

# ***Strategy for improving services for children, young people and families through Extended Schools in Newcastle***

**March 2006**

***“It takes a whole village to raise a child”  
(African proverb)***

***Section 1: Background & national context***

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## SECTION 1

### 1 BACKGROUND

The strategies for Extended Schools and Children's Centres are an integral part of the government and Newcastle's drive to improve outcomes and services for all children, young people and their families. As such they are fundamental strands of the *Children Act 2004*, the *Every Child Matters* framework and the *Children & Young People's Plan (CYPP)*.

The Every Child Matters programme sets out 5 outcomes for all children's services. These are based on extensive consultation with children and young people and reflect the areas which are important to them:

- *Being healthy* – enjoying good physical and mental health and living a healthy lifestyle
- *Being safe* – being protected from harm and neglect and growing up able to look after themselves
- *Enjoying and achieving* – getting the most out of life and developing broad skills for adulthood
- *Making a positive contribution* – to the community and society and not engaging in anti-social or offending behaviour
- *Achieving economic well-being* – overcoming socio-economic disadvantages to achieve their full potential in life.

Each of the outcomes is underpinned by a number of aims which have criteria and targets against which service delivery will be measured. Service delivery needs to change in order to achieve these outcomes.

The further development of Extended Schools will help to shape the future delivery of all services that Newcastle City Council and its partners provide to children, young people and their families as well as the wider community.

*“An extended school ... recognises that it cannot work alone in helping children and young people to achieve their potential, and therefore decides to work in partnership with other agencies that have an interest in outcomes for children and young people, and with the local community. In doing so it aims to help meet not only the school's objectives but also to share in helping to meet the wider needs of children, young people, families and their community.” (DfES, 2004)*

*An extended school maximises the curricular learning of its pupils by promoting their overall development and by ensuring that the family and community contexts within which they live are as supportive of learning as possible. [Dyson et al 2003]*

## 1.1 The national context

*“By 2010, all children should have access to a variety of activities beyond the school day. Well-organised, safe and stimulating activities before and after school provide children and young people with a wider range of experiences and make a real difference to their chances at school. It gives them the opportunity to keep fit and healthy, to acquire new skills, to build on what they learn during the school day or simply to have fun and relax.” (DfES, Extended Schools prospectus 2005)*

*Education Act 2002:* this legislation gave school governing bodies the power to directly provide facilities and services that benefit pupils, families and the local community and also gives them the flexibility to enter into agreements with partners to provide services on school premises. Prior to doing so, governing bodies must consult with partners including the local authority.

*Children Act 2004:* this legislation underpins the Every Child Matters programme for the reform of children’s services. The legislation requires that services work in partnership, breaking down professional boundaries, shifting the focus from intervention to prevention. Central to the vision for children’s services is that agencies should work in partnership with communities to identify the needs of their children and young people and families and deliver locally based services to meet those needs.

*National Service Framework for Children, Young People and Maternity Services 2004:* Health services are key to the delivery of services for children and young people and their families and are therefore an essential partner for delivering the new vision. This framework with its focus on outcomes for children and young people is closely aligned to the Children Act and confirms the partnership approach to the development of services.

*DfES Five Year Strategy for Children and Learners:* the strategy covers all phases of education – early years, primary, secondary, further education, higher education and adult skills. It highlights the role of Children’s Centres and Extended Schools as hubs for community services, including children’s services. It says that every school over time should be able to offer:

- A wide range of study support activities – including sports clubs, societies, clubs, visits and events
- Parenting support opportunities provided on school premises, including family learning
- Swift and easy referral from every school to a wider range of specialised support services for pupils (e.g. speech therapy, child and adolescent mental health services, or intensive behaviour support), working through the Children’s Trust.

