

Planning and funding extended schools: a guide for schools, local authorities and their partner organisations



Every Child Matters
Change For Children

Contents

Preface	4
Introduction	6
Checklist for Schools	9
Funding for Extended Schools	11
Summary of DfES funding to support extended services	12
The law on charging	13
The Role of Local Authorities	14
Consulting Pupils, Parents and Local Communities	16
The Core Offer	18
Planning and Funding a Varied Menu of Study Support	19
What is study support?	19
Funding study support	19
Access to study support for vulnerable children and young people and those from low income families	21
Linking study support with childcare	21
Planning and Funding Childcare	23
Why offer childcare through schools?	23
Eligibility for Child Tax Credit and Working Tax Credit	24
Tax credits and childcare costs	24
The childcare element of the working tax credit	24
Funding childcare in disadvantaged communities	25
Holiday provision	26
Early years provision: free entitlement and charging	26
Setting up new provision for three- and four-year-olds	28
Sure Start Children's Centres	28
Provision for older children and young people in secondary schools	29

Planning and Funding Parenting Support	30
Planning and Funding Swift and Easy Referral	33
Planning and Funding Wider Community Access	35
Annex A: Technical Aspects of Extended Services	39
Insurance	39
School Companies	39
Transport	40
Planning new capital programmes	41
Private Finance Initiative (PFI) schools	41
Inspection of extended services	41
Registration and inspection of childcare for children under the age of eight	42
Provisions of the Childcare Bill	42
Annex B: Financial Management and Sustainable Funding	44
Use of delegated budgets	44
Extended school activity: flow diagram	45
Financial management and accounting procedures	46
Management of extended activity finances	47
Liability for debts	47

Preface



In June 2005 we launched the extended schools prospectus, *Access to Services and Opportunities for All*, which set out our vision for extended services and outlined the programme of support, including £840 million of funding, which we have put in place to help deliver them. Many schools already offer a range of activities, holiday provision and other extended services, because they have seen at first hand the benefits that these can bring. A good range of such services should be central to every school's improvement strategy, as we build together a school system to ensure that every child can achieve his or her full potential.

We believe that higher standards of attainment go hand in hand with promoting the wellbeing of children and young people. Extending the range of what is on offer to them and their parents helps schools to identify and overcome barriers to attainment early on. Additional activities and services enable children to pursue wider interests, develop new skills

and access any specialist help that they might need to resolve difficulties and fulfil their potential. Parents and local communities benefit too, from advice and support; and from opportunities to improve not only their parenting skills, but also their skills for employment. All of these opportunities support our goals to remove the obstacles which many families face, particularly the most disadvantaged, and to maximise achievement for every child, in every school and every local community.

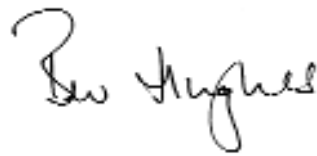
One of our key principles is that educational change must be owned and driven by schools and parents. That is why we want schools to work in partnership, so that by 2010 every school can provide access to year-round extended services. Extended schools should offer children enhanced opportunities for learning, sports and the arts, as well as supporting parents and carers. By 2010, every community will also have access to a Sure Start Children's Centre, providing multi-agency support for children up to age five and their families.

Many of these Sure Start Centres will be co-located with primary schools.

Extended services can be developed only by schools working in partnership with parents, children and young people, local authorities, other children's services and the private and voluntary sectors. This is about developing, together, a shared understanding of what a school can be: a place providing high quality teaching and learning focused on high standards of attainment, and also acting as a community 'hub' offering access to the support, often delivered by partners, that children and their families need in order to thrive and achieve.

Parents, children and young people will make important decisions based on the availability of activities, childcare and other support through their local schools. They need to be confident that these services will be reliable and affordable. This guidance is intended to help all those involved in planning, funding and setting

up such support. This is our opportunity to make a reality of our vision for supporting children, young people and their families: an opportunity we should all seize.

A handwritten signature in black ink, appearing to read 'Beverley Hughes', written in a cursive style.

BEVERLEY HUGHES

Minister of State for Children, Young People and Families



INTRODUCTION

This guidance is intended to help schools plan and fund their extended opportunities in ways that will best support children, young people and their families, reflect local needs, and build on existing provision offered by their partners in the voluntary and private sectors. It does not aim to provide all the answers to the more technical questions schools may have, but we will continue to add technical guidance, as well as case studies and examples of good practice, to our website:

www.teachernet.gov.uk/extendedschools

For children and young people to attain their full potential they and their families need access to a wide range of opportunities to help overcome the barriers which many of them face – especially those of poverty, disadvantage and disability. We know that many schools are already offering, or developing, such opportunities. We want to encourage all schools to develop the five ‘core’ services described in *Extended Schools: Access to opportunities and services for all* (varied study support activities; high quality, affordable childcare; swift and easy referral

to a wide range of specialist support services; support for parents and carers; and access to schools’ resources for local communities, where appropriate). Schools are also free to offer other opportunities as well, where they identify unmet local needs.

The key messages for planning and funding extended schools are:

- **Attainment and personalisation:** Study support activities such as breakfast clubs, after-school and holiday activities all offer opportunities for children to pursue wider interests, develop new skills and access extra help, where needed. Swift, early referral to wider support services, where necessary, also helps overcome health problems and other barriers to learning. Many schools have already seen the positive impact of the extended opportunities on pupil attendance, behaviour and motivation, which in turn contribute to pupils’ higher attainment, so it is important for schools to design new activities and services in ways that support school improvement and in consultation with their School Improvement Partners (SIPs).



- **Planning and partnership working:**
Extended schools cannot develop in isolation: schools need to work in partnership with their local authorities, with other schools (for example through their local School Sport Partnerships), the private and voluntary sectors and other children's services to develop new activities and support services which can complement, not duplicate, existing provision. Many third-party providers are very experienced in delivering activities and childcare and are well placed to work quickly through technical issues, such as business planning and costing services appropriately. Joining up with other providers can also reduce the administrative burden and the costs of establishing and maintaining services and can avoid unnecessary duplication of provision and undesirable competition, which could jeopardise the sustainability of either school-based or third-party services.
- **New Relationship with Schools:** The Government is committed to the New Relationship with Schools and it is

important that extended schools should be developed in ways which support it and minimise burdens on headteachers and staff. The Training and Development Agency – Development (formerly the National Remodelling Team), working with local authorities and schools, is providing support and advice on developing extended services in this context. Many school activities benefit greatly from voluntary help, from both individuals and organisations. Many teachers currently give valuable support, especially to after-school activities, but teachers are not expected to deliver activities and services as schools scale these up. Schools will want to consult their staff and professional associations before drawing up staffing plans for extended activities. Some staff, for instance support staff, may be interested in taking up new opportunities, but local authorities, schools and their partners may also need to employ additional staff. Existing third party providers can bring benefits through the expertise of their own staff.

- **Consultation and accountability:** Schools are legally required to consult about any extended services they plan to offer and about any proposed charging arrangements. Successful extended schools have found that early, thorough consultation with local authorities, families and communities has been crucial in developing successful activities and support services. It helps to identify local demand and unmet needs, and to communicate the range and timing of the opportunities schools plan to offer. Schools also need to explain relationships between themselves and any partner providers, by communicating their roles, responsibilities and benefits clearly to all involved. Parents, in particular, need to understand that headteachers and governors will not always have day-to-day accountability for services offered by other providers using the school or other sites. Clear, written agreements with partners which set out accountabilities, particularly for issues such as health and safety and thorough Criminal Records Bureau checks, are vital.
- **Sustainability and charging:** Families need to be able to base important decisions, such as returning to work, on the reliability of services, particularly childcare and holiday provision, offered through schools so it is crucial that the services offered should be well-researched, robust in their business planning and realistically costed. Charging enables schools to enhance the quality and frequency of the extended

opportunities they offer and to make these more sustainable and so more reliable for families in the long term. Schools should charge for:

- all childcare (except for the free entitlement – see page 23). Parents on lower incomes may be eligible to reclaim up to 80% of the costs of childcare through the childcare element of the Working Tax Credit
- community access (see page 35)

schools may also charge for some study support (see page 19).

- **Children and young people from low income families:** Extended schools offer particular benefits for the most disadvantaged children and young people. So it is important that they have free access to at least some study support activities, especially those designed for children who have fallen behind in attainment, to enhance their achievement and enjoyment and support personalised learning. The table on page 12 shows how the funding streams available to schools can be used flexibly to support provision for them.
- **Children who have disabilities or special educational needs:** By working in clusters and with your children's trust you will need to develop provision to support the needs of these children, see page 12.

CHECKLIST FOR SCHOOLS

Schools planning to offer extended activities and opportunities may find the following steps helpful:

1. Read the contents of this guidance and the DfES *Know-how* series on the TeacherNet.
2. Contact the local authority's extended schools remodelling adviser (ESRA).
3. Review existing local provision, with the help of the ESRA.
4. Consider any particular local challenges, such as rurality, which might require special transport or other arrangements.
5. Look at good practice examples from other schools and communities.
6. Consult with the school's governing body on the best way forward.
7. Consult with school staff, their professional associations and unions, and any existing collaborative partners.
8. Decide how to consult effectively with children and young people, their families and the wider community.
9. Set up ongoing consultation on the extended opportunities needed by pupils, families and the local community, particularly the most vulnerable and disadvantaged.
10. Identify the skills and resources available to help in the local community and amongst local partner providers, and build partnerships with them.
11. Work with all parents and other stakeholders to identify affordable charges which will help to make extended opportunities sustainable.
12. Define (through the governing body) when and how remission from charging arrangements should come into force.
13. Consider how the staffing of the extended school will be consistent with workforce reform.
14. Incorporate the provision of extended opportunities and support into the School Improvement Plan.

