



Extended Services Strategy

2006 - 2008

Developing Neighbourhood
Learning Communities



March 2006

Consultation

Consultation on this draft strategy has taken place throughout January and February 2006.

Consultation has be carried out with:

- Headteachers
- Chair of governors
- Members of the Children's Partnership Steering Group
- 'Community Access to Schools' Task Group of the Overview Committee
- Members Scrutiny Panel
- Voluntary and Community Organisations Reference Group
- Brent Youth Matters 2
- Children's Fund Forum
- Representatives from the Brent Primary Care Trust

Extended Services Strategy

Section		Page
1	Vision Statement	4
2	National Policy Context <ul style="list-style-type: none"> • Every Child Matters • Definition of Extended Services • The Children's Act 2004 • The Ten Year Childcare Strategy • The Five Years Strategy for Children and Learners • The National Service Framework for Children, Young People and Maternity Services 	5
3	Local Policy Context <ul style="list-style-type: none"> • Corporate Strategy • Health Priorities • Children and Young People's Strategic Board • Children and Young People's Plan • Consultation and Participation Commitment 	7
4	Extended Services In Brent <ul style="list-style-type: none"> • Strategic Objectives • Current provision and targets • Rationale, entitlement and support for 'core offer' • Neighbourhood Learning Community Model • Aligning Neighbourhood Learning Communities with PCT Areas • Funding and Resources • Local Authority Support • Monitoring and Evaluation • Governance and Accountability 	9
5	Appendix <ul style="list-style-type: none"> • List of schools in each cluster • References 	21

1. Vision for Extended Services in Brent

The Department for Education and Skills (DfES) has presented a demanding but exciting vision. A vision where children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The recently published Extended Schools Prospectus states that schools, located in the heart of the community, are ideally placed to take up this challenge.

Brent is a diverse and harmonious community, with a youthful, mobile and expanding population. Almost a quarter of residents are under 19 years old, but within our five renewal neighbourhoods, one third of residents are under 16. Three quarters of Brent's school children are of black or minority ethnic heritage, and over 130 languages are spoken by our children. A significant proportion of children come from families on the move: four in ten children in Year six were not in their current school or not in this country in Year one.

Brent has sharp socio-economic divides, with some acute concentrations of deprivation. Nearly 15% of our population lives in some of the most deprived wards in the country. Nearly a quarter of Brent's households are classified as overcrowded. Over a third of Brent's children live in low income households in receipt of council tax benefit. Nearly a third are entitled to free school meals, and the proportion is rising. Nearly a quarter live in social housing. Over a fifth are in single adult households.

The majority of our children live in settled, moderately prosperous circumstances often in extended families. These families are often part of close-knit communities which give children a sense of belonging and cultural identity. Many children and young people attend supplementary schools, Sunday schools or other religious and cultural groups outside their formal schooling. This diverse community will play a leading role in shaping and influencing the range of Extended services and activities.

Brent Council is committed to supporting schools in becoming the centre of their local community, enabling access to a core of extended services that support children, young people and their families. By 2010 we would like to see all children, young people, families and the wider community access a range of services and activities to keep fit and healthy, acquire new skills, develop a love of learning and simply to have fun.

It is now widely recognised that extended services and activities bring long-term benefits to children, families and the local neighbourhood. They can have a positive impact on the cultures of schools and communities, strongly influencing community cohesion and how learning is viewed. It is also recognised that schools are often well positioned to identify children and family needs at an early stage of vulnerability, providing scope for the prevention and early intervention activities prioritised in Every Child Matters, particularly in supporting children and families in staying safe. In addition, schools are conveniently located within the heart of local communities and are accessible to a large proportion of the population. In Brent there is already a wealth of innovative and effective practice within schools and in the community. Therefore we recognise this is not a completely new area, instead we want to encourage and strengthen relationships so high quality services and activities are available to all.

We believe that the best model for achieving these aims is to look to the strong tradition of partnership working in Brent. Developing 'Neighbourhood Learning Communities' can provide a new and dynamic means of connecting up the work of schools, Children Centres, communities, multi-agency partners and a broader range of educators from beyond the school gates, in turn creating a borough that is increasingly collaborative in its work, inclusive and community-orientated.

This document sets out the strategic framework over the next two years. The strategy will evolve and grow as we change the way we work and increase involvement across organisations and the broader community within Brent.

2. National Policy Context

Every Child Matters

The Every Child Matters: Change for Children programme is a national programme of system-wide reform designed to ensure that children's services work better together and with parents and carers to help give children more opportunities and better support. It focuses on five outcomes that children and young people believe are key to their wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

In order to achieve more integrated, accessible and personalised services they need to be built around the needs of children and young people, not around professional and service boundaries. There needs to be a shift to prevention services, multi-disciplinary teams and lead professionals. Schools can play a significant role in supporting this integrated frontline delivery.

What is an Extended School?

