

Brighton & Hove City Council

For general release

Meeting: Children, Families & Schools Sub-Committee

Date: Monday 15 March 2004

Report of: Director of Children, Families & Schools

Subject: Extended Schools

Ward(s) affected: All

1. Purpose of the report

- 1.1 The report seeks approval of Falmer High School as the Brighton & Hove nomination to be the full service extended school from April 2004 onwards.
- 1.2 The report indicates how the aspirations of the other 7 contending schools can be taken forward as part of the wider development of integrated, area based working.
- 1.3 The report also highlights the key findings of the evaluation of the extended school pathfinder that took place between January 2003 and September 2004.

2. Recommendations

- 2.1 That members agree the recommendation as to the nomination of Brighton & Hove's full service extended school.
- 2.2 That members note the findings of the evaluation of the extended school pathfinder and note recommendations contained in the evaluation.

3. Information/background

3.1 Extended Schools – Increasing momentum

Extended Schools provide a range of services and facilities for the benefit of pupils, parents, families and the wider community, tailored to local need. These schools are likely to be open to pupils, families and the wider community throughout the school day, before and after school hours, at

weekends and during school holidays. The services offered included health & social care services, and other services that are likely to have positive impacts on health and emotional well being, such as breakfast clubs and out of school sports provision. Schools also act as the venue for drop-in's hosted by a range of professionals.

- 3.2 The Social Exclusion Unit's Policy Action Team 11 (Schools Plus) report (March 2000), recommended that a network of 'One Stop Family Support Centres' should be established, based on the Scottish New Community Schools and the US Full Service Schools. A commitment was given in the 2001 White Paper *Schools: Achieving Success* to promote 'extended schools', to pilot them, and to legislate to enable their development.
- 3.3 The Green Paper *Every Child Matters* was published on 8th September 2003. It sets out what the Government will do to improve outcomes for all children from birth to 19. The aim is to reduce levels of educational failure, ill health, teenage pregnancy, abuse and neglect, crime and anti-social behaviour among children and young people. It also affirmed the commitment to create up to 240 full service extended schools with at least one in every LEA by 2006. The creation of Children's Trusts was also announced in this paper.
- 3.4 The Education Act 2002 (ss27-28 and related provisions) includes a new power for schools governors to provide family and community services and facilities - so, for instance, for the first time governors can directly provide childcare and contract or provide other services that are suitable for their community.
- 3.5 The range of services offered and facilities provided in extended schools will differ from one school to another, depending on local needs and priorities and on schools' own resources. Health services include school based clinics offering advice and support on a range of issues of concern to young people, such as sexual health, bullying, depression or eating disorders. Schools in partnership might also host primary care centres, including GPs' surgeries on site, or set up support services such as mental health and counselling.
- 3.6 Brighton & Hove was one of 25 LEAs awarded pathfinder status in December 2002 which brought £225,000 new monies to the authority.
- 3.7 The pathfinder involved fifteen schools in a variety of approaches including the building of community rooms, provision of counselling services and the development of health and social care services.

- 3.8 An independent evaluation was conducted which stated:
- “Pathfinder has been a success. This evaluation indicates that the Extended School pathfinder project has moved Brighton & Hove significantly in the direction of the extended school. The schools which took part can demonstrate real and tangible achievements, whilst general awareness has been raised right across the educational community. The initiative has been universally welcomed and has set the scene for movement towards the full service school, with practical benefits for schools in their communities.”
- 3.9 A summary of the report, its findings and the recommendations is attached as an annex to this report. The full evaluation report is being printed and can be distributed to all those interested in receiving a copy.
- 3.10 **Full Service Extended School** – As part of the ongoing development of the extended schools models, Government is making funding available to support a number of full service extended schools which will provide a prescribed core set of services and facilities: childcare, health care and social care services, study support, lifelong learning, family learning, parenting support, sports and arts and access to ICT.
- 3.11 Up to 240 full service extended schools will be created by 2006 with at least one in each LEA.
- 3.12 Brighton & Hove has been allocated £168,480 to develop a full service school in 2004/05, with an additional £26,000 for the development of childcare in the nominated school. The funding will continue, but with a sharp taper, over a three year period.
- 3.13 The Brighton & Hove Schools Plus group which includes head teachers from primary, secondary and special schools agreed a process for the selection of the Full Service Extended School which included the production of an extensive specification pack which was sent to all schools in Brighton & Hove. The Children and Young People’s Strategic Partnership were also consulted on the specification and the process.
- 3.14 The Schools in the Community Manager worked with a number of schools on outline expressions of interest. The LEA received eight bids for nomination, all of which had the potential of being worked into successful models for a full service school.