For further practical advice, visit

www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/

KING'S PARK PRIMARY SCHOOL, BOURNEMOUTH

King's Park Primary School has developed a range of charged, fully sustainable extended activities and services, some provided through contracts with private companies and some run by school staff.



Serving a deprived area of Bournemouth with a significant transient population, King's Park Primary School decided to address some pupils' low levels of attainment by becoming a community centre, offering 8-6 childcare, adult learning and after-school activities. Having embraced remodelling, the school was aware that administering a large number of charged activities, with different means-based charging bands, would create significant workload for

school staff. King's Park therefore decided to outsource many of its after-school activities. Charging levels for both outsourced and school organised activities were set after consultation with parents and governors. Partner providers organise and collect fees.

The after-school club is run by a private company which charges £2.50 per session, with reduced rates for siblings and at half-price for families on income support. Bournemouth FC runs several football clubs for the school and also collects money for those sessions which are not free. The external providers have signed annual service level agreements with the school. Contracts were based on a template provided by the local authority and specify the charges necessary to cover school costs. To monitor provision, the governing body has appointed a governor for extended services who meets regularly with the head and the local authority's coordinator, reporting back on a termly basis.

King's Park also provides its own range of activities, including a breakfast club, for which charging and collection of monies is organised by the school's pupil and family support worker. King's Park now conducts an annual survey of parents to get feedback on its extended services.

FUNDING FOR EXTENDED SCHOOLS

The Government is supporting the development of extended schools with 'start-up' funding of £840 million over 2003-08, of which £160 million has already been allocated and £680 million will be provided over 2006-08.

Some of this funding is being routed via **local authorities**, through the Standards Fund and the General Sure Start Grant (GSSG), so that they can plan services strategically with their schools, partners and local communities. All local authorities have been informed of their funding allocations up to 2008. Details of the allocations for each local authority are at: www.teachernet.gov.uk/extendedschools. We have asked local authorities not to run complex bidding exercises for the funds they hold but rather, in consultation with their schools, children's services and the private and voluntary sectors, to take a strategic approach and prioritise the roll-out of extended schools across their areas. Local authorities are releasing funding to schools in line with their strategic plans, developed in consultation with their schools and partner providers. They may need to allocate different amounts to different schools, according to the need for services in their areas. If many schools are keen to develop services early on, local authorities may need to phase the release of funding.

None of the funding for extended schools is ring-fenced: it can all be used flexibly - for example, to appoint a manager to work

across a cluster of schools to develop extended services. Most is revenue funding, but there is some capital funding for primary schools (secondary schools will benefit from the 'Building Schools for the Future' programme).

£250 million is going direct to **schools** through the School Standards Grant (SSG).

The Government has also earmarked funding of just over **£1.3 billion** over 2006-08 for schools, to support personalised learning during and beyond the school day. This includes funding routed through the Dedicated Schools Grant (DSG), and the additional School Standards Grant (SSG) money for personalised learning announced by the Chancellor in the 2006 Budget. Schools are free to use this funding to support access for their most disadvantaged children and young people to extended activities (some of which might otherwise be charged for), particularly 'catch up' intervention support in literacy, numeracy, and Gifted and Talented provision. Schools have received detailed information about their delegated budget and School Standards Grant (SSG) allocations up to 2008. None of the money going direct to schools is ring-fenced, but by earmarking it for extended schools and personalised learning, the Government is encouraging schools to use it for these purposes. Local authorities may therefore wish to discuss with schools the contributions that schools might make from their own school budgets to help support access to extended services for

children and young people from families on lower incomes, on a continuing basis.

All these funding streams are summarised in the table below. How to fund the different strands of extended services is explained on pages 19-39.

Many schools also secure funding from other sources, including other Government

initiatives such as Neighbourhood Renewal, charitable sources, Lottery, private sponsorship, and use these to support access to breakfast clubs and study support activities, for example. But schools need to be aware that such funding is often time-bound, so services supported need to be made sustainable by other means in the long term.

Table: Summary of DfES funding available to local authorities and schools to support the development of extended services

	2003-04	2004-05	2005-06	2006-07	2007-08
(i) Funding via LAs for start up of extended services in schools					
Standards Fund: Revenue	£12.6m	£23.8m	£97.65m	£97.65m	£97.65m
General Sure Start Grant: Revenue*	£2.5m	£4m	£8.9m	£26.65m	£68.75m
General Sure Start Grant: Capital*	-	-	-	£70m	£71.60m
(ii) Funding earmarked for Schools					
School Standards Grant+	-	-	-	£100m	£150m
School Standards Grant (personalisation)++	-	-	-	£220m	£365m
Dedicated School Grant (personalisation)+++	-	-	-	£220m	£565m

*The General Sure Start Grant (GSSG) supports not only childcare but also other activities, including integrated services for young children and their families (via Sure Start Children's Centres, Sure Start Local Programmes, extended schools); workforce development; information services for parents and inclusion. Full details of which activities can be funded from the GSSG are included in the GSSG allocation letter for 2006-08 (issued to local authorities on 5 December 2005).

+ Funding distributed through the School Standards Grant (SSG) will be paid to local authorities for onward transmission to schools, according to a DfES-defined formula. Schools will have flexibility about the focus of spend. The SSG is distributed as a sum per school, plus an amount per pupil.

++ SSG (Personalisation) is distributed as an amount per pupil, an amount for social deprivation, and principally, on the basis of low prior attainment. Personalisation funding can be used to support access to extended activities which are generally charged for, and should also be used to provide more 'catch up' intervention support, especially in literacy and numeracy.

+++Funding through the Dedicated Schools Grant (DSG) has been allocated to local authorities, and has been earmarked for personalisation, which can include extended activities. The distribution formula is for local authorities to decide, in consultation with their Schools Forums, but we expect it to be weighted so that schools serving areas of high deprivation will receive more of this funding in their delegated budgets.

THE LAW ON CHARGING

Where schools offer extended activities through third-party providers from the voluntary and private sectors, whether on the school site or elsewhere, those providers are not subject to any of the following legal constraints. However, schools providing activities direct must comply with the law, as follows:

- a. Every school governing body must devise and publish a charging and fee remission policy, in consultation with parents. A school cannot make any charges to parents unless this policy is in place. (The relevant regulations are summarised in the *Guide to the Law for School Governors* and in *Guidance on Charging for School Activities*.)
- b. School governing bodies have powers to provide any facilities or services that further any charitable purpose for pupils, their families and for people who live and work in the local community. This includes childcare.
- c. Any profits made by a school from providing facilities or services must be reinvested in the school or in the service.
- d. Schools may use their delegated budgets to subsidise a child's access to chargeable extended activities, where they consider that the activities are provided for the purposes of the school, because they are of educational benefit to the child.
- e. Schools may not charge for: any study support activities provided during the school day, except for music tuition, or for provision before or after the school day which delivers the National Curriculum or prepares a child for a public examination.
- f. Schools may lawfully charge for other study support (for example, additional sport, drama and music clubs, holiday activities, visits, and additional courses, such as first aid), following consultation.

THE ROLE OF LOCAL AUTHORITIES

Local authorities, working through children's trust arrangements, are taking the lead in strategically planning and auditing extended schools. They are already working to integrate local children's services and, subject to parliamentary approval, when the Childcare Bill is enacted in 2008 they will have a new legal duty to secure sufficient childcare to meet the needs of their local communities, in particular those on low incomes or with disabled children. Every local authority is responsible for producing a Children and Young People's Plan, in consultation with all key partners, which will include strategic planning for the development of extended schools. Local authorities also have responsibility for the strategic co-ordination of study support activities. All local authorities have Extended Schools Remodelling Advisers (ESRAs) and business support officers.

Local authorities can provide:

- information about existing patterns of provision and service gaps in their areas
- advice about how to use the funding available. (allocations for every local authority's start up funding for 2005-06, 2006-07 and 2007-08 are at www.teachernet.gov.uk/extendedschools)

- training, skills, advice and support on all aspects of extended schools, including planning, funding and accounting issues, and costing sustainable activities and services
- advice on the current demand for, and provision of, childcare in each local community
- information about other children's services and providers who are willing to work with extended schools
- model policies on charging for services such as childcare
- advice on working with third party providers and model contracts
- advice on health and safety
- advice on how to consult effectively and what resources are available to support the consultation process

All local authorities are offering an extended schools programme to support schools and their partners in developing extended services. A key source of advice will be each local authority's Extended Schools Remodelling Adviser (ESRA), or other dedicated officer for extended services.

PORTSMOUTH CITY COUNCIL

In 2003, Portsmouth City Council set up an Extended Schools Steering Group, with representatives from schools, to agree a city-wide strategy. Following consultation with headteachers and governors, the city's 74 schools formed five Community Improvement Partnerships (CIPs) – clusters to implement the overlapping agendas of the Education Improvement Partnership and Every Child Matters. The



CIPs are geographically based, the largest spanning 22 schools, the smallest, seven. Each has appointed a programme manager to run its extended school provision and co-ordinate with other agencies. The Council plans that in 2006 all schools will either offer 8-6 childcare, or be able to signpost parents to a local service.