The DfES prospectus 'Extended schools: Access to opportunities and services for all', (May 2005) proposes that by 2010 all schools will provide access to a 'core' of extended services:

- high quality 'wraparound' childcare provided on the school site or through other local providers;
- a menu of activities to be on offer such as homework clubs and study support, sport, music, dance and drama, arts and crafts, clubs, visits to museums, volunteering, and enterprise activities;
- parenting support including information sessions for parents;
- swift referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services;
- community access to ICT, sports/arts facilities, including adult learning.

It is important to note that there is not a requirement for schools to deliver all these services themselves, nor do they need to deliver from school sites. The requirement is that all children and parents **have access** to a minimum of services and activities and that schools are able to ensure this access for their children and parents.

Schools are encouraged to work closely with local **Children's Centres** as they provide multi-agency services that are flexible to meet the needs of young children and their families. The government's aim is for there to be a Children's Centre in every community by 2010 providing an offer which includes integrated early learning, care, family support, health services, outreach services to children and families not attending the Centre and access to training and employment advice.

In addition the Extended Services agenda is designed to support schools and local authorities in delivering on a series of major government agendas:

The Children's Act 2004 is the legislative spine that supports a number of reforms affecting Extended Services. These encompass:

- partnerships within which the Local Authorities will work with local partners to agree priorities for improving outcomes and commissioning services
- accountability whereby Local Authorities will appoint a single Director and lead member for Children's Services
- focus particularly on safeguarding children
- inspection whereby joint area reviews of children's services will assess how well outcomes for children are supported by integrated working

A Ten Year Strategy for Childcare sets out the challenges of:

- increasing the choices open to parents to help them balance work and family life
- improving childcare places across the board, so improved outcomes are guaranteed
- ensuring childcare places are available and are sustainable
- making childcare more affordable

It states school-based childcare for five to fourteen year-olds should be available to parents on weekdays between to hours of 8am and 6pm and that secondary schools should be open all year round offering a range of activities. All parents should be able to access this provision by 2010.

The Five Year Strategy for Children and Learners is the government's overarching plan for education and training, published in July 2004, aims for Extended Schools – both primary and secondary – to act as hubs for community services, including children's services.

The National Service Framework for Children, Young People and Maternity Services sets out their vision for a fundamental change in ensuring services are child-centred and look at the whole children. The document sets national standards for the first time for children's health and social care which promotes high quality, women and child-centred services and personalised care that meet the needs of parents, children and their families. The framework recognises the key role of schools in providing access to these services.

3. Local Policy Context

Brent's Corporate Strategy 2002-6 - The Extended Services Strategy supports the following Corporate priorities:

- To ensure all children and young people have access to the best possible life chances.
- To improve the quality of the local environment and facilities for all residents.
- To create a sustainable and prosperous borough through our Regeneration Strategy and reduce the gaps between Brent's most deprived communities and the rest of London through the priority neighbourhoods programme.
- To make Brent a safer place for local residents, visitors and businesses by combating crime and the fear of crime.
- To provide excellent public services at a price people are willing to pay

It also supports **Brent's joint approach to tackling health inequalities and promoting healthy living**, built around the following priorities from the Choosing Health paper:

- Reducing obesity through physical activity and healthy eating
- Helping people to stop smoking
- Providing advice on sexual health and reducing teenage pregnancy
- Promoting screening and immunisation
- Reducing falls and injuries in vulnerable groups such as older people and children
- Increasing access to mental health services and early identification of mental health issues.

Extended Services will also contribute to schools achieving their **Healthy Schools Status**. By 2009 the Government wants every school to be working towards this status as the Healthy Schools Programme aims to:

- support children and young people in developing healthy behaviours;
- help raise pupil achievement;
- help reduce health inequalities; and
- help promote social inclusion.

The Children and Young People's Strategic Partnership Board has agreed the following:

- **Our mission** – to deliver the kind of services for children and young people in Brent which we would want for our own children.
- **Our vision** – for children and young people in Brent to be able to realise their dreams and live up to their true potential.
- **Our aims** – to make a positive AND sustained difference by creating a legacy for improvement that is owned and endorsed by children and young people so that they become custodians for future generations.

"We are committed to focusing specifically on those children who are getting the hardest deal and who are most at risk."

Brent's Children and Young People's Plan is designed to achieve an integrated approach to strategic planning so that services are consistent, complementary and co-ordinated. It is based on an assessment of Brent's needs and existing performance and views expressed by children and young people and their families. The Plan applies to all agencies, statutory and voluntary, whose work impacts on Brent's children and young people. Extended Services aims to engage the whole system and all of the agencies involved, therefore this strategy supports the principles and priorities outlined in the plan:

1. Creating the conditions in which children and young people thrive
2. Early years development
3. Education achievement and school improvement
4. Support for young people and teenagers.