- 3.15 A shortlisting process carried out by colleagues across the LEA and partner agencies was undertaken followed by panel interviews to decide on the Brighton & Hove nomination according to the DfES criteria.
- 3.16 Following very difficult deliberations, the panel would like to recommend the nomination of Falmer school as the designated Full Service School, using the funds available from the DfES. Details of their application can be made available, but in summary it includes:
- Close partnership with the Bridge Community Education Centre
 - The potential for close working with Moulsecoomb and Coldean primary schools
 - Building on additional services already supported via East Brighton 4 U
 - Development of health, sports and leisure opportunities to enhance pupil potential and extend into the community.
- 3.17 Although all the bids had their merits, it was felt finally that the Falmer proposal could deliver maximum benefit to the greatest number of children and young people, and to the wider community in one of our most deprived areas. It will be a great boost to both the school and the community.
- 3.18 Discussions will continue with the school and their partners to develop a proposal to meet the DfES deadline of 31 March, subject to the endorsement of the nomination by this sub-committee.
- 3.19 The other 7 schools will all be invited to continue with their plans for extended services as part of the development of integrated, area based services through the family support strategy and the Children's Trust. In doing this, it will be helpful to learn the lessons of the Pathfinder projects, and the very positive experience of schools involved in On-Track and the Children's Fund.

4. Consultation

- 4.1 Schools Plus Working Group, head teachers, partner agencies.
- 4.2 Brighton & Hove City Council Chairs and Management Team.

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Financial implications

The Full Service Extended School project will bring £168, 480 new money in year one into the city plus £26,000 for childcare in the full service school

Finance Officer consulted: Andy Moore /Date 23 February 2004

Legal implications

The Education Act 2002 gives new powers to school governors to develop extended services. *Lawyer consulted: Natasha Watson //Date 23 February 2004*

Corporate/Citywide implications

Extended School services contribute to school attainment and inclusion, lifelong learning, social and economic well being. The strategy and pathfinder projects are closely linked to neighbourhood renewal, the Children’s Fund and Sure Start projects.

Risk assessment

There is a risk in accepting one off funding if there is an expectation of ongoing funding. The project proposals from schools have been assessed to ensure they can be delivered within the time scale and according to the DfES criteria, and that the objectives can be achieved by a single grant.

Sustainability implications

Environmental and sustainability issues are contained within some of the school-based projects.

Equalities implications

A central aim of Extended school services is to ensure enrichment and inclusion activities contribute to the lifelong opportunities for all children, families and local community members. Targeted services will assist those most in need, or groups of children with particular needs.

Implications for the prevention of crime and disorder

Educational and social inclusion has been shown to contribute to long term prevention of crime disorder.