A childcare advice and training website with a database of all childcare provision in the city is available to schools and parents. Schools have received guidance papers on childcare issues, such as charging and the VAT implications of different provision models, and are being trained and supported as they develop their business plans. Workshops advising school staff and parents on childcare Working Tax Credits have been held in all the city's schools to ensure that parents on lower incomes can access childcare services.

CONSULTING PUPILS, PARENTS AND LOCAL COMMUNITIES

The Education Act 2002 requires schools to consult widely before providing extended services. As a minimum, schools must consult parents of children registered at the school, the children and young people themselves, the staff, and their local authority.

We appreciate that for each aspect of their core offer schools and their partners will want to shape provision around the needs of their own communities and perhaps add other services as well. Thorough consultation, which reaches everyone who might benefit from the new opportunities, is therefore crucial. Consultation can also reveal previously unknown local resources and expertise: supplementary schools, for example, can play an important part in supporting attainment and family engagement in local schools.

Parents and carers, especially, need opportunities to help shape new opportunities and services. Some may need support to participate fully in consultation, for example access to translators, and special arrangements to involve fathers, or mothers, may be required in some communities.

There are also many imaginative and effective ways of consulting with children and young people themselves so that activities and services reflect their needs and aspirations and are attractive to them.

Consultation should extend to people

who live or work within the school's local community, even if they do not have children at the school. Their involvement can ensure that the benefits of the extended school have an impact beyond the families of children and young people currently on roll, and contribute to increased social cohesion across the whole community.

Ultimately, the sustainability of the activities and opportunities offered through extended schools depends on how effectively they meet the needs and aspirations of their users – children and young people, their families, and the wider community – so it is vital to involve them all fully in planning right from the start. Good consultation supports sustainability by:

- mapping opportunities already available and identifying needs for additional services
- ensuring the best use of resources, by identifying cost implications (time, people, funding) of setting up and providing new activities
- ensuring that *all* parents are able to contribute
- identifying charging schemes and methodologies appropriate to each school community and identifying which services parents are able and/or willing to pay for
- shaping what form services should take
- identifying where services should best be located

DISABLED CHILDREN AND YOUNG PEOPLE AND THOSE WITH SPECIAL EDUCATIONAL NEEDS

Extended activities and services through schools will be of particular benefit to many of these children. Access to multi-agency teams that visit schools can help them obtain specialist support they may need from health and social care services in

ways that do not disrupt their education and help to ensure that their needs are assessed early on. Local authorities have obligations to provide services to children in need and their families. Provision of these services is means tested. Local authorities may arrange and pay for childcare and other services where they are needed.

CHARLTON SCHOOL, GREENWICH

Charlton School in Greenwich is an 11-19 special school with places for some 150 pupils. All have statements of special educational needs and nearly a third are looked-after children. The school is a hub site for the School Sports Partnership and also an aspiring specialist sports college. Charlton offers a range of extended services. Most of the school's after-school clubs are supported and funded by its school-based charity, with parents making voluntary contributions. The school has a strong community-centred ethos, and opens its doors to a variety of special interest groups including parent/toddler swimming clubs and a local Scout troop. Some 250 members of the local community use the school's facilities every week.

For the last four and a half years Charlton has employed a full-time, school-based Education Social Worker, sharing her time

and salary with their local feeder primary special school. A key part of her role is to advise parents about the benefits that they are entitled to and the services they can access including Working Tax Credits, local voluntary and parent support groups, social services and housing. She found that 48 families were not receiving benefits to which they were entitled. These families have since benefited by many thousands of pounds. The impact of their improved standards of living on their children is visible, and the school reports that the families are much happier and less stressed as a result. The creation of this post has had a significant positive impact on both attendance and parent-school relationships, noted during a recent Ofsted inspection. From the school's point of view, she frees up significant amounts of management time and enables teaching staff to focus on educational, rather than social issues.

THE CORE OFFER

The Extended Schools Prospectus set out the 'core offer' of activities and support to which we would like all families to have access by 2010:

- Study Support: A good programme of study support activities, including access to arts and cultural activities as well as targeted opportunities such as 'catch up' and Gifted and Talented programmes, to support the personalisation agenda. This includes school sport: a menu of sports activities – including competition – in partnership with local School Sport Partnerships, to enable children and young people to spend at least two hours each week on high quality PE and



school sport. The ambition is to offer all children and young people four hours of sport per week by 2010.

- Childcare/Activities for Young People to Do: Access to year round, 8am-6pm childcare (including, or consisting of, activities especially for young people), either on the school site, or at a nearby school or provider, with supervised transfer arrangements.
- Parenting Support: Including access to local and national information on parenting support services, transition programmes, family learning opportunities, and manual-based programmes of parenting support.
- Swift and Easy Referral: Access to specialist services including CAMHS, speech and language therapy and other health support and social care.
- Community Access: Opening up school ICT, sports and arts facilities to the local community beyond the school day, where appropriate and providing adult learning.

The following sections explain how each of these areas should be funded.

PLANNING AND FUNDING A VARIED MENU OF STUDY SUPPORT

What is study support?

'Study support' describes the very wide range of activities and opportunities offered by schools around their 'normal' day, which may take place at school or elsewhere, enhancing and enriching children's experience and contributing to their higher attainment. Study support activities may be provided by schools direct or by third-party providers, and can include homework clubs, 'catch up' provision, Gifted and Talented provision, sport (at least two hours a week beyond the school day for pupils who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning modern foreign and community languages, volunteering, and business and enterprise activities. Most schools offer some of these activities already, but the Government's White Paper *Higher Standards, Better Schools for All*, describes how schools are asked to extend their current provision and make available a varied menu of activities, before and after the school day, all year round, accessible to every child, with targeted support for those who need it to achieve their potential. Advice on developing study support programmes is available at www.standards.dfes.gov.uk/studysupport and at www.continyou.org.uk/content.php?CategoryID=757.

Funding study support

We expect all schools to offer *some* free study support to support personalisation, and that all targeted offers to support the attainment of children who have fallen behind, such as literacy and numeracy 'catch up' provision, will also be provided free of charge. Likewise, schools are expected to provide some free after-school sport activities – often in conjunction with their School Sport Partnership – to enable children and young people to take up their entitlement to two hours of high quality PE and school sport each week.

But schools may, after appropriate local consultation, fund other study support activities by charging parents. Many parents are already familiar with charges for clubs, trips and holiday activities. To fund access to 'catch up' study support activities, and to study support generally for the children and young people in low income families, schools may use their delegated budgets, including their School Development Grant and the School Standards Grant (see table of funding streams on page 12).

The table below is designed to describe some typical study support offers and how they might be funded:

Activity	Funding
Key Stage 3 'catch up' maths club	Free of charge. Supported by the school's delegated budget as a targeted attainment offer to address underperformance.
An after-school foreign languages club	Charges made to cover the cost of the additional tuition and delegated budget used to support access for children in lower income families.
A personalised programme for a targeted group of underperforming children in the school e.g. looked-after children or KS3 pupils	Free of charge. Supported by the school's delegated budget as a targeted attainment offer to address underperformance.
An Easter revision week for GCSE	Free of charge and supported by the school's delegated budget. By law, schools can not charge for provision which prepares children for public examinations.
A breakfast club and after-school club run by the school or other provider designed to offer childcare for working parents	Charged at full cost. Parents on lower incomes can access the childcare element of the Working Tax Credit. Schools may use delegated budget to support places for children in workless households, to fund activities of educational benefit to them, for example, a museum trip organised by the after-school childcare.
A programme of science personalisation study support activity designed to address poor science performance in the school	Free of charge as an attainment programme designed to address an area of underperformance in the school.
A high quality study support after-school programme with a variety of activities designed to enable children to develop new skills and interests such as film club, photography club, first aid training, local history club etc.	Some charges made to cover costs. Delegated budget used to support access for children in lower income families who may benefit educationally from participation in particular activities.

Access to study support for vulnerable children and young people and those from low income families

Vulnerable and disadvantaged children and young people can benefit particularly from access to study support activities, as they often have the least opportunities for such enrichment out of school, for financial and other reasons. They might include young carers, looked-after children and young people, disabled children and young people, and those with special needs, pupils from particular community groups, such as traveller communities, and those whose parents are unwaged. Access to breakfast clubs, activities and visits which take account of their individual circumstances can make a significant impact on these pupils' lives. It is important that children and young people in workless households should have some free access to study support, which might not otherwise be available to them, so that they can pursue their wider interests and get the support that they need to raise their attainment and achieve their potential.

All schools should be able to provide some free study support for these children and young people, through the flexibility in their delegated budgets. Schools may also lawfully use their delegated budgets to support access to educational activities which are normally included as part of a childcare offer, where these will benefit them.

Local authorities have a specific obligation under section 22(3A) of the Children Act 1989 (inserted by the Children Act 2004) to promote the educational achievement of looked-after children and under section 17 of the Children Act 1989, local authorities have a duty to provide services of an appropriate range and level to children in need and their families. They also have a general duty under section 10 of the Children Act 2004 to make arrangements with other agencies that work with children (including schools), with a view to improving children's wellbeing in relation to, amongst other matters, their education, training and recreation.