5. Excluded and vulnerable groups
6. Safeguarding health and wellbeing

The Preventative Strategy has identified the following particular areas for attention:

- Ensuring key professionals have knowledge and understanding of the services available at the universal and targeted levels
- Develop targeted and specialist services from settings where universal services are currently provided, creating better synergy to achieving improved outcomes, e.g. extended schools, Sure Start, Children's Centres and Health settings.
- Increase involvement and participation of children and young people in the development of services, ensuring they are child-centred.
- Develop improved services for parents at the universal level, such as affordable day care, improved health care and parenting support.
- Develop family support services at the targeted/ specialist level, particularly for families who are just below the threshold of social care involvement, but still in need of intensive family support services.
- Research and action ways of making services accessible to the many minority ethnic groups that make up the majority of Brent residents, and to hard to reach groups such as refugees and families living in pockets of deprivation within more affluent areas within the borough.

In Brent 5 **Children's Centres** will be open by March 2006 which will provide on-site early education and childcare for 350 children aged from birth to 5 years. They will also provide outreach health and family support services, including training opportunities and advice on returning to work for 5,000 families in total. These centres are being developed in the 20% most disadvantaged areas of the borough, Stonebridge, Church End, St Raphaels, Chalkhill and South Kilburn. Proposals are being developed for a further Centres which will be located within the 30% most disadvantaged areas of the borough, some of which may be co-located with schools.

Consultation and Participation

Involving children, parents and the local community in deciding what extended services are offered and how they are offered is critical to ensuring that needs are met. The Education Act 2002 requires schools to consult widely before providing extended services. They must, as a minimum, consult parents of children registered at the school, the children, staff and local authority.

The Extended Schools Prospectus advocates parental involvement in:

- planning the activities for children and young people
- identifying what activities would be wanted for parents themselves
- helping run particular activities
- providing ongoing feedback on the extended services programme

Brent has adopted the 'Hear by Rights' principles of children's participation and has made the following commitments:

- Principles and practice of participation will be visible at all levels.
- A culture of participation will be reflected in strategic planning, delivery and commissioning of services.
- We will create structures to promote the engagement of children and young people.

In addition the Local Authority is developing Reference Groups with Voluntary and Community Organisations, Parents and Carers, Children and Young People, External Providers and Employers as well as Practitioners. These groups will be encouraged to consult and participate in service planning and commissioning of programmes across the Children and Families department.

4. Extended Services in Brent

The aim of the Extended Services Strategy is to improve outcomes for children and young people and widen opportunities by providing appropriate services and activities through Neighbourhood Learning Communities.

Therefore our strategic objectives are to:

- improve attainment and well-being in schools and communities;
- encourage greater parental involvement in supporting children's learning;
- contribute to the regeneration of communities by providing more accessible services including lifelong learning opportunities, health services and childcare;
- enhance and support community cohesion;
- protect and support vulnerable groups through local multi-agency provision, in particular Black African and Black African Caribbean groups, looked after children and children with special needs and disabilities.

Through:

- ensuring the 'core offer' is available and is accessible through mainstream and special schools in each Neighbourhood Learning Community;
- promoting participation of children, young people and the local community in extended services and activities;
- increasing engagement of children, young people and the local community in shaping extended services and activities;
- developing partnership working between schools and a range of public, private and community partners.

Current position in Brent

Many schools in Brent already offer a range of extended activities, particularly in study support, sport and childcare. Some schools offer family and adult learning programmes through Brent Adult and Community Education Services. Other schools are supported through the Children's Fund and On-Track to provide targeted activities. A number of schools offer an extensive range of services and activities and have successfully accessed funding streams to support the development of their provision. Queens Park Community School is our designated full-service extended school receiving funding through the Behaviour Improvement Programme. The Education Action Zone schools are receiving Big Lottery funding, and Mitchell Brook Primary has received support from Neighbourhood Renewal funding.

Targets for Brent

The DfES has set targets for the number of schools providing access to the core offer. Calculated according to the number of Brent schools, the targets are:

- **2006 (September) - 13 schools**
- **2008 - 35 primary schools and 7 secondary schools**
- **2010 - all primary and secondary schools**

In addition the Local Area Agreement targets for Brent are:

	Number of Primary Schools providing access to the core offer (includes nursery and special)	Number of Secondary Schools providing access to the core offer (includes special)
2006	15 schools in total	
2007	24	8
2008	34	11
2009	55	16
2010	68	16

Core Offer

In the Extended Schools Prospectus the Government has outlined this core offer, which children and families can access in or through schools. Services and activities can be at school, home or community-based and can be provided independently, across a cluster of schools or in partnership with other providers.

Wraparound Childcare

Rationale

High quality childcare combined with activities will help raise educational achievement where children have opportunities such as arts, sports, and volunteering activities. It will also help to improve children's life chances by enabling parents to return to work and hence lift many households out of poverty.