Background papers

1. *Education Act 2002 and subsequent guidance on extended school services.*
2. *Brighton & Hove evaluation of demonstration projects.*
3. *DfES invitation to become pathfinder project and guidance on funding criteria.*
4. *Proposals for extended school services.*

Contact Officer

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COMMITTEE REPORT APPENDIX 1

SCHOOLS INVOLVED IN PATHFINDER PROJECT

Middle Street Primary
Middle Street
Brighton
BN11AL

Carlton Hill Primary
Sussex St
Brighton
BN2 2QW

Whitehawk Primary (EAZ) (City Direct) (New Deal)
Whitehawk Rd
Brighton
BN2 5FL

Bevendean Primary (EAZ) (City Direct)
Heath Hill Avenue
Brighton
BN2 4JP

Coldean Primary (EAZ)
Selham Drive
Brighton
BN1 9EL

Moulsecoomb Primary (EAZ) (New Deal)
The Highway
Brighton
BN2 4PA

Hove Park Hangleton Valley Campus (secondary school)
Hangleton Way
Hove
BN3 8AA

St Mark's CE Primary (EAZ) (New Deal)
Manor Rd
Whitehawk
Brighton
BN2 5EA

St Bartholomew's CE Primary
Ann Street
Brighton
BN1 4GP

Falmer High (EAZ) (Secondary) (New Deal)
Lewes Road
Brighton
BN1 9PW

COMART (Secondary)
Wilson Avenue
Brighton
BN2 5PB

Patcham High
Ladies Mile Rd
Brighton
BN1 8PB

Hillside, Special
Foredown Rd
Portslade
BN41 2FU

Carden Primary
County Oak Ave
Brighton
BN1 8LU

St John the Baptist (Primary) (EAZ)
Whitehawk Hill Rd
Brighton
BN2 2AH

COMMITTEE REPORT APPENDIX 2

EXECUTIVE SUMMARY

Preface to Summary:

Pathfinder has been a success. This evaluation indicates that The Extended School Pathfinder project has moved Brighton & Hove quite significantly in the direction of the extended school. The schools which took part can demonstrate real and tangible achievements, whilst general awareness has been raised right across the educational community. The initiative has been universally welcomed and has set the scene for movement towards the full service school, with practical benefits for schools and their communities.

1. An extended school is one that provides a range of services often beyond the school day to help meet the needs of its pupils, their families and the wider community. Brighton & Hove City Council has been a leader in the development of the extended school and it pioneered the government's Schools Plus a pilot programme in 2002, and later that year was one of 25 authorities selected to implement the Extended School Pathfinder Programme.
2. The programme commenced in January 2003, with 15 schools.
3. Although programmes are still in operation and at various stages of completion, an evaluation exercise was set up within the Pathfinder in September 2003, to assess progress and to note any lessons. This evaluation is a DfES requirement and has been conducted by an independent educational researcher.
4. The method involved interviews with appropriate heads or deputies of schools involved in the programme plus background work and other research.
5. Every Brighton & Hove school was invited to participate. Over 40 applied. The LEA selected a variety of themes for Pathfinder, covering full-service integration, early years, counselling, integrated service development, childcare, sports development and community audit.
6. Of the original 17 schools in the bid, 15 commenced programmes. Of that 15, 13 implemented their programmes and the remaining two underwent a limited programme.
7. There has been no the general criticism of the Pathfinder system, the paperwork was believed to be generally straightforward and the support of Brighton & Hove Council has been positive and useful.
8. Schools that did not need building programmes were generally able to implement practical programmes with clear benefits. There were minor problems associated with staff recruitment, and in one case, a difficulty of obtaining clients, but in general, these programmes were very successful
9. Schools that needed building programmes will take longer to reap the benefits. There have been some delays, but all can now see the potential provided by the additional facilities.
10. All schools interviewed are all highly enthusiastic about moving further towards the extended school model.

“ I see a whole foundation being built, along with other initiatives, of which Pathfinder is definitely a major cornerstone.” (Head Teacher)

11. Some schools aspire to the full-service extended school model and see their schools as drivers for neighbourhood renewal.
12. Schools are generally positive about the reorganisation into (four) areas with multi-agency teams arising from the council's Family Support Strategy and see benefits in improved communication, co-ordination and faster responses.
13. Some recommendations are made in relation to improving the level of monitoring to be supplied by the Schools in the Community section. In initiatives of this kind, the earlier that difficulties in implementation are notified the greater chance of support and advice from this section.
14. Given the moves towards increasing the extended school movement and towards the full service school, the staffing and organisation of Schools in the Community section needs reviewing. In addition, the range of institutions and agencies involved in this general area would benefit from rationalisation.
15. There may be very good reasons for the range of agencies involved in helping schools with community development, but the picture can be confusing for schools.
16. A range of training, information, management and communication issues will need to be addressed if the new multi-agency teams are to operate effectively.

