

An Introduction to

Extended Schools

providing opportunities and services for all



department for

education and skills

creating opportunity, releasing potential, achieving excellence

Foreword by Baroness Catherine Ashton

Minister for Sure Start, Early Years
and Childcare

As a Minister I have visited schools across the country and have been delighted to see school governing bodies and local authorities starting to open up their schools to provide wider services for pupils, families and the community.

I have seen at first hand the benefits that these extended schools can bring and I know many of you are keen to do more in your schools to meet the needs of pupils, parents and school staff. A large number of schools are already doing great things, with some further down the road than others. But all of you will have ideas as to how you might further extend your school.

I hope all schools and their partners will think carefully about the contribution they can make. In disadvantaged areas in particular, extended schools have the potential to transform lives. Our aim is to see more schools at the heart of their local community, providing learning and cultural experiences for all and offering help and support where it can be easily accessed. Together we can work to make this happen.

Catherine M. Ashton.

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.

Across the country many schools are already providing some extended services including adult education, study support, ICT facilities and community sports programmes.

Schools and their partners can build on existing provision and consider what additional service or activities they might offer. There is no blueprint for the types of activities that schools might provide, or how they could be organised. Working with local partners, schools can develop as little or as much provision as they think suitable for their own community.

What are the benefits?

Schools offering extended activities and services have already seen major benefits.

Benefits for pupils and schools:

- higher levels of pupil achievement
- increased pupil motivation and self-esteem
- specialist support to meet pupils' wider needs
- additional facilities and equipment
- greater opportunities for staff for flexible working and career development



- enhanced partnership working with the community and better school security
- easier access to essential services for staff, helping staff recruitment and retention.

Benefits for families:

- improvements in child behaviour and social skills
- greater parental involvement in children's learning
- more opportunities for local adult education and family learning
- greater availability of specialist support for families.

Benefits for communities:

- better access to essential services
- improved local availability of sports, arts and other facilities
- local career development opportunities
- better supervision of children outside school hours
- closer relationships with the school.

How does the Education Act 2002 help?

The Education Act 2002:

- enables governing bodies directly to provide facilities and services that benefit pupils, families and the local community
- provides flexibility for governing bodies to enter into agreements with other partners to provide services on school premises
- lays down minimal safeguards such as the requirement for governing bodies to consult partners before developing services.

What types of services could we provide?

Schools should offer activities and programmes that reflect the needs of pupils, families and local communities. Some key services to consider are:

Childcare

Schools can work in partnership, independently or sub-contract in order to provide high quality childcare provision on the school site.

Schools will need to work closely with their local Early Years Development and Childcare Partnership (EYDCP) to plan childcare services. In addition, EYDCPs may be able to involve schools in their support of Government initiatives including Sure Start, Neighbourhood Nurseries and Early Excellence Centres.

Lifelong Learning

Lifelong learning opportunities are aimed at everyone and cover many different opportunities for gaining skills and knowledge, including apprenticeships, higher education, job-related training and ICT facilities.

Schools can extend their level of involvement in lifelong learning to help benefit their local communities. This could include providing facilities for courses run by education providers or jointly developing courses suited to local needs such as family literacy and numeracy. Schools in some areas may apply to become a base for specific national programmes such as learndirect, Neighbourhood Learning Centres or UK Online. Schools should discuss with their LEA how activities can fit in with adult learning plans agreed with the Learning and Skills Council.

Healthcare and Social Services

Schools wishing to provide health or social services will need to discuss local requirements and possible provision with their local Primary Care Trust (PCT) and other relevant partners. Schools may choose to develop services focused on pupils, such as teenage health clinics or school nurses, or provision for the wider local community such as healthy eating advice or family health centres.

Cultural and sporting activities

Increasing access to cultural and sporting activities and facilities can make a major contribution to community health and social inclusion. Schools can also lead activities that take place away from the school site, drawing on resources provided by museums, galleries, libraries, sports and other local cultural attractions.