(Extended Schools Prospectus: DfES 2005)

Entitlement:

- By 2010 all parents of primary-age children will be able to access affordable childcare at or through their school from 8am to 6pm, all year round, By 2008 this will be available in at least half of all primary schools
- By 2010 all secondary schools will be open from 8am to 6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities. At least a third of secondary schools should be making this offer available by 2008
- By 2010 all three and four year olds will receive 15 hours of free integrated early learning and care for 38 weeks of the year

This provision can be delivered by the schools themselves, with a third party, through working in clusters, and in providing care for younger children some primary schools may wish to work closely with their local Children's Centre.

Examples of current provision

Currently in Brent there are about 40 out-of-school clubs and nearly all children are able to access provision. There are also mobile play opportunities, such as the Equipped 2 Go bus, and a number of Council-managed play projects.

- **Brent Children's Play Service** is a Council department which aims to extend, develop and improve opportunities for children to play in safe, stimulating childcare settings, and support the raising of educational standards of achievement by extending opportunities for learning outside the normal school day and through play and social interaction.
- **Brent Play Association** runs a network of Breakfast, After School Clubs and Holiday Playschemes as well as out of school hours learning activities for children of primary school age across Brent.
- The **Children's Information Service** provides parents and carers with information about childcare in Brent. It provides information on the full range of childcare, early years education and play facilities for children aged 0-14 (16 in the case of children with disabilities) provided in Brent.

Varied Menu of Activities

Rationale

Research evidence has shown that study support impacts on three key areas of students' development:

- attainment at GCSE and KS3 SATs
- attitudes to school
- attendance at school

All young people who participate in study support can benefit from activities that build their confidence, increase their motivation and help them to acquire the good learning habits which lead to independent, lifelong learning.

(The Impact of Study Support: DfES)

Entitlement

A varied menu of activities which meets local need should be on offer in schools, including during childcare, such as homework clubs, sports, music, dance and drama, arts and craft, special interest clubs such as chess and first aid course, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities.

Examples of current provision

Currently in Brent a high proportion of schools offer at least some out-of-school hours activities, particularly in study support and sport.

In addition:

- **School Sport Partnership Programme** has trained 50 lunch-time supervisors to deliver 'zone park' activities, and has used funding to run 25 out-of-hours learning projects for specific target groups.
- A number of secondary schools offer the '**Move it**' sports programme
- **Free swimming** is now available to all children in holiday periods
- **Holiday sports sessions** in priority neighbourhoods
- **Coaching programmes** in leisure centres
- After school and lunchtime activities provided through the '**Positive Futures**' programme
- **Creative Partnerships** which will enhance arts work with schools.
- **Brent Music Service** also works closely with schools and the community
- **The Youth Service** offer access to a range of provision including Youth Hubs, Satellite Centre, Mosaic Project, Brent Community Friends, School Projects and Positive Activities for Youth People project. The Youth Green Paper 'Youth Matters' and subsequent funding to the LA promotes The Youth Opportunity Fund to give young people more control and choice over the opportunities that are available in their area.
- **Youth Inclusion Programme** offers homework clubs
- **Neighbourhood Renewal Teams and New Deal for Community** support a range of projects and initiatives
- **Alperton Millenium Volunteers Project**
- **The Library Service** provides Bookstart packs for all babies born in Brent, Blast Off and Chatterbox reading groups are in place for 4 to 11 year olds and all children and young people are invited to participate in the Summer Reading Challenge.
- **Wembley Study Support Centre**, at Wembley National Stadium, will provide learning programmes out of school hours. The Centre is due to open September 2006.

Parenting Support

Rationale

Recent research and inspection data show that schools which work well with parents had:

- improved levels of achievement
- more positive pupil attitudes and behaviour
- increased parental participation in, and support for, the life and work of the school
- a greater willingness for parents and school to share information and tackle misunderstandings and problems at an early stage

(Involving Parents: Raising Achievement - DfES toolkit)

Entitlement

All schools to offer access to:

- information sessions for all parents at key transition points in their children's lives
- parenting groups, using structured manual-based parenting programmes
- more specialised support for parents who might need it
- information on the advice and support available to parents – through national helplines and websites, and through local family support services

Examples of current provision

- A number of schools have appointed **Social Inclusion Workers**. They support at risk or vulnerable pupils and families using a 'solution focused' approach, which often involves a wide range of support from running parenting workshops to helping parents with housing applications.
- The **Children's Information Service** provide a wide range of information for parents.
- A number of agencies support parents in Brent, for example **Homestart**
- The **Brent Parent Partnership** supports families of children with SEN, particularly at key transition points.
- **Brent Carers** run a Parent/Carer of disabled children and young people's forum
- Brent's three **Sure Start** local programmes provide parenting support, and **Children Centres** will offer a range of family support services
- For **Teenage parents** under 16 there is a dedicated Teenage Pregnancy Education Advisor; for those over 16 support is offered through Connexions and the Leaving Care Team
- **Brent Adult and Community Education Service (BACES)** provides family learning sessions in locations around the Borough, including topics such as basic skills and ICT
- **Training programmes** in Parenting Support will be available in the Summer term through the School Improvement Service
- **Domestic Violence Advocacy Project**

Swift and Easy Referral

Rationale

"There are a range of specialist health and social care services that children, young people and adults need to access at different times in their lives which support their general wellbeing and their ability to learn, for example speech therapy, child and adolescent mental health services, family support services, intensive behaviour support and sexual health services. By offering this provision, on site or through local partnerships, school can improve access to these services and create a more streamlined and supportive referral system for these who need it."

