

Report to: **Scrutiny Committee for children services**  
 Date: **17 June 2008**  
 By: **Director of Children Services**  
 Title of report: **Extended services through schools**  
 Purpose of report: **Update members on progress within East Sussex County Council**

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## RECOMMENDATIONS

The Children's Scrutiny Committee is recommended to:

- 1) **note the contents of the report**
  - 2) **provide suggestions on how to develop community consultation as part of the continued development of extended schools**
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### 1. Financial Appraisal

1.1 Funding for the delivery is allocated by central government to local authorities and a large proportion then devolved to schools.

1.2 Key grants are: Extended Schools Start-Up Grant & Standards fund Extended schools Sustainability.

1.3 Allocations have increased to enable all schools through their LPC (Local Partnership for Children) areas to develop and sustain services. By 2010 all local partners will be expected to pool resources to enable services to be sustained as central funding decreases and all areas are self sufficient.

### 2. Background and Supporting Information

2.1 The concept for extended schools has its foundations in the death of Victoria Climbié and subsequent social policy changes. These changes include a library of policies and statutory instruments that enhance family life, social cohesion, safer & healthier communities as well as addressing the longer term needs of the UK such as increasing the economic wealth by higher employment.

2.2 Key developments that extended schools are integral to include the Every Child Matters agenda (ECM) the Common Assessment Framework (CAF) Children's Plan, School Improvement Planning Framework & many Health priorities such as tackling obesity and teenage pregnancy.

2.3 The Core Offer extended schools is:

- **Childcare**: 48 weeks of the year 5 days a week from 8.00 – 18.00 primary schools only
- **Parenting support**: universal and targeted support to vulnerable families, coordinated locally using evidence based programmes
- **Varied menu of activities**: range of after school, study support, sport drama and other opportunities for children/young people to enable them to enjoy different activities, learn new skills (which can include the involvement of their parents).
- **Swift and easy access**: to specialist support services for those children identified early requiring additional support to prevent their disengagement from education, reduce safeguarding issues, enhance their learning potential, and resolve family dysfunction and unhappiness
- **Community access**: schools and their facilities to be available for community use to ensure the full potential of their buildings and resources can be utilised for the benefit of all the community. Services to be charged for so revenue can be used to sustain extended services.

### 3. Current position

3.1 The position in ESCC is good. The targets set for schools by September 2008 have already been exceeded. Our target for primary schools to be at Full Core Offer by September 2008 is 83 our actual is 101, for secondary schools our target is 9, our actual is 27 In our family of 19 local authorities in the south east region ESCC is now ranked 5. (The individual rankings against each elements of the Core Offer will be shown in the Powerpoint presentation.)

3.2 The only element where ESCC is poor is in childcare. The challenges in meeting this are around supply and demand, predominantly in the rural areas. Transport issues, the number of registered child care places and the scattered nature of need remain priority issues to tackle. Many other similar authorities are also facing these issues.

3.3 Within the other elements there are outstanding examples of how schools have worked with their partners in developing some robust support services that are having an impact on reducing exclusions, enabling more access to healthy activities, and developing a culture of sharing and pooling resources across an area.

3.4 Some examples include:

- Lewes & Hastings West LPCs: they merged some funds to employ a primary mental health worker who was able to work with children at a much earlier stage where emotional difficulties affecting their learning and confidence had been identified.
- St Leonards North LPC: together with local Children's Centre undertook a transitions project for those children transferring into school. The project involved their parents helping prepare them for the change into school. The outcomes were very positive as it helped engage those parents in a positive way with the school, the children settled easily and during the first year had better attendance and less behavioural difficulties than those who were not part of the transitions project
- Hailsham LPC: targeted work with year 6 children that has improved behaviour thereby reducing the risk of exclusion, enabling them to engage in learning and make a more successful transition to secondary education

3.5 The development of extended services through schools has meant exploring new ways of working with partners, dealing with many issues associated with 3<sup>rd</sup> party groups using school premises, charging policies and other challenges associated with ensuring there is credible consultation with the community and informing governors of their own responsibilities regarding extending services. ESCC has very detailed guidance for all schools which ensures they develop and deliver the correct services and have specialist officers they can consult with.

## **4. Conclusion**

4.1 The ESCC position remains very positive but the areas which remain a challenge are access to services in rural areas due to poor transport links and the scattered need. This year additional funding has been allocated to recognise the specific needs of rural areas and a 'rural premium' allocated to enable better access. A member of the extended schools team sits on the TDA(Training Development Agency) rural issues group to look at better ways to enable more access and learn from other regions how they have tackled this issue.

4.2 Community consultation remains an essential element to the continued development of extended schools and requires continuous attention to ensure the views, wishes and feelings of all the community are considered when making decisions about new or changing services. Suggestions from members of the committee on how this could be developed would be appreciated.

4.3 One of the priorities for this year is to develop a framework across the County that can capture, evaluate and measure the impact of all the extended services to demonstrate the positive impact they are having across all services. By doing this will encourage them to continue funding services and enables sustainability of them. A working group including Children Centres, Schools and the School Improvement Service has begun to develop this. It is anticipated that an agreed framework will be presented to the LPC/Extended Schools Board on 17 September 2008.

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Local Member(s): All

BACKGROUND DOCUMENTS: None