> • Out of School Hours Study Support • Basics Skills • Family Learning

- 13.2 The outcome of this assessment will of course relate to local needs, the scope for hubs and spokes working and the ability/commitment of key partners to engage in the process.

14. EXTENDED SCHOOLS DEVELOPMENT FRAMEWORK

14.1 The proposed framework to assist the development of the Extended Schools Programme includes a Consultative Forum open to all stakeholders, a Strategic Partnership, which will oversee the policy development and Area Working Groups to oversee local development. The following diagram sets out the roles and relationships between these groups.

Extended Schools Working Group Structure



'The schools shown above are extended by virtue of their buildings, designations by DfES or links with People first following school re-organisation. Further work is being carried out to look at the full continuum of extended schools in light of BSf and People First.'

14.2 Consultative Forum

The Consultative Forum will be open to all parties interested in the development of extended schools. The Forum will meet *quarterly* to

- Receive information on national policy and examples of good practice
- Develop an overarching shared planning role through consultation and involvement in the development of the extended schools programme
- Endorse the Extended Schools Strategy
- Promote the concept of the Extended School

14.3 Strategic Partnership

The Strategic Partnership will be responsible for

- Developing the Extended Schools Strategy
- Monitoring progress against an agreed action plan

- Performance management
- Identification and maximisation of resources
- Driving the vision

The Partnership will have representation from potential partners in Extended Schools provision, which could include

- Primary education
- Secondary education
- Adult education and community learning
- Social Care
- Health
- Early years and childcare
- LEA capital team
- Regeneration
- Police and Youth offending service

The Partnership will meet every term and act as the decision making body. The LEA will be the Lead Partner and will act as convenor of the Partnership. The Extended Schools Strategic Partnership will feed into the Children and Young People's Local Strategic Partnership.

14.4 **Area Working Groups**

Local Development Groups will be established for each Extended Schools development. They will be responsible for

- Ensuring a local needs analysis is undertaken to inform the development of the extended schools programme
- Building a partnership of service providers and users
- Developing a model which meets local needs
- Involving children, young people and parents in the design and delivery of services
- Monitoring progress against agreed local development plans
- Involving the wider community including faith groups, black and ethnic minorities and hard to reach groups.

15. **PROGRAMME MANAGEMENT TEAM**

15.1 The vision for the Extended School programme in Sunderland will be supported by a Programme Management Team of the LEA, which will assist in the development, delivery, monitoring and evaluation of impact.

15.2 An Extended School Programme Manager has been appointed to lead a small team, which will work with schools, strategic partners and other stakeholders within local communities to develop individual school proposals. The programme team will be responsible for implementing an agreed programme/action plan and provide hands on support, to schools in particular, in moving the programme forward. This support will include detailed guidance in the form of a Code of Practice, which will consider the detailed issues on planning, governance, partnerships, legal issues and financial management.

16. **WORKFORCE REFORM**

16.1 The aim of the workforce reform programme is to improve the recruitment, retention, quality and status of all members of the school workforce. The focus is on developing a school workforce that has the professionalism, teamwork and leadership to deliver rapid and sustainable improvements in standards.

This requires cultural and organisational change as well as contractual reform.

The core principles of the remodelling process are

- To develop a bottom up approach to change, which is responsive to local circumstances.
- To be imaginative in creating new roles to suit specific needs
- To generate staff with the basket of skills appropriate to those roles
- To develop training structures to facilitate the acquisition of those skills

16.2 The move towards Extended Schools supports these principles of re-modelling. Extended Schools will be faced with providing childcare, health and social care, lifelong learning opportunities, family learning, parenting support, study support, sports and arts, and ICT access. Impact on site management, financial management, internal managerial structures, and the meshing of teams from different agencies will require a locally based approach, which is embedded at the heart of remodelling.

17. MONITORING, EVALUATION AND REPORTING

This Paper will be monitored through the Education Single Plan and the Children and Young People's Strategic Partnership. The Extended Schools Programme Manager will report bi-annually on the progress of the Extended Schools Programme