(Extended Schools Prospectus: DfES 2005)

Entitlement

Children and their families to be able to gain swift and easy referral to a wide range of specialist support services

Support

- The **Kingsbury Integrated Service Programme**, (KISP) aims to improve services for children and to provide a coordinated approach, offering individual packages of care to children and their families according to their needs. The pilot for integrated services in the Kingsbury area, and future plans for developing this model across the borough will provide a clear structure for swift and easy referral structure for vulnerable children and families.
- Some primary schools receive therapeutic support services from **Place 2 Be** (targeted) and **Place 2 Talk** (universal, self referral service), supported by Prevention Services, and secondary age young people can assess **Mind Map** and **Brent Centre for Young People** for school-based mental health support.
- **Boys2 Men** mentoring support service is available in 11 schools in the borough to provide young black males with mentoring, and facilitate engagement with local Child and Mental Health Services (CAMHS), supported by Prevention Services.
- The **Behaviour Improvement Programme** also uses multi-agency meetings to provide suitable targeted interventions and where necessary refers pupils to appropriate external agencies.
- The **school nursing service** offers a universal screening & targeted approach to all children and their families attending a maintained school in Brent, including health promotion and contributing to Health Days.
- There are 47 schools in **The Healthy Schools Programme**.

- Full time **drugs adviser** based in School Improvement Service
- PCT funded **Nutrition and Dieticians** working in primary schools promoting healthy eating, supporting breakfast and after school clubs and running cooking clubs for parents and children.
- **Positive Behaviour Team** is a mental health service for children and young people with learning disabilities has been developed.
- **Children's Support Panel**, funded through Prevention Services, provides direct packages of support to young people aged 8-13.
- **Domestic Violence Advocacy Project**

Community Access and Adult Learning

Rationale

"Parents and other adults within the community can benefit from the facilities within the school"
(Extended Schools Prospectus: DfES 2005)

Entitlement

Schools can provide language, literacy and numeracy support as well other activities to engage adults in learning such as languages, arts and craft and other activities or qualifications.

Current Provision

- **Brent Adult and Community Education Service** delivers a wide range of part-time, day, evening and weekend classes to adults throughout the Borough. It runs classes in around 60 sites across the borough, many of which are based in schools.
- Many schools in Brent currently work in partnership with local groups to provide **community facilities** out of school hours
- **Salisbury World** is a Refugee Centre based at Salisbury Primary School which offers support, advice and training to the local community.
- Brent has been placed in Waves 7 – 9 of the **Building Schools for the Future** process. A further announcement will be made following the Government's 2010 spending round with regard to waves 7-9 which will inform Brent's position in the process.
- Three new sports/arts halls at Barham, Gladstone Park and Oakington Manor Schools have been built under the **Space for Sports and Art (SSA)** which are open to the community. A further sports hall at Chalkhill Primary School is presently under construction
- Programme of disabled access improvements is currently underway at Brent schools.

Brent also benefits from an extensive range of voluntary and community organisations, in particular a wide variety of ethnic and cultural groups based within the borough. These groups contribute significantly to the range of services and activities available to children and families.

Neighbourhood Learning Communities

In order to support schools in providing access to the core offer we can look to the strong tradition of partnership working in Brent. In 2005 – 2006 we agreed to develop the 'Neighbourhood Learning Community' model as this promotes clusters of schools working together as equal partners to offer extended services and activities in their neighbourhood.

This approach supports:

- the core offer spread over a number of schools and community venues
- schools offering activities and services that best reflect their capacity, strengths and enthusiasms
- more effective use of resources
- community provision rather than only school-based
- neighbourhood-based multi-agency working
- a supportive framework for schools in mobilising this complex initiative

In 2005 – 2006 we piloted this approach and early findings have highlighted a number of challenges:

Knowing our communities – questions include:

What partners operate in the local community that we can work in partnership with?

What services do they provide?

What safeguarding policies and procedures have they in place?

What is the nature and quality of the services and activities they offer?

Who is our community?

How can we engage with them to ensure services and activities are meeting their needs?

Knowing ourselves – questions include:

Who is going to co-ordinate and manage services and activities delivered from and by the school?

How can we deliver the core offer without long-term and sustainable funding?

How do we know that extended provision is contributing to raising standards and personal well-being?