*Choice for parents, the best start for children: a ten year strategy for childcare:* this strategy intends to create a sustainable framework for high quality early years and childcare services for all children and young people and families. Its aim is to make early years and childcare provision a permanent mainstream part of the welfare state. It will be implemented through the framework provided by the Every Child Matters programme for the reform of children’s services. It also focuses on the role for Children’s Centres and Extended Schools in the delivery of the strategy, and includes the following targets:

By 2008:

- Half of all families will have access to school based childcare for 5-11 year olds;
- One third of secondary schools open from 8am to 6pm offering a range of extended activities.

By 2010:

- All parents of 3 and 4 year olds offered access to wraparound childcare linked to the expanded early education offer (15 hours of free integrated early learning and care for 38 weeks a year) – extended day and extended year;
- All parents of 5-11 year olds to have access to affordable childcare based in their school or with an early education provider nearby with supervised transfer arrangements – extended day and extended year;
- All secondary schools open from 8am to 6 pm weekdays providing extended services.

*DfES Youth Matters Green Paper, July 2005.* The proposals aim to address four key challenges:

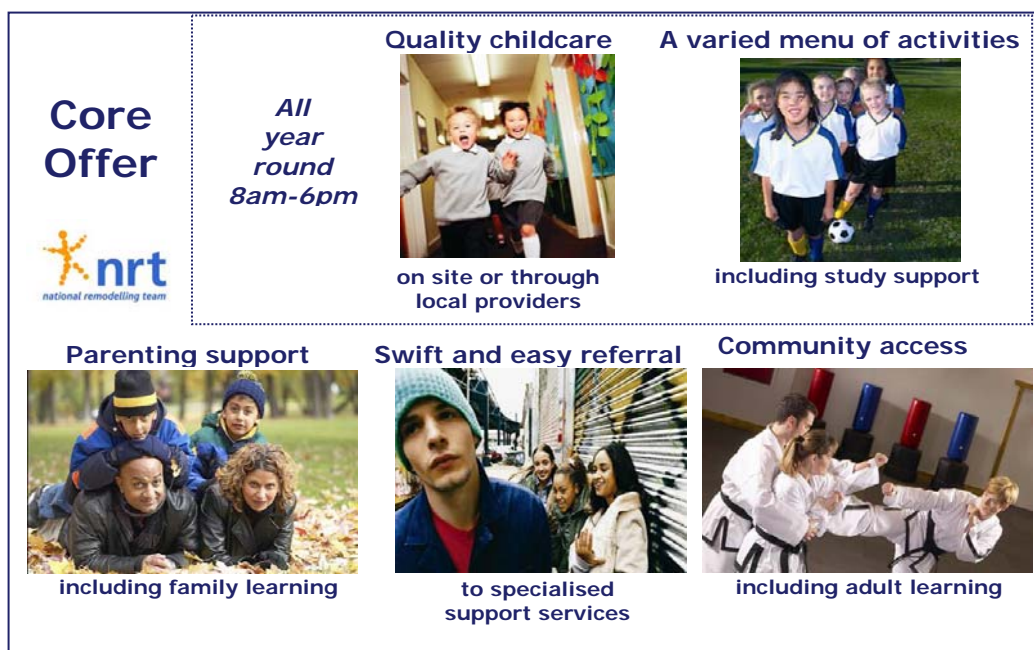
- how to engage more young people in positive activities and empower them to shape the services they receive;
- how to encourage more young people to volunteer and become involved in their communities;
- how to provide better information, advice and guidance to young people to help them make informed choices about their lives; and
- how to provide better and more personalised intensive support for each young person who has serious problems or gets into trouble.

The approach to reform is based on six underpinning principles:

- making services more responsive to what young people and their parents want;
- balancing greater opportunities and support with promoting young people's responsibilities;
- making services for young people more integrated, efficient and effective;
- improving outcomes for all young people, while narrowing the gap between those who do well and those who do not;
- involving a wide range of organisations from the voluntary, community and private sectors in order to increase choice and secure the best outcomes; and
- building on the best of what is currently provided.