18. ACTION PLAN

Milestone	Res□nsi□lity	Ti□escale
Establish an Extended Schools Programme Management Team and appointment of Programme Manager	Assistant Head of Service, Partnership and Service Integration	30 th June 2004
Carry out a mapping exercise to determine current provision and identify areas of need	Programme Manager	31 st October 2004
Consult schools, partners and other stakeholders on this position paper in order to establish an Extended Schools Strategy	Assistant Head of Service/Programme Manager	1 st October 2004
Produce detailed guidance/code of practice to assist schools and partners in the development and management of Extended Schools	Programme Manager	1 st April 2005
Establish the Extended Schools Working Structure (Strategic Partnership, Area Working Groups and Consultative Forum) with clear Terms of Reference	Assistant Head of Service	30 th September 2004
Agree Strategic Action Plan	Strategic Partnership	4 th February 2005
Establish roles and responsibilities of Programme Management Team	Programme Manager	31 st August 2004
Establish Area Working Groups	Programme Manager/Area Working Groups	30 th September
Agree Local Development plans	Programme Manager/Area Working Groups	30 th October 2004
Ensure that all Area working Groups have a strategy for involving children, parents and the community in the design and delivery of services	Programme Manager	21 st January 2005
Develop a Communications Strategy including an Extended Schools Website	Programme Manager	31 st December 2004
Establish Consultative Forum and agree a programme of dissemination and consultation.	Programme Manager	30 th September 2004
Performance management system to monitor progress against action plans (Local and Strategic)	Programme Manager	31 st December 2004

Extended Schools First Phase Development
Initial Proposals – SMT 23 April 2004

NB Those schools shown in brackets overlap between developments

Key Policy Areas	Phase 1 Schools	Resources
Primary Places Review/PeopleFirst Programme	Westington Primary Southwick Primary Havelock/Pallion Primary	£1 million £1 million £1 million
BIP - Full Service School	Farringdon Community School	£348,000
Neighbourhood Renewal Unit – Standards Fund	Hylton Red House School	£27k 2003/04 £30k 2004/05
Space for Sport and Arts	Dubmirre Primary (Farringdon Primary) Quarry View Primary Hylton Castle Primary George Washington Primary	£100k revenue support 2004/07 inclusive
Children’s Centres development (phase 2)	(Westington Primary) Silksworth Thorney Close Hetton/Houghton Ryhope Hendon	
PE in Schools NOF Stage 1	Shiney Row Consortium Blackfell Primary Town End Farm Primary Biddick Sports College Houghton Keeper School (Farringdon Community School) Castle View School Thornhill Hetton School Pennywell School Seaburn Dene Plains Farm Primary Newbottle Primary South Hylton Primary	

<p>Hill View Infants Hastings Hill Primary</p>	
<p>All Secondary Schools</p>	
<p>Primary Schools Barmston Primary Havelock Primary New Silksworth Infant Oxclose Quarry View Ryhope Infant Southwick Valley Road</p> <p>Special Schools Barbara Priestman Castlegreen Columbia Grange Maplewood Portland Springwell Dene Sunningdale</p> <p>Secondary Schools Biddick Farrington Houghton Keeper Oxclose Sandhill View Southmoor Thornhill Venerable Bede Washington</p>	
<p>Building Schools for the Future Enhance Partnership Agreement Schools</p>	

School	Children's Centre	Neighbourhood Nursery Initiative	Breakfast Club	After School Club	Extended Hours	Childcare	Holiday Provision	Crèche	Private Nursery Provision	Saturday School	Space for Sport and Arts (incl community arts progs)	NOF Sports Provision	Community Swimming	Community Outdoor Facilities	Proposed PeopleFirst Facilities	Family Learning	Adult Learning	Primary Health Care	Healthy Living Centre	Community Access Facilities	Parents Room	Function Room	Police Accommodation	Community Café	Electronic Village Hall	Community Library	Community Business	Lettings	Graduate Teacher Training Facilities	LEA Accommodation	Base	Dedicated Community Centre						
Albany Village Primary																																						
Barnston Village Primary			X	X	X	X										X				X																		
Barnes Infant			X	X																																		
Barnes Junior																																						
Barnwell Primary		X	X	X								X																										
Benedict Biscop CE Primary																																						
Bernard Gilpin Primary																																						
Bexhill Primary																												X										
Biddick Primary																																						
Bishop Harland CE Primary																																						
Blackfell Primary			X	X	X	X			X											X																		
Broadway Junior																																						
Burnside Primary			X	X																																		
Carley Hill Primary (closes 2004)																																						
Castletown Primary			X																																			
Dane Dorothy Primary																																						
Diamond Hall Infant			X	X			X																															
Diamond Hall Junior																																						
Dubmire Primary			X	X			X																															

¹ Glebe Village and Washington Village amalgamating 2004

² Havlock and Pallion amalgamating 2006

³ Southwick - new extended services school proposal for 2006