In November 2005 these challenges were presented to Headteachers through a Children and Families Conference and through a discussion paper sent to schools. Ideas for future working included:

- Long term funding and support programmes to ensure Extended provision is sustainable
- 2006 – 2008 funding to be allocated for the two years to support strategic developments
- Employ a funding bid writer
- Workshops to focus on setting up practical links with partners and to address issues such as capacity, sustainability and financial management
- Local services need to be mapped
- Check safeguarding procedures are in place by local providers
- Consult with children and young people about the services and activities they want
- Understand community and parents' needs to ensure services are appropriate
- Coaches who have successfully managed partnerships to share their expertise
- Case studies to be shared
- Extended Services agenda to link more closely with *Every Child Matters* agenda

Aligning Neighbourhood Learning Communities with PCT areas



Rationale

In Brent we have a strong tradition of partnership working, evident in initiatives such as Specialist Schools, School Sport Co-ordinator programmes and Primary Learning Networks. Aligning Neighbourhood Learning Communities with the Primary Care Trust (PCT) Localities will provide a strong foundation for further partnership working on a locality basis and will support the long-term developments of extended provision. This alignment will enhance partnership working between clusters of schools, health, social care and community providers, leading to high quality services and activities that truly respond to community needs. Providing services and activities for a shared community will support the most vulnerable families and will contribute further to meeting the outcomes of *Every Child Matters*.

Further benefits:

- This alignment will influence borough-wide developments as departments move towards neighbourhood-based working, which in turn will enhance the role of schools as the hub of the community;
- Locality-based mapping of services and activities by a range of departments will strengthen the range of facilities and services available in each locality;
- Local services will enable children, young people and their families easier access;
- Stronger links with a wide range of PCT practitioners supporting children and their families who currently based in each locality – including school health services, health clinics, mental health services and general practitioners;
- The Integrated Services Programme, currently being piloted in the Kingsbury area will be developed across Brent, based in each PCT locality and will significantly contribute to swift and easy referral systems expected in the 'core offer'.

As the Neighbourhood Learning Communities will involve a large number of schools and agencies, each locality may wish to consider developing smaller clusters or groups. It is recommended that each Neighbourhood Learning Community develops a 'partnership board', with representation from a range of stakeholders to ensure provision and funding is transparent and there is clear accountability.

We also recognize the important role of special schools in meeting the needs of children with disabilities. We are committed to exploring this further through partnership working across agencies so we can support any additional needs to ensure there is borough wide access to the 'core offer'

Funding and Resources

Below is a summary of funding available to support the development of school-based Extended Services and Activities

The Extended Schools Funding allocations for Brent 2005 – 2008 (not including direct grants to school)

2005 - 06	
General Sure Start Grant	Standards Fund
	Extended Schools
53,000	376,413

2006 - 07		
General Sure Start Grant		Standards Fund
Capital	Revenue	Extended Schools
384,758	166,801	354,843

2007 - 08		
General Sure Start Grant		Standards Fund
Capital	Revenue	Extended Schools
393,614	443,471	354,843

Standards Fund

This funding is to provide start up costs for extended services and overcome barriers that may prevent them from developing. This includes appointing Extended Schools Remodelling Adviser and Consultants who will provide support to help plan, develop, manage and maintain extended services accessed through schools; minor capital costs, developing partnerships with key agencies and consulting the main stakeholders about what services are needed.

General Sure Start Grant Allocation 2006/7 and 2007/08

The funding is to support the delivery of the Government's Ten Year Strategy for Childcare, *Choice for parents: the best start for children* and for the development of the 'core offer' outlined in the Extended Schools Prospectus.

In addition Queen's Park Community School as a Full-Service Extended School receives funding through the **Targeted Behaviour and Improvement Programme**. The Education Action Zone and Kilburn Park Foundation School were successful in accessing funding from the **Big Lottery Extended Schools programme**. The total amount of Big Lottery funding awarded in Brent was £241,000 and schools are able to use their allocation between 2005 – 2008. A small number of schools have also accessed funding through **Neighbourhood Renewal Programmes** and **New Deal for Community** grants.

Direct Grants to Schools

School Standards Grant 2006 - 07

Additional funding has been put into the Schools Standards Grant to help schools meet the challenge of providing access to extended services. From 2006 – 07 schools will have the flexibility to spend their School Standards Grant on community facilities to support extended services that are not eligible for funding through their main delegated budget.

Dedicated School Grant 2006 - 08

Additional funding has been allocated to enable schools to develop a more **personalised programme of study support**. Schools will be able to use this money to develop study support opportunities.

Capital Grants

The Council has approved c. £57 million to Children and families over the next three years starting in 2006/07 (including Devolved Formula Capital and other grants) aimed at improving the teaching and learning environment and targeted at improving school and other buildings. Resources are earmarked for improving access. Wherever possible schools, where there are planned remodelling and major refurbishment schemes, are encouraged to include measures to enhance community access to the building facilities. The Asset Management Plan Service will continue to support schools particularly in developing school development plans and master plans in advance of major capital investment either under Building Schools for the Future or the recently announced Primary Capital Programme. Such plans would incorporate elements aimed at enhancing community use and access.