Other services for the community

Community groups and individuals can access services and participate in community activities, clubs and social events on the school premises. In communities where key public services are limited, schools may be able to house services such as post offices and credit unions.

Other services for children and young people

There may be further opportunities for schools to create new combinations of services, or extend their existing activities.

For example, study support and childcare could be expanded or better integrated so that schools are able to provide activities that meet the needs of both pupils and parents. Youth services programmes could also be developed through stronger partnerships with local businesses and community groups. Schools may also be able to host Supplementary Schools.

Who can set up extended school programmes?

It is up to the school governing body to consider what types and level of activities and services to

provide, in or through the school, but they will need to discuss plans with the local LEA and other key partners and consult the local community. Once plans have been agreed, there are no restrictions on who can set up or manage the activities or services.

Smaller programmes can be led by a separate group or committee within the school, involving governors, head teacher, local authority staff or parents. For larger programmes, the school may want to delegate the management to existing agencies or partnerships such as Early Years Development and Childcare Partnerships or Local Strategic Partnerships.

Which partners need to be involved?

Schools will need involve partners in setting up most new activities and services.

Working with other groups and agencies can enable schools to offer a wider range of activities and provide opportunities for services that have a different ethos from school activities and present themselves as 'teacher-free' zones.

With partnership working, schools can also offer services that require specialist skills, such as healthcare or social services, and ensure local services are sustainable and maintain a 'joined up' approach.

Organisers will need to think about any other local groups and individuals who will need to be consulted and may be able to provide advice or work in partnership with schools. Consultation for all activities and services should include:



- head teachers and school staff
- local authorities
- parents
- children and young people
- other local schools.
- Neighbourhood Management Pathfinders
- Youth Offending Teams
- libraries, museums and galleries
- further education colleges
- universities and other higher education institutions

Depending on the type of service being considered, organisers may also wish to consult:

- diocesan authorities
- businesses
- Local Strategic Partnerships
- Connexions Partnerships
- Early Years Development and Childcare Partnerships
- Children's Fund Partnerships
- Education Action Zones
- Sure Start
- Local National Healthy Schools Standard education and health partnerships
- youth councils
- local and national community and voluntary groups and clubs
- Local Learning and Skills Councils
- Police Forces
- parish councils
- Primary Care Trusts
- Rural Community Councils
- playgroups
- tenants' and residents' associations
- professional arts organisations
- local teenage pregnancy partnerships boards
- faith-based groups
- Citizens Advice Bureaux.

What are the next steps?

Here are some key steps that schools may find helpful in developing services:

1. Carry out a review

A review of existing local provision will help to ensure that activities are focused on meeting local needs. It is also important to ensure that programmes link up with existing local



community strategies managed by local authorities or Local Strategic Partnerships.

In many areas, schools will be able to use findings from existing research such as community consultations and audits. These are often available from local authorities and partnerships such as Connexions or EYDCPs.

2. Agree goals

Agreeing a vision with stakeholders on the future role of the school will help ensure that programmes meet local priorities and are developed on a sustainable basis.

Many schools have found it useful to focus on achieving a few specific goals – for example, improving pupil health, reducing crime or offering more support for working parents.

3. Identify and plan services

New activities and services in schools need planning and the practical and financial management of the school and its premises should be reviewed. Many adjustments will be relatively straightforward and organisers can tackle them in ways that are suitable for their school and local area.

The full guidance on extended schools provides information on many of the practical, legal and financial issues involved in setting up extended schools programmes.

4. Measure success

Schools will need to consider what basic evidence they need to gather to help identify the impact of new activities and services and enable them to gain recognition and support.

Where can I find more information?

All these publications are available in hard copy from the following address:

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham
NG 15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Minicom: 0845 60 555 60
Email: dfes@prolog.uk.com

For further copies of this leaflet, please quote reference EXSGL

For copies of the guidance *Extended Schools – providing opportunities and services for all*, please quote reference EXSG

For copies of the guidance *Childcare in extended schools – providing opportunities and services for all*, please quote reference EXSGCC

The documents can also be viewed or downloaded from www.teachernet.gov.uk

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