## 1.2 What is an extended school?

An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community. This was more clearly defined in the 2005 DfES publication *Extended Schools: Access to opportunities and services for all - A prospectus*.



The range of services and activities will vary depending on the needs of the community but by 2010 it is expected that all mainstream and special schools will provide access to:

- **high quality 'wraparound' childcare** provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am–6pm all year round
- **a varied menu of activities** to be on offer such as homework clubs and study support, sport (at least two hours a week beyond the school day for those 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 a foreign language, volunteering, business and enterprise activities
- **parenting support** including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents
- **swift and easy 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. Some may be delivered on school sites

- **wider community access** to ICT, sports and arts facilities, including adult learning

These extended activities and services may or may not occur on the school site but schools will enable access to them working either individually or in clusters.

### ***1.3 What is a Children's Centre?***

Sure Start Children's Centres are about local access for children under 5 years old and their families to receive seamless holistic integrated services and information, and where they can get help from multi-disciplinary teams of professionals.

Sure Start Children's Centres in the most disadvantaged areas will offer the following services:

- good quality early learning combined with full day care provision for children (minimum 10 hours a day, 5 days a week, 48 weeks a year)
- good quality teacher input to lead the development of learning within the centre
- child and family health services, including ante-natal services
- parental outreach
- family support services
- a base for a childminder network
- support for children and parents with special needs, and
- effective links with Jobcentre Plus to support parents/carers who wish to consider training or employment.

### ***1.4 The degree of extended provision***

Professor Alan Dyson, who has researched and evaluated extended schooling in both the UK and elsewhere, refers to the "territory" of Extended Schools defining three levels at which schools can work: child, family & community; and three domains in which they can operate: educational, social and health. The degree to which schools expand across these levels and domains defines their "extendedness", as shown below.

Although schools' traditional domain is that shown in box 1, that is, a focus on learning and the child, through extending the role of the school to encompass some or all of the other boxes, there is either a direct or indirect impact on learning as well as a potentially broader impact on the wider community.

(See diagram on next page)

### 1.5 The territory of Extended Schools

Domain	Learning issues	Social issues	Health issues
<b>CHILD</b>	1 Curricular learning  Extended opportunities for learning  Individual barriers to learning – behaviour and learning difficulties, truancy, underachievement	2 Personal development, aspirations, engagement, social well-being  Attendance, criminality, abuse, public care	3 Well-being, healthy living  Sexual health  Mental health  Substance misuse, physical illness, mental illness, disability
	4 Family support for learning	5 Family functioning, parenting skills, family support, child protection issues, housing issues	6 Family functioning, parenting skills, family support, family health practices
	7 Community opportunities for learning  Cultural attitudes to learning  Social problems impacting on learning	8 Crime rates, community safety, community capacity building, housing, leisure, transport issues, employment opportunities	9 Community stress and well-being, community safety, cultural health practices, environmental health

#### Key

Core concerns of schools	
Factors bearing directly on student learning	
Factors which facilitate and support student learning	
Factors with indirect impact on student learning	

### 1.6 School and local authority inspection arrangements from September 2005

The new school inspection framework: *Every Child Matters – School Inspection Framework 2005* places a much greater emphasis on self-evaluation, including the school's contribution to each of the ECM outcomes.

There is an emphasis on the crucial role schools will play in delivering children's services which is particularly important given the absence of a specific duty on schools to cooperate in delivering this agenda. Section 3 of the inspection framework shows directly how inspection judgements link to the different ECM outcomes. Although most of the links to school inspections are with the enjoying and achieving strand of ECM, in judging leadership and management and overall effectiveness, inspectors will consider the contribution made to all five outcomes. They will explicitly assess the quality of any extended services and the effectiveness of links with other organisations to promote the wellbeing of learners. The guidance also highlights the need to seek the views of parents, pupils and other partners as part of the school inspection and self-evaluation processes.

The results of school inspections will feed