Charging and Voluntary Contributions

The DfES believe it is likely that charging will be the main source of ongoing funding for many extended services that are delivered using the schools' power to provide community facilities. As this service cannot be subsidised from the delegated budget, income from charging must be sufficient to cover any appropriate apportionment of, for example, staffing and premises costs.

For other activities that are eligible for funding from the delegated budget because they meet the 'purposes of the school' but cannot be afforded by the budget alone, schools may wish to consider if it would be appropriate to make a charge for such activities, or ask for voluntary contributions. A key requirement is that a school must introduce a charging regime; the governing body must have a charging policy.

Allocation of Standards Funding: 2006/07 and 2007/08

	2006 - 2007	2007 - 2006	Total
Allocation to schools via newly aligned Neighbourhood Learning Communities (NLC)	£275,000 (£55,000 per NLC)	£285,000 (£57,000 per NLC)	£560,000
Centrally retained to support Extended Schools Co-ordinator, consultants and multi-agency workshops	£79,853	£69,843	£149,696

The funding is to be allocated over a two year period to support strategic developments. The funds are to be devolved equally between the Neighbourhood Learning Communities, and we propose one school in each cluster becoming the fund manager. As the DfES has only outlined the Standards Fund allocation to 2008, the Strategy will be reviewed during 2007/2008 when the financial position beyond that year will be clearer.

These are limited additional funds available for each cluster per year. We recognize that long-term sustainable structures and services are essential in providing high-quality services and activities, and the Council, schools and other agencies will need to consider how existing services and other funding streams can be aligned to support this. The funding profiled above may either be used by each cluster to deliver direct services, contribute to staffing and premises costs or to appoint Cluster Co-ordinators in each locality.

Schools Standards Grant

Schools are encouraged to use the increase available in the School Standards Grant to create additional funding to support activities and services, perhaps through contributing a portion of funding and creating a pooled budget within the cluster.

General Sure Start Grant

This grant is to support the delivery of the Government's Ten Year Strategy for Childcare, and to support schools in providing access to the Extended 'core offer'. Distribution of this grant will be informed by mapping current provision and facilities and through consultation with key stakeholders.

Local Authority Support

Multi-Agency Workshops

“Many schools will develop the core offer of extended services by working in partnership with existing local private or voluntary sector providers or by building on existing links with other schools and working as a cluster”

Extended Schools: Access to opportunities and services to all
DfES May 2005

At the heart of our vision for Extended Services is our commitment to partnership working. Over the next year a team of local authority officers and teachers, who have been trained by the National Remodelling Team will deliver a programme of multi-agency workshops.

The workshops aim to bring together representatives from schools, a range of statutory bodies and community and voluntary groups to share what they currently contribute to the menu of services and activities within a cluster, to identify issues and deliver solutions using change management tools and techniques. The multi-agency workshops will be offered to each cluster to provide opportunities for collaborative working in order to contribute to the ‘core offer’.

The programme is to be offered to all schools and community partners during the Summer and Autumn term 2006. This approach will support schools to develop practical and sustainable links with local community partners. The workshops will include speakers who have successfully managed partnerships, as well as opportunities to deal with practical issues such as financial management and health and safety.

Co-ordinator Support

In addition the Children and Families department recognise the role of a co-ordinator is necessary to support clusters and individual schools in developing extended services and activities. This role will:

- provide advice and support;
- promote collaboration across agencies;
- inform and influence key stakeholders in adopting and implementing the Extended Services Strategy;
- support with marketing and information sharing within and across clusters;
- liaise with partners to develop joint working opportunities, for example with the Primary care Trust, Social Care and Special Educational Needs Service;
- map existing services and activities;
- identify further sources of funding and additional service providers;
- disseminate of good practice;
- publish guidance material on a range of areas, for example, Health and Safety, Quality Assurance, Governance, Financial Management and Partnership Working;
- liaise with the National Remodelling Team, ContinYou and the DfES to ensure schools and partners receive up-to-date information on national and local developments.

Monitoring and Evaluating

Monitoring and Evaluation Arrangements

At the local authority level the development of Extended Services will be monitored and evaluated by:

- Extended Schools Co-ordinator
- The Children's Partnership Board
- The Children's Partnership Steering Group
- School Workforce Change Consultative Group
- Termly meetings with regional advisers which reports the LA strategic overview, sponsorship, team effectiveness, cross agenda working, information, operational plan, infrastructure and LA support for remodelling

Through:

- annual auditing and mapping of extended provision
- monitoring the number of children, families and members of the wide community accessing services and facilities
- monitoring who is accessing services
- Brent-wide Satisfaction Survey
- focus group meetings with children, young people, parents and the members of the local community

Inspection

Under the new Ofsted framework schools will be inspected on the services they directly line-manage and provide for students on roll, and will investigate how these services and activities contribute to raising standards and pupils' personal development and well-being. Inspectors will look at the impact of core additional services on *Every Child Matters* outcomes. Other aspects of extended schools' services may be inspected through surveys and joint area reviews

Governance and Accountability

'Governing bodies will play a key role in supporting the development of these services and will often find themselves working with a broad range of partners to deliver improved outcomes for children'.