COMMITTEE REPORT APPENDIX 2 continued.

RECOMMENDATIONS

Overall, the Extended School Pathfinder programme has been recognised by schools as being a success. The evaluation has been essentially recording positive opinions, but some points of improvement have been suggested by the exerciser and these are put forward as recommendations.

1. Ideally more time should be given to schools to prepare applications for bids such as these. These decisions are made by government, but it is worth passing this information to the DfES, as they may not fully understand the difficulties faced by schools and the fact that applications may not be as well prepared when time is short.
2. For future applications, the centre (Schools in the Community section) could consider inserting the kind of basic information already generally known, e.g. the details of the school address, telephone number, etc, rather in the way motor vehicle license renewal forms arrive with basic details inserted by the computer.
3. Some thought should be given to setting a system of monitoring of progress by Schools in the Community section. This could take the form of display board showing progress month by month by schools, with each school emailing or telephoning a brief monthly report. This could be used to put pressure on council departments (e.g. planning, building) to keep programmes on target.
4. The same monitoring system should be used for checking any recruitment delays that threaten to hold up programmes. Schools in the Community probably have better access to the council's Human Resource/Recruitment team than schools and may be able to push things along or look at alternative sources of staff. (The problems of securing Health Visitors/Speech & Language Therapist might have been averted.
5. Future exercises involving I T and technology (e.g. City Direct) ideally need further research and preparation for inclusion and implementation. Typically, projects like this can incur unexpected costs and technical difficulties and participating schools have felt relatively helpless in dealing with them. Closer monitoring of progress and greater provision of information will assist in projects like this.
6. Different strategies should be considered for schools that pull out of programmes. COMART was particularly difficult, but it is possible that Falmer could have carried on with the involvement of Deputy Heads. It is not ideal that so much should depend on one person. Schools are geared up for continuity to cover senior staff changes and absence.
7. Schools are concerned about sustainability of the projects and the problems of short termism. Can more ways be examined to allay these fears? In particular, if services are to be relocated to school sites can this be done without requiring further finance from the educational budget?
8. The whole question of the dissemination of information of good practice on the extended school should be developed further, to build on existing successes in this area. In particular the vision of schools that have been particularly innovative should be stressed and used as examples. Good examples would be Patcham, Bevendean and Carlton Hill.
9. In the light of the creation of multi-disciplinary teams in four designated areas of the city, there is a clear need for training and information for all those affected. It is recommended

- that suitable training activities be set up and that a manual of procedures be produced, if not already in place.
10. The implications of setting up multi-disciplinary teams, which will in effect now involve school representatives need to be addressed and some behavioural and training intervention may be needed to ensure that these new groups work effectively to meet the needs of the clients, i.e. the children.
 11. The position of schools which were unsuccessful with their Pathfinder applications should be looked at. They did not form part of the current evaluation and may feel less than positive about the whole issue of the extended school. However, current policies mean that they will need to move in this direction and therefore, they may need to be targeted in any future training and communication exercises.
 12. The whole questions of IT access to information on client children needs to be addressed. The position is being looked at nationally, but Brighton & Hove will need to be at the forefront of developments, ready to devise and introduce systems as appropriate.
 13. The staffing and structure of the Schools in the Community Section and in the family support/supporting children areas needs to be examined with a view to increasing the level of resources.
 14. The whole provision of extended school activities needs to be reviewed and rationalised. Certain activities are funded and led by Schools in the Community, others by The Children's Fund, plus eb4u, EAZ and now Excellence in Cities. Full rationalisation may not be possible because of the nature of financial support. However, some form of network with a co-ordination function could be considered.