Linking study support with childcare

Many schools successfully combine a good programme of free study support with a chargeable childcare offer. Children registered for childcare need equal opportunities to participate in the study support activities that they require to support their learning, and to try new ones. These activities may be organised on the same site or a different one. Schools should take account of this in planning: for example, by ensuring supervised transfer arrangements, and allowing adequate time for transfer between sites and activities, where necessary.

Schools will also want to ensure that childcare arrangements themselves, especially for older children and young people, include a good range of study

support activities that support their learning and enjoyment.

Schools may charge for a child who does not attend childcare to participate in study support activities offered within the childcare, but they should ensure that they use their funding flexibly to support access to such activities for children whose parents are unable to pay.

STAR PRIMARY SCHOOL, NEWHAM

Star Primary School offers a breakfast club for up to 100 children and a good range of free after-school study support activities. These services are funded partly from the school's baseline budget and partly from other sources such as volunteer input and the National Lottery. The school also provides the free early years entitlement for three- and four-year-olds and has plans to expand the number of hours available so that working parents can purchase additional hours. There are also parenting classes and mother and toddler groups available during the day. Parents can also book children into the after-school childcare run by the school and staffed by teaching assistants from the school. There are 30 places available and the charge is £5 per 3.30pm to 6pm session. Children in childcare can attend the study support activities on offer.

ROBERTS PRIMARY SCHOOL, DUDLEY

When Roberts Primary School in Dudley was rebuilt five years ago, the school took the opportunity to extend its role in the community significantly. They made a joint bid, with the local authority's social services, for funds to build a children and parents' zone comprising two family rooms, with a third space for a nursery, breakfast and after-school clubs. Social services placed two members of staff at the school, one of whom does outreach work, and set up a wide range of classes – from stopping smoking to help for teenage parents. Many of these activities are now self-financing. A wide range of other clubs also make use of the school's sports hall on a charging basis. The school also set up breakfast and after-school clubs with the help of a New Opportunities Fund grant. A condition of the grant was that the clubs would charge and become self-financing after two years, which has now happened. In 2003 the breakfast club per-session charge was increased to £3 and the after-school club to £5.80, to ensure that all costs were covered, without take-up being adversely affected: all 24 places are taken. The level of charge is fixed rather than means-tested at school level. Parents who are eligible are encouraged to access the childcare element of the Working Tax Credit. The Social and Caring Services can buy places in cases of need. A local private sector company is interested in working with the school and expanding provision to cover holidays.

BEXLEY SCHOOL SPORT PARTNERSHIP

The Partnership Development Manager, School Sport Co-ordinators and Link Teachers developed an after-school adventure-based learning programme, designed to improve behaviour. Students from primary and secondary schools completed a six-week activity block. Primary school activities were delivered on site, with each session aiming to address a different aspect of social interaction. The same principles were used for young people at secondary schools, but sessions were delivered through a variety of different offsite activities and venues, to engage their interest. Tasks were designed so that students experienced failure as well as success, to help them come to terms with why they have failed and address that in order to achieve success in the future. In secondary schools, activities were used as a reward for good behaviour. As a result of the programme, many teachers reported a decrease in conflict in the classroom and the playground. One special school headteacher said: 'the adventure-based learning programme was so fantastic that I'd like to have it for all of our pupils.'

PLANNING AND FUNDING CHILDCARE

Why offer childcare through schools?

The Government's target is to halve the number of children living in poverty by 2010, and to ensure that no child is still

doing so by 2020. The Government's measure of poverty is 'living below 60% of the median income'. For a lone parent with two school-age children, this means living on an income of less than £175 per week. Many parents who are eligible do not claim free school meals or childcare Working Tax Credit, for a variety of reasons. Developing childcare which is locally accessible and high quality can help parents get back to work or increase their working hours and so make an impact on eliminating child poverty. A number of local authorities and schools have helped families in their areas by supporting them in accessing childcare Working Tax Credit and other benefits to which they are entitled.

Parents should be charged for all childcare, whether it is provided by a school direct or through partner providers, except for the free entitlement to provision for three- and four-year-old children (see page 27). Schools already offering 8am-6pm, year round provision find that childcare located either in school, or on another site with secure transfer arrangements, is very attractive to working parents. Parents are accustomed to paying for childcare and welcome the availability of reliable, trustworthy, convenient, high quality provision. Some schools have found that introducing charges has actually increased take-up, as they have been able to enrich their offer by using their new revenue to provide additional resources, such as new play materials, and extend their hours of opening.

ELIGIBILITY FOR CHILD TAX CREDIT AND WORKING TAX CREDIT

Many parents miss out on Working Tax Credits and other benefits because they are unaware of them, or do not know they are eligible or how to apply. They may therefore be discouraged from seeking childcare to support employment, because they think they will not be able to afford it. Some local authorities (like the City of Portsmouth) schools (such as Charlton School, Greenwich) and voluntary sector partners are doing valuable work in providing advice and support for parents, not only on tax credits but also on how to access a range of other benefits and services. We would like to encourage all local authorities, schools and their partner organisations to organise support for parents to access the benefits to which they are entitled.

Tax credits and childcare costs

Child Tax Credit and Working Tax Credit support families with children and working people on low incomes. They give support to families' specific circumstances, and respond to their changing needs, by helping when they need it most. Child Tax Credit and Working Tax Credit do not affect Child Benefit payments.

The childcare element of the Working Tax Credit

Lone parents can claim the childcare element if they work at least 16 hours a week. For couples the conditions are that both partners are aged 16 or over and either both work at least 16 hours a week or one partner works at least 16 hours a week and the other is incapacitated, in hospital or in prison.

The childcare element can help with up to 80% of eligible childcare costs. Families can claim for assistance with childcare costs of up to £175 a week for one child or £300 a week for two or more children. This means that they can receive up to a maximum of £140 a week and families with two children can claim up to £240 a week.

So, a one-child family on an annual income of £30,000 could claim up to £4,435 through the childcare element of the Working Tax Credit.

To claim the childcare element of the Working Tax Credit, claimants must fill in the relevant details in part 3 of the tax credit claim form. The form (which is used for both Child Tax Credit and Working Tax Credit claims) can be obtained from the Tax Credits Helpline on 0845 300 3900, any HM Revenue and Customs Enquiry Centre, or www.hmrc.gov.uk/taxcredits.

Funding childcare in disadvantaged communities

Developing childcare in disadvantaged communities will, in the longer term, help parents into work and so reduce child poverty, but we recognise that the journey for some families may be a long one and that funding childcare through charging may not be possible at first. This may make it difficult for schools and providers to start up viable childcare, but local authorities and Jobcentre Plus can help schools and their partners develop strategies to 'start up' and sustain provision, as the cycle of 'back to work' in communities develops. In



some communities, any 'start up' funding allocated for extended opportunities may need to be in place for some time as the back-to-work cycle develops. Providing other extended opportunities, such as adult learning, through schools can also help support those strategies by supporting training at basic skills and higher levels. Where there is currently limited demand for

childcare then different models of delivery, such as registered childminder networks, offering flexibility and quality assurance, working across local clusters of schools and linking with other existing provision, may help to ensure that provision is viable and available for those parents who do need it.

HACKBRIDGE PRIMARY SCHOOL, SUTTON

Hackbridge Primary in Sutton has been running a thriving breakfast club for five years in an area of significant socio-economic deprivation. It was started with a Lottery-funded grant which paid for equipment and materials, and which also subsidised staffing for the first two years. The terms of the grant required the school to create a business plan, demonstrating a model for long term sustainability, and this plan has become reality. The club has five members of staff and has been fully self-funding for the last three years. A key development was a consultation with parents, which revealed that, by opening at 7.45am rather than 8am, more working parents would be able to use it. Once the opening time was changed, the number of children nearly doubled to the present level of 42. Hackbridge also offers after-school childcare until 6pm by working in partnership with a local private nursery rather than operating its own provision. The partner operates a 'walking bus' service, taking children from the school to the nursery round the corner.

Holiday provision

Few schools currently offer childcare during the holidays, but working parents, particularly lone parents, need access to year-round childcare. It is also important that young people at secondary school have access to a good range of interesting activities during the holidays, but we know that there is a lack of affordable, positive activities available in many places: in rural areas, for example, a school site may well have the only sporting, arts and youth facilities in the local community.

However, the numbers of children and young people participating in holiday services can be substantially lower than in term time, so schools and providers may need to vary how services are delivered then by, for example, working with other schools or providers who can take turns at delivering holiday programmes.



NORTH SOLIHULL

Five primary schools in North Solihull are working in partnership to offer year-round childcare for children. The hub of the cluster is Coleshill Heath Primary School, which runs a full range of extended services, including a daycare and a pre-school/after-school club based on its own premises. Children from Coleshill Heath and four other local primaries can use it from 7am to 6pm, year round, including school holidays. The centre currently has 152 children on its register. The clubs share the use of Coleshill Heath's minibus and transport for children from other schools is included in the charges. Daycare places are charged by the hour at a rate depending on age: the cost for children under two is £4.19 per hour, and for older children, £3.78 per hour. For out-of-hours provision, the charge is £3.66 per hour. A hot meal costs an additional £1.30. Nearly all the parents of children using the clubs are able to claim back some childcare charges through tax credits.

Early years provision: free entitlement and charging

Many schools, with and without nurseries, already deliver high-quality early years provision for three- and four-year-olds. Others are working in partnership with private and voluntary providers or Sure Start Children's Centres (see page 28).

Early years providers need to have regard to the *Code of Practice on the Provision of Free Nursery Education for three- and four-Year-Olds*, which is available here: www.surestart.gov.uk.

All three- and four-year-olds are entitled to free early years provision of 12.5 hours a week, across 38 weeks. Beyond this free entitlement, plus any additional provision funded by the local authority, charges can be made to parents for provision. As outlined in the Code of Practice, the entitlement itself must be free at the point of delivery. Many schools will be able to offer parents opportunities to purchase *additional* hours.



The ten-year childcare strategy made a commitment to increasing the length and flexibility of the free entitlement for three- and four-year-olds, which will deliver more learning and development opportunities for young children and better meet the needs of working families. The entitlement

will increase from 12.5 hours to 15 hours per week (for 38 weeks of the year) by 2010. We will start to roll out both the additional hours and increased flexibility at the same time, starting in 2007 through pathfinder areas.

The demand for flexibility will vary depending on parents' working patterns and on how the free entitlement can best fit into the full package of care and education which is necessary for each child. The main changes will probably be extending the hours between which the free entitlement is available across the day, providing access to longer sessions, for example, going across breakfast and lunchtime, and integrating the services of different providers – which will help maintain the diverse market while giving children continuity of care and families a seamless service.

It will be important to ensure that local capacity is maintained and that children's learning and parents' employment choices are well served. At present there are no formal limits on when the free entitlement can be taken as long as it is spread over at least three days. We do not intend to introduce any new limits. But in practice the market determines what is available, and at present that is mainly sessional provision during school hours. Flexibility will be delivered by setting new expectations of local authorities so that they work with providers to extend what is available. If the free entitlement is not enough to match their working hours

parents will, as now, pay for additional childcare, and can claim tax credit to support this if they are eligible.

Setting up new provision for three- and four- year-olds

If a school proposes to set up new provision for three- and four-year-olds, the school must publish statutory proposals. Governing bodies can find detailed advice on this in the recent DfES guidance, *Extended Schools: A Guide for Governors I*, available on the extended schools website at:

www.teachernet.gov.uk/extendedschools

Sure Start Children's Centres

Sure Start Children's Centres provide flexible, family-focused, multi-agency services to meet the needs of children under five and their families. They offer integrated early learning and care, parenting and family support, health services, outreach services to children and families who do not attend centres, access to training and employment advice, and a network for child minders. By 2010 there will be 3,500 Sure Start Children's Centres, one for every community. Many will be co-located with primary schools and maintained nursery schools, and will offer a range of integrated services for children aged 0-11. All will offer access to chargeable childcare from 8am to 6pm. Local authorities will be able to advise schools on their strategy for developing Sure Start Centres.

The planning of Sure Start Centres will be taken forward in close partnership with the extended schools strategy and will involve

FRANCHE FIRST SCHOOL, KIDDERMINSTER, WORCESTERSHIRE

Franché First School provides education for children aged 3-9 from a range of social and economic backgrounds, but also offers access to a range of extended opportunities including childcare, play and many extra-curricular activities for a much wider age-group as well as lifelong learning opportunities and parenting support programmes. In 1989 the governing body responded to parental demand for quality childcare by setting up a 16-place out-of-school club for five- to thirteen-year-olds. This developed and expanded over time to cater for children of other ages. The provision is now called 'Franché 726', as it is open daily from 7:00 am to 6:00 pm for 50 weeks of the year.

To complement this provision, a house adjoining the school site has been purchased to offer childcare for younger children and babies, known as 'TOTS@726'. The school now offers childcare for more than 800 children aged 0-13 years old.



consultation with schools and other key stakeholders. Local authorities can advise on governance issues and share information on which models of co-location work best. (Local authorities have received DfES guidance on developing Sure Start Children's Centres: *Sure Start Children's Centres: Practice Guidance* (November 2005).

Even if a school is not co-located with a Sure Start Children's Centre, schools may want to involve local Children's Centre managers in local clustering arrangements so that services across communities, especially for families with both pre- and school-aged children, can be planned together.



Provision for older children and young people in secondary schools

Many working parents worry about their older children being alone at home for long periods of time, particularly during the holidays, and would like greater confidence about where they are than 'drop in' activities can provide. Emerging

results from a DfES pilot, to test demand for chargeable childcare for 11-14s, is indicating potential demand from parents. We are looking at the potential for other schools. For older children and young people, the nature and marketing of a guaranteed offer clearly needs to be handled in a way which is attractive to them and sensitive to their increased levels of independence and maturity. It is important that young people themselves have opportunities to shape this type of provision: they are likely to want access to a range of activities, involving third-party providers who can offer sports, arts, music and holiday programmes, for example.

Many schools already run such activities on a 'drop in', term-time basis. If these activities can be combined with a formal registration scheme and a supervised, chargeable 'club hub', where young people not engaged in activities can complete homework or socialise in a safe way, then working parents can feel secure. Such provision can constitute a formal, chargeable childcare arrangement, for which working parents may be eligible to reclaim costs through the childcare element of the Working Tax Credit.

This approach is consistent with the aims set out in *Youth Matters*, which envisage a strong role for secondary schools in delivering a good range of activities and support for young people, year round. We are also piloting the development of Youth Opportunity Cards in local authority areas this year. These cards will offer discounts

for community leisure, sport and other services, and young people from deprived households will have their cards 'topped up' by the Government. Schools could offer discounts to young people who use their cards to access activities for which charges are normally made.

Advice on setting up good, sustainable childcare can be obtained from www.4Children.org.uk.



PLANNING AND FUNDING PARENTING SUPPORT

Parents have a significant impact on children's learning and development, but many parents say there are times when they would welcome more support in their parenting role. Extended schools can provide a key point of access to information, advice and support for parents. Many schools offer excellent transition information sessions for parents when children start primary or move to secondary school. Many also offer

PEMBEC@KINGSDOWN HIGH SCHOOL, WIGAN

Serving an urban area of Wigan, Kingsdown High School is an 11-16 secondary school with specialist status for business and enterprise. The school has long hosted a Young Persons' Centre, which began as a playgroup and has developed into a hub for childcare in the area, offering daycare, out-of-hours clubs, and holiday care for pre-school age children and pupils from ten local primary schools. In July 2005, the centre extended its provision to secondary pupils up to 14 years old and pupils up to 16 years old from special schools. Many of the older children are pupils at Kingsdown. PEMBEC@KINGSDOWN now has nearly 250 registered children and young people, aged from 2½ years to 16, and a daily capacity of 150. The new secondary age group started with 16 young people but is growing fast. The centre organises a wide range of activities from sports to group trips. Children register on arrival and are then escorted to different activities on the school site.

PEMBEC@KINGSDOWN has charitable status and is overseen by a management committee of parents, school representatives and local business people. The after-school club runs until 6pm and a session costs £7.00, including a meal and collection by minibus for children from other schools. Many families recoup these charges through the childcare element of the Working Tax Credit.

information for parents about the national and local services available to support them. The information services provided by local authorities can also help develop this part of the offer.

We would also like schools to offer access to parenting groups that use structured parenting programmes, and access to more specialised support for parents who need it. These should be provided by people with training and expertise in supporting parents, whether from the public, voluntary or private sectors. Schools will need to work closely with their local authorities and other local partners - partner schools, Sure Start Children's Centres, the voluntary and community sector and health services - in the context of emerging children's trust arrangements. Funding for parent support may be found from the sources identified in this

guidance, including schools' delegated budgets where they decide that it will be of direct educational benefit to pupils, or within the overall resources available to children's trusts. Where schools are providing or facilitating services themselves, they may also wish to consider whether it would be appropriate to ask some parents to contribute towards costs, but clearly those parents whose needs are greatest - including parents who are receiving additional support as part of a parenting contract - should be able to access additional support free of charge. Many schools already provide innovative opportunities for parents to become involved in their children's learning, such as cookery clubs, parent and child football competitions and ICT clubs. Such family learning opportunities can have a powerful effect on children's attainment.

DOWNSIDE MIDDLE SCHOOL, ISLE OF WIGHT

Downside Middle School, Newport, is situated in an area of high deprivation, with 30 per cent of families claiming benefits, and 31.5 per cent of pupils eligible for free school meals. Few residents have post-16 educational qualifications. Downside is the first full-service extended school on the Isle of Wight and has an extended school manager, two school-based youthworkers and a student social worker on a six-month work placement. Wherever possible, the school links its extended

activities with learning: for example, a recent workshop to develop an entry for a carnival parade on the theme 'Indonesia' related to curricular work on diversity, sewing, cooking and music.

Downside works closely with two feeder primary schools. Many after-school activities are open to their pupils also, and there has been a positive impact on primary-secondary transition. Downside is also working with a wider cluster of local schools, and was recently part of a successful joint bid for a minibus for use by local schools and the community. The school's role in influencing investment is

another priority: the area has been targeted for government Pathfinder and Neighbourhood Renewal funding.



Close working with the team from Pan Neighbourhood Partnership has maximised the impact of available funding and ensured that there is no duplication of projects. The Partnership has funded the appointment of a youth worker whose responsibilities include co-ordinating holiday clubs offered through the school. A pupil survey influenced the eleven activities offered at Easter, which included a climbing wall and trampoline, arts and crafts, drama and dance, circus

skills, and offsite visits. Downside's holiday clubs are also open to local primary school pupils.

A recently-launched 'mini moto' club for small motorbikes, run by the school site manager, has provided a breakthrough, attracting more than 20 fathers and children in its first fortnight. Fathers and children help create score cards and lap time sheets, which helps raise literacy and confidence levels and build capacity for future learning. Building on this, Downside is holding a family day in the hope of further increasing parental involvement. The school plans to offer a range of taster workshops, including 'MOT for your health', badminton, circus skills, 'dads and lads' cooking sessions, remote control car racing, and a 'computers don't bite' session.

Other on-going initiatives include an adult literacy programme, a course to help parents of teenagers, and an IT club for the over 50s. Engagement is the challenge with many parents in the area, and Downside's long term aim is to raise local levels of qualifications and aspirations for learning.

PLANNING AND FUNDING SWIFT AND EASY REFERRAL

Access to appropriate specialist support enables children and young people to receive the support they need, so that barriers to learning can be removed early on. Children, young people, their families, carers and schools need easy, swift, support from a wide range of specialist support services. These often include speech therapy, the child and adolescent mental health services (CAMHS), family support services, intensive behaviour support, and (for young people) sexual



health services. Integrated local children's service arrangements should now help to make this a reality. Many schools have already found that, where services can be delivered on the school site, children and young people and their parents feel more confident about accessing them, benefit from the savings in travel time and costs, and are more likely to keep appointments, so that needs are met more quickly and less school time is missed.

Parents should *not* be charged for these services: local authorities, using children's trust arrangements, will be able to devise new patterns of provision by reconfiguring services to deliver them in new ways to achieve better impact, such as visiting multi-agency teams working across clusters of schools, and should involve schools in the planning and prioritising of children's services. We anticipate that an integrated, multi-agency approach will help recruitment and retention in services such as child social care, as staff will have access to a wider range of support and input to work with children and families.

SWIFT AND EASY REFERRAL IN SOUTHEND-ON-SEA

Southend-on-Sea Borough Council has made swift and easy referral to specialist services a top priority as it develops extended services in its 53 schools. The emphasis grew from their recognition that more could be done for vulnerable children and families – and that this would have immediate knock-on benefits for schools and communities. The borough has set up three geographical clusters for extended services, centred on three schools. To date, 28 of the town's schools have joined one of the clusters and the rest will participate in the new arrangements over the next twelve months.

Spanning the three clusters is a multi-agency, decision-making forum which meets fortnightly to develop action plans for each vulnerable family. Families are consulted on the development of the action plans before they are agreed and put into action, and the plans are reviewed after 4-6 weeks. The forum

brings together every agency – from schools and social services, to the police and housing authorities – with the aim of making decisions within three weeks of referral. The forum answers to a strategy committee, which meets monthly, and above that a partnership board at chief executive level which meets quarterly. The forum aims to intervene before crises happen. In the first year of its operation, it has taken action in the cases of 67 families, with 187 children and young people in total. Regular face-to-face contact between agencies has improved relationships and co-ordinated working. Schools are reporting improved attendance and behaviour from the referred children. Many agencies say families are showing a new willingness to engage with them – and in some cases a re-establishment of a cooperative relationship. Crucially, agencies' and families' expectations of how fast processes can move have been challenged by this new way of working, benefiting the children and young people in need of referral.

SWIFT AND EASY REFERRAL IN DERBYSHIRE

Swift and easy referral is being offered in a suburban area of Derby through a mobile multi-agency team facility which makes weekly visits to six schools. Derbyshire local authority has funded the hire of the specially-adapted double decker bus, and the appointment of a project manager and two family support workers. The project manager's role is to co-ordinate the work of different agencies as they tour the six schools – five primaries and one secondary – while the family support workers are shared by the schools and make home and community visits.

The idea of a multi-agency bus grew out of discussions between the six schools' headteachers on how to offer joint services across their dispersed communities. Community questionnaires revealed a common need for easier access to statutory and other services. The bus

service began in July 2005, and is now in operation three days a week, with each school having access to it for half a day a week, all year round.

Use of the bus has been offered to every statutory and voluntary agency and other local service providers. Police, housing, social services, the PCT, and a counselling service are now making use of the facility. A 'menu' of services available on the bus has been distributed to parents at the schools.

The existence of a dedicated multi-agency space is helping reduce agency workload. Problems are being picked up earlier, dealt with more effectively, and in many cases it has reduced the number of agencies which needed to be involved. The fact that the venue for accessing services is close to but physically separate from the schools has helped overcome people's inhibitions about attending sessions.



PLANNING AND FUNDING WIDER COMMUNITY ACCESS

Many schools already offer access to sports, arts, ICT facilities and adult learning for their local communities as well as their own pupils and families. Schools are often the only local community resource, offering much-valued facilities for clubs and adult learning. Schools themselves can also benefit from community use, for example by better engagement with and improved health and qualification levels in their local communities.

Schools should charge the communities for using their facilities, and will need to ensure that their charges include adequate cover for additional and 'hidden' costs such as site management, heating and cleaning.

However, schools will also wish to ensure that access is affordable for particular individuals and groups. Many schools operate a separate 'tariff' for such groups, charging them at cost, rather than at a profit, to help support their work.

Supplementary schools, for example, should be charged at cost. The extended schools policy offers enhanced opportunities for schools and supplementary schools to work more closely together, and to share their knowledge and expertise in languages, the national curriculum, community cohesion and engagement with parents. Such co-operation can contribute to the higher attainment of the children and young people who use them. (More advice can be found at www.resourceunit.com).

COMMUNITY ACCESS IN A RURAL AREA: DELAWARE PRIMARY SCHOOL, CORNWALL

Delaware Primary is one of a dispersed cluster of schools (with eleven other primaries and one secondary) set in an area covering 200 square miles. Delaware has become a focus for its dispersed rural community of hamlets and isolated homes. As well as year-round childcare, the school offers a wide range of afternoon activities run by specialist coaches and tutors. The school consulted widely in the community about charging for these activities. Take up of after-school activities has grown since the £1.50 per session charge was introduced two years ago because it has been possible to improve the frequency, duration and content of the activities with the additional resources. There are now 50 regular players taking part in three different football squads and the netball club has 20 members – some of them children from other local schools.

The school's premises also host a large number of adult courses run by outside agencies – from salsa to spoken Cornish. Many courses are community initiated, as anyone can start a course provided they can find a minimum of ten paying participants. The school plans to publish a local directory of adult learning. All charged activities are self-sustaining and pay rent to the school's extended services fund, to cover cleaning, bills and wear and tear. All extended services activities are overseen by a committee of school staff and run by a part-time extended school co-ordinator, whose salary is entirely covered by a number of external funding sources. A transport strategy for extended service provision across the whole cluster of schools is being developed. It is envisaged that in the longer term, this will require some services to travel to local communities, rather than transport being provided for users to attend service centres.

COMMUNITY LINKS AT SOUTH HUNSLEY SCHOOL, EAST YORKSHIRE

South Hunsley is a large comprehensive with Specialist Technology & Engineering Training School status. It has a tradition of high achievement in sport and in 2005 became the hubsite for the borough's second School Sports Partnership. Its facilities are used by the local community and the school's role as a sporting centre has been enhanced with a new £3.5 million sports facility. In 2005, a new Lifelong Learning Centre opened, incorporating sixth form accommodation, a library and a resource centre. Using the extended schools agenda as its framework, the school is building on these developments to enhance its role as a community hub. The school is a centre for adult education and is now looking to extend its offer to lifestyle classes, such as dance and fitness, and to appoint a

manager for out-of-hours learning activities. The new Lifelong Learning Centre is now being used by East Riding local authority and other organisations for conferences and training events. Links have also been established with British Aerospace, giving students the chance of practical work and placements with the company. The school's catering facilities make a profit from providing food for events. Money generated in these ways provides the school with much-valued revenue. South Hunsley is now in the process of developing its partnerships with other schools. Earlier this year, an extended services coordinator was appointed jointly by the school and its eight feeder primaries. The coordinator has linked the schools with health and social services, and South Hunsley is considering having social worker and counsellor trainees placed in the school.

'FAMILY FITNESS' AT WILLIAM BEAUMONT SPORTS COLLEGE, WARRINGTON

William Beaumont Sports College has developed Family Fitness Lessons as part of its community development plan. It wanted to help parents of students participate more easily in health and fitness activities. The college organised fitness sessions in partner primary schools

which were available to all the family and held immediately after school, one night each week. Evening fitness classes were also run on three nights each week. On two evenings, fitness sessions were targeted at 'mums and daughters', and the third was open to the whole family. One mum said: 'I am sleeping better and have more energy through the day, especially at work.'

In some cases charges will also be made for adult learning, but your local authority or Learning and Skills Council may also be able to fund opportunities in line with their

local strategy. Your local authority or local college may also be able to arrange and staff provision for your site as part of their own role in reaching the local community.

ADULT LEARNING AT CASLON PRIMARY SCHOOL, DUDLEY

Caslton has put adult learning at the heart of its drive to improve standards and engage with its local community. The school serves an area of deprivation in North Dudley, where adult education levels are in the lowest 10% nationally. Two years ago Caslton decided to use an existing community room for daytime activities targeted on parents. With help from local youth and community service providers, Caslton carried out wide consultation. There was clear local demand for crafts, hobbies and keep fit classes, and the school began offering these as a step towards vocational courses, and with the wider aim of encouraging parents to engage more with the school. A crèche was set up to allow parents with younger children to participate. Today, nearly half the school's pupils have at least one parent taking

courses at the school. Morning and afternoon courses - from glass painting to NVQs and many Sure Start courses - are offered every weekday. Parents have taken part in maths classes with year 6 pupils and some have gone on to take the GCSE. An English for Speakers of Other Languages (ESOL) course was set up in partnership with a newspaper serving the local Yemeni community, this has been very popular and has transformed the level of engagement between Yemeni families and the school. Caslton recently recorded its highest-ever Foundation Stage scores, and at reception level, the school reached its local authority's average for the first time. There are strong links between these improvements and the adult learning taking place in the school: the attainment of pupils whose parents have taken courses is on average 30 points higher than that of other pupils.

Annex A:

Technical aspects of extended schools



1. In setting up extended opportunities, schools and their partner providers must ensure that they take account of all relevant legal requirements on, for example, staffing, premises, health and safety, Criminal Records Bureau (CRB) checks and insurance.

2. **Ensuring satisfactory CRB checks is crucial**, as extended schools will include a wide range of adult providers and participants, activities and locations. Further advice is available from local authorities and on www.teachernet.gov.uk/extendedschools

Insurance

3. It is important to have in place appropriate insurance arrangements to cover all extended activities. In areas where the local authority negotiates insurance arrangements, there should be clear communication with schools on the range of services and activities to be provided. Where these are to be provided by third partner providers (whether on the school site or elsewhere), there must be clear written agreement about responsibilities

for insurance, and the relevant policies must be available to all partners. All schools are required to have public liability insurance. Ordinarily, school governing bodies are responsible for strategic management issues, including insurance cover. Before seeking to obtain insurance, through the local authority or independently, schools should first contact their **local authority risk manager**. The Value for Money Unit has produced guidance for schools, which can be downloaded from www.dfes.gov.uk/valueformoney/ or ordered by calling 0845 602 2260, quoting reference: DfES/0256/2003.

School companies

4. The Education Act 2002 empowers the governing body of a school to join with other governing bodies and/or other parties, to form a company to undertake specified activities. School companies can provide services or facilities and are one way of formalising partnership arrangements between different schools or between schools and other organisations. Forming a school company could help

provide institutional and financial stability for an extended school. Further guidance on the role of school companies in the delivery of extended services is available in the DfES *Knowhow* leaflet on school companies, available at: www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/



Transport

5. Schools and providers need to consider at the outset, in consultation with their local authority, whether new transport arrangements need to be put in place to support new activities or services. Where a service (childcare for example) is provided other than on the school site, schools (with their partner providers) will need to devise supervised transfer arrangements, such as 'walking buses'. Costs of relevant transport (for example, transfer costs to another school or other location for childcare provision) may be included in charges to parents.

6. In rural areas, where children often rely on transport provided by the local authority, it may be possible (if there is viable parental demand) to arrange additional transport to drop off and collect pupils at earlier and later times, or to make arrangements to use other available local transport, such as minibuses belonging to partner organisations or local private transport. It may also be appropriate to develop different models of provision – for childcare, for example, using childminders who can drop off and pick up pupils from the school. In these cases, everyone involved will need to understand clearly the nature of the arrangements and who is responsible for what, to ensure the safety of the children.

Planning new capital programmes

7. Where local authorities and schools are devising their Building Schools for the Future and primary capital strategies, they will need to consider *all* likely future school activities and uses of the school, and reflect in the organisation of physical resources, and in all governance and management arrangements, their expectation that the school will be open and used by pupils and the wider community, at least from 8am to 6pm, on a year-round basis.

Private Finance Initiative (PFI) schools

8. Schools' hours of opening are generally set by their governing bodies. In a PFI contract, however, the local authority sets out these hours, and the aggregate hours of community use, as a requirement. If

these hours are to be changed significantly (to provide extended opportunities, such as increasing the hours of community use across the academic year, for example), this is negotiated by the local authority with the private sector partner. The partner may charge for the additional hours of opening, but the school may be able to recoup at least part of this cost through charges for services such as childcare. If the governing body of a PFI school wishes to increase its hours of opening for any reason, they should first discuss the matter with their local authority, to allow appropriate negotiations between the authority and the private sector partner. The clauses concerning the use of schools are in section 29 of the schools standard PFI contract, accessible electronically from www.teachernet.gov.uk/pfi



9. The DfES is monitoring the delivery of PFI contracts, including where schools seek to secure variation to contracts in response to developing extended services. New PFI contracts reflect the lessons learned from

earlier ones. We believe that good delivery of PFI contracts is best achieved where schools and the private sector work co-operatively together in partnership. But where this does not happen, Ministers are willing to pursue any clearly unreasonable stances taken by those concerned.

Inspection of extended services

10. The statutory purposes for school inspection already include a requirement to evaluate and report on schools' contributions to the Every Child Matters outcomes. This includes an evaluation of the extent to which enrichment activities and extended services contribute to children's and young people's enjoyment and achievement.

11. During Ofsted's new, shortened inspections, it will not be possible for inspectors to visit all extended activities, but evidence about their **quality and take-up** will form part of inspectors' discussion with the school, and of their consultation with parents and some of the agencies which work with the school to provide the services. Ofsted will be asking the school leadership team:

- Why did the school decide to offer these particular extended opportunities?
- How are they impacting on standards and achievement?
- How well are the activities and services used?

12. Local authority Extended School Remodelling Advisers can advise on how to

ensure that evaluation of the impact of services is built into the development of extended services from the start. A key focus during the inspection will be how schools are catering for the most vulnerable children and young people, particularly looked-after children and those with special educational needs and/or disabilities. Wherever possible, inspection of childcare will coincide with the school's own inspection.

13. As the new inspection arrangements roll out, we will share with schools good practice case studies on how to set out effectively in their self-evaluation forms (SEF) the impact of extended opportunities on pupils' academic achievement, personal development and wellbeing and where to indicate that the evidence can be found.

Registration and inspection of childcare for children under the age of eight

14. Currently, any childcare provided *directly* by a school for children under the age of 8 must be registered by Ofsted. Staffing ratios for children aged under 8 must also be applied, currently one member of staff to every 8 children aged 3 to 7, with more adults required for younger children. If schools intend to offer services for children aged eight and over through a third-party provider, they must consult their local authority before entering into an agreement with that provider, to ensure that the provider has appropriate health and safety, staffing (including CRB checks) and quality standards in place. Schools must also have a formal written agreement with any third-party provider, to ensure that responsibilities for CRB checks, health and safety, and contingency arrangements are transparent.

PROVISIONS OF THE CHILDCARE BILL

The Childcare Bill, currently before Parliament, will introduce a new, reformed regulation and inspection system from 2008. This will streamline registration and inspection arrangements. It will bring together the existing separate arrangements for the registration and inspection of childcare and education in the early years and introduce new, proportionate arrangements for the regulation of childcare for older children.

There will be two registers for childcare providers. Early years providers will be

required to join the early years register. Providers offering childcare for 5-8 years will be required to join the lighter touch Ofsted Childcare Register. Provision for children aged 8 and over, as well as provision for younger children for whom registration will not be compulsory e.g. nannies and crèches, will be able to join the Ofsted Childcare Register on a voluntary basis.

Under the provisions of the Childcare Bill:

- any childcare provided directly by a school's governing body for children aged three and over who are its own

pupils, will not be required to be registered by Ofsted: such provision would be inspected as part of the normal school inspection arrangements

- all provision for children aged under 3, including that made directly by a school's governing body, will be required to register, in order to ensure maximum safeguards for the youngest and most vulnerable of children
- any provision for children under the age of 8 that is not made directly by a school's governing body will be required to register

It is important to note that, under the arrangements set out above:

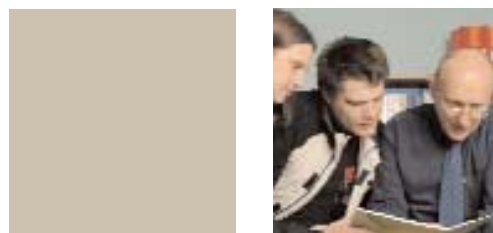
- where schools collaborate across a cluster of local primary schools, childcare provision will be inspected during the normal school inspection of the 'host' school, so long as some of that school's own pupils participate in the provision
- any childcare a school provides that is not available to any of its own pupils will be required to be registered, because the normal school inspection is concerned only with the facilities which a school makes available for its own pupils
- any childcare a school provides off the school site will be required to be registered, because the main school

inspection may not take account of provision off the school site

- where third parties provide childcare for children under the age of 8 on school sites, they will continue to be required to be registered, only provision for which Governing Bodies are directly responsible will be covered by the school inspection system
- although registration is not compulsory for provision for children aged 8 and over, where schools make arrangements with third party providers we will ask them to make arrangements only with those providers who have joined the Ofsted Childcare Register on a voluntary basis; registration will signal to schools and parents that provision has met agreed standards and criteria
- all registered (and school) provision will be eligible for Working Tax Credits
- wherever possible, inspections of extended services will take place at the same time as the main school inspection

We expect the Childcare Bill to receive Royal Assent in summer 2006. The voluntary element of the Ofsted Childcare Register will be in operation from April 2007. The remainder of the provisions relating to regulation and inspection of early years and childcare will come into force in September 2008.

Annex B: Financial management and sustainable funding



Schools can:

- use their delegated budgets to support or subsidise extended activities that bring an educational benefit to children, but not to support extended activities that are solely community facilities such as sports activities for the local community
- use their School Standards Grant to support the full range of extended activities
- report income and expenditure on extended activities that have an educational benefit alongside core school activities

Schools should:

- have a clear understanding of the ongoing costs of delivering extended activities, and how they will be funded
- report separately income and expenditure on community facility activities
- seek the advice of their LA on accounting procedures, and on VAT
- consult the Financial Management Standard website and toolkit to ensure that systems are fit for purpose

Use of delegated budgets

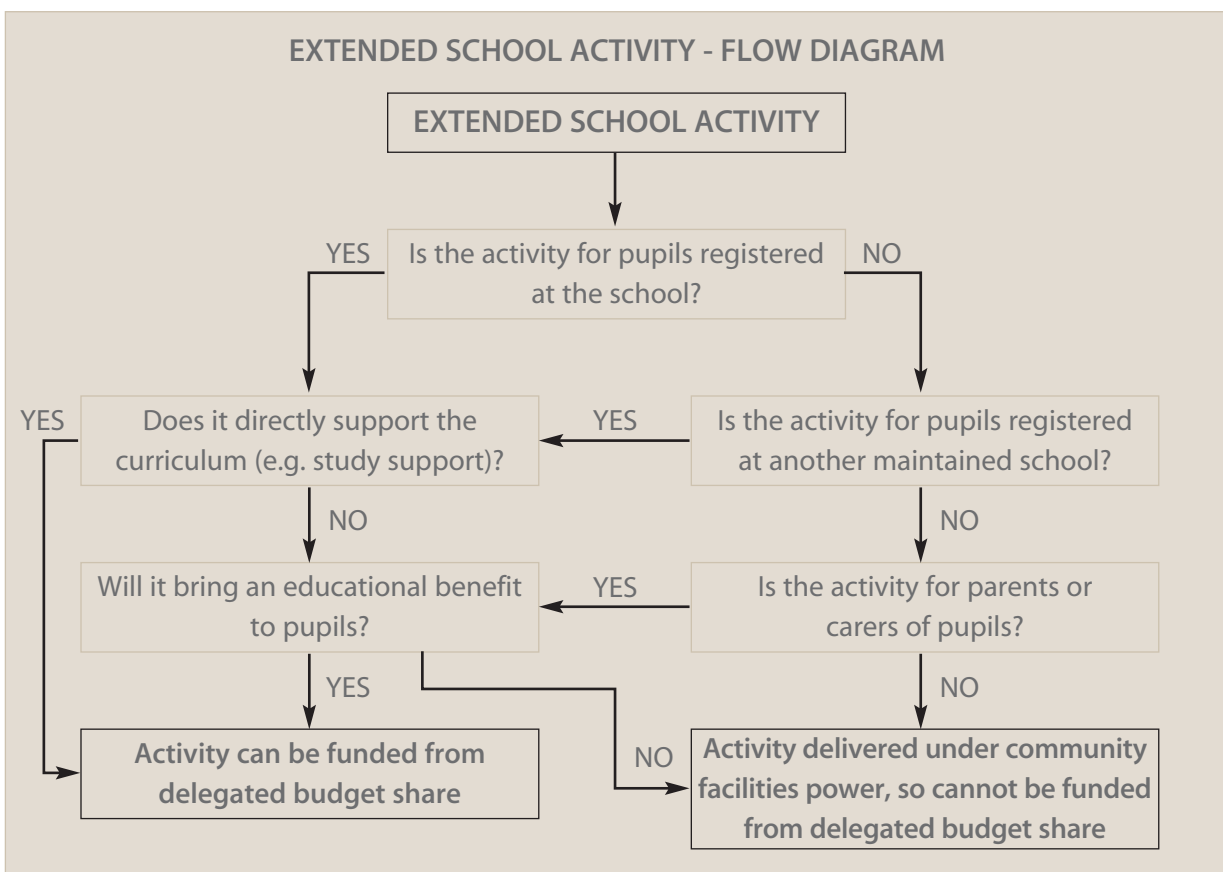
1. A school's delegated budget, or 'budget share', is the funding that schools receive from the local authority for the 'purposes of the school'. Although the meaning of this term is not spelt out fully in legislation, it covers all the teaching and learning activities that schools are required to deliver for their pupils, or for pupils registered at other maintained schools

(where, for example, they are working collaboratively). Legislation does set out certain activities that are *not* 'purposes of the school', and which schools therefore cannot fund from their delegated budget, and these include the provision of community facilities. (At present the only exception is for maintained nursery schools, where schools may fund community facilities, including childcare,



from their delegated budget.) The Government’s view is that the term ‘purposes of the school’ could be construed as embracing all activities that bring an educational benefit to pupils at the school, or to pupils registered at other maintained schools. This could include activities within childcare.

2. To decide whether a particular extended activity is eligible to be funded from the delegated budget, schools may find it helpful to consider the table below:



3. Having asked these questions, and considered the particular circumstances, a school might decide, for example, that a parenting class *is* eligible for funding from the delegated budget because it helps pupils' parents/carers to support their learning. Schools might also decide that a breakfast club for children held during term time *is* eligible for funding from the delegated budget because it would help to ensure that pupils are in class on time and ready to learn, but that a play scheme during school holidays is *not* eligible for funding from the delegated budget if its purpose is mainly childcare, and is therefore a community facility. A school may, however, use its delegated budget to buy a place in an educational activity within that holiday programme for a child, such as a trip to a museum.

4. The distinction between extended activities that are eligible for funding from the delegated budget and those that are not is important as it also affects the way schools manage and report spending on various activities (see the section on financial management and accounting procedures below). If the governing body is unsure about the classification of a particular activity for funding purposes, the school should consult the local authority for legal advice.

5. Governing bodies must also consult and take into account advice from their local authority on any plans to provide extended activities under their community facilities power, as the scheme for financing local schools may place some restrictions or

prohibitions on the activities to be developed. Such prohibitions or restrictions will have been designed to ensure that the financial interests of the local authority are protected, and could include (for example) requiring the governing body to obtain indemnity insurance for risks associated with the activity in question.

Financial management and accounting procedures

6. Under current finance scheme guidance (www.teachernet.gov.uk/management/schoolfunding/), the school's accounting procedures must distinguish between those extended school activities that can be funded from the delegated budget, and those that must be funded from outside it. There is no general Government requirement that schools use a separate bank account for extended school activities. The key principle is that a school's financial management and reporting should identify separate spending on those activities that are not eligible for funding from the delegated budget. Schools can do this within the main school account if schools use separate coding arrangements. But where extended school activities are significant, largely free standing and managed separately, a separate bank account may be appropriate. Schools should discuss with their ESRA and local authority finance officer the most appropriate arrangements in their circumstances.

7. Extended school activities funded from the delegated budget do not require

separate identification in school accounts, and should be treated alongside spending on other core school activities. To support this approach, the Department has introduced changes to the Consistent Financial Reporting Framework that create additional codes for 2006-07 to capture separately income and expenditure that relate to activities that cannot be funded from a school's delegated budget. Detailed advice on the changes was published in February 2006 at www.dfes.gov.uk/valueformoney.

8. Schools should discuss their VAT position for extended services with their local authority finance officer and ESRA.

Management of extended activity finances

9. The headteacher and governing body will need to ensure that due care is taken not to compromise the financial position of the school's delegated budget whilst extending the provision of services. In particular, schools need to ensure that they:

- can demonstrate a clear audit trail confirming decisions to undertake individual extended activities and their sources of funding, including whether such activities were eligible or ineligible for funding from the delegated budget
- have a robust process for fully costing all extended activities, including the apportionment of the school's fixed costs or overheads, as appropriate, as well as the identification of direct costs, and that they have a clear and transparent process for agreeing and making all relevant charges

- have all the appropriate systems, processes and controls in place to support a robust charging regime

10. The DfES has developed a toolkit for schools that is designed to help schools evaluate the quality of their financial management, and in training staff to become good financial managers. The *Financial Management Standard* is a simple statement of what a school that is managed well financially looks like. Further details of the *Financial Management Standard* are at www.teachernet.gov.uk/management/schoolfunding/schoolfinance/

Liability for debts

11. So long as governors act honestly and reasonably and within their powers when carrying out their functions, any liability will fall on the governing body rather than on individual members. If a third party makes a claim against a governing body in its provision of community activities and services, the Education Act 2002 provides for the local authority to deal with the claim. But the local authority will be entitled to be reimbursed by the governing body from its community services budget. Where the governing body's community services budget is not in funds, the governing body will be in debt to the local authority. The governing body may not use funds from its delegated budget share to repay the debt. Except in extreme circumstances, where governors have acted unlawfully or have acted individually rather than as a corporate body, the local authority cannot recover the money from individual governors.

You can download this publication or order copies online at
www.teachernet.gov.uk/publications

Search using ref: 0472-2006DOC-EN

You can also download this publication at
www.teachernet.gov.uk/extendedschools

Copies of this publication can also be obtained from:

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote ref: 0472-2006DOC-EN

ISBN: 1-84478-740-0

© Crown copyright 2006

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non commercial education
or training purposes on the condition that the source is acknowledged.

PP/D-ENG/0606