Governing the School of the Future. DfES 2005

The Education Act 2002 gives governing bodies of all maintained schools the enabling power to provide, or enter into contracts to provide, facilities and services that *"further any charitable purpose for the benefit of pupils at the school or their families or people who live or work in the locality in which the school is situated."* Charitable purposes are grouped under four broad headings : the relief of financial hardship; the advancement of education; the advancement of religion; and certain other purposes for the benefit of the community. These will cover the vast majority of the services and activities that it is envisaged schools will provide including childcare , adult and family learning, co-located health and social services, and other facilities of benefit to the local community such as ICT access.

The Governors of maintained schools, working with officers of the Council , will have key duties in extended schools' programmes which are likely to include : locating supplementary funding; safeguarding the school's delegated budget; securing suitable insurance; and, in the case of foundation and voluntary aided schools where the Governing Body is the employer of staff, appointing extra staff.

The Governing Body of the school controls the use of the school premises both during and outside school hours. The exceptions are where a trust deed allows a person other than the governing body to control the use of the premises, or if a transfer of control agreement has been made. If the Governing Body enters into a transfer of control agreement with another body, known as the "controlling body", then that other body will control the occupation and use of the premises during the times specified in the agreement.

The Governing Body of the school must not provide any service that might interfere with their main duty to educate pupils or their responsibility to promote high standards of educational achievement at the school.

The Education Act 2002 further provides that the Governing Body must consult with the LEA, school staff and parents of registered pupils of the school and other appropriate persons before it provides community facilities.

Schools will need to consider whether offering extended services could result in additional issues relating to personal data and confidentiality.

Existing contractual obligations may need to be reviewed for existing staff who wish to become involved in extended school programmes. This would be done with the body that employs the member of staff, that is, Brent Council in respect of community schools and the Governing Body in respect of foundation and voluntary aided schools.

Appendix

Area 1 Wards: Queensbury, Fryent, Barnhill , Kenton	Area 2 Wards: Welsh Harp, Dollis Hill, Dudden Hill, Willesden Green	Area 3 Wards: Kilburn, Queen's Park, Brondesbury Park, Mapesbury
Chalkhill Primary	Avigdor Hirsch Torah Temimah	Anson Primary
Claremont High	Braintcroft Primary	Carlton Centre Nursery
Fryent Primary	Convent of Jesus and Mary RC Infant	Carlton Vale Infants
Grove Park	Donnington Primary	Christchurch Primary
Hay Lane	Gladstone Park Primary	College Green Nursery
JFS	John Kelly Boys Technology College	Islamia Primary
Kingsbury Green Primary	John Kelly Girls Technology College	Kensal Rise
Kingsbury High	Northview Primary	Kilburn Park Foundation
Mount Stewart Infants	Our Lady of Grace RC Infant	Manor Day
Mount Stewart Juniors	Our Lady of Grace RC Junior	Malorees Infants
Oliver Goldsmith Primary	St Andrew and St Francis Primary	Malorees Juniors
Roe Green Infants	St Margaret Clitherow RC Primary	Mora Primary
Roe Green Juniors	St Mary Magdelene RC Junior	North West London Jewish Primary
St Gregory's RC High	Woodfield Secondary	Princess Frederica C of E Primary
St Robert Southwell RC Primary	Wykeham Primary	Queens Park Community School
The Michael Sobell Sinai		Salisbury Primary
Uxendon Manor Primary		St Mary RC Primary
		The Avenue
Total: 17 schools	Total: 15 schools	Total: 18 schools

Area 4 Wards: Stonebridge, Harlesden, Kensal Rise	Area 5 Wards: Alperton, Tokynton, Wembley Central, Sudbury, Preston, Northwick Park,
Brentfield Primary	Alperton Community
Capital City Academy	Barham Primary
Cardinal Hinsley RC High	Byron Court Primary
Convent of Jesus and Mary RC High	Elsley Primary
Curzon Crescent Nursery	Lyon Park Infants
Fawood Children's Centre	Lyon Park Juniors
Furness Primary	Oakington Manor Primary
Harlesden Primary	Park Lane Primary
John Keble C of E Primary	Preston Manor High
Leopold Primary	Preston Park Primary
Mitchell Brook Primary	St Josephs RC Infants
Newfield Primary	St Josephs RC Juniors
Our Lady of Lourdes	Sudbury Primary
St Joseph RC Primary	The Copland Community School and Technology Centre
St Mary C of E Primary	Wembley High Technology College
Stonebridge	Wembley Manor Infants
Vernon House	Wembley Manor Juniors
Total: 17	Total: 17 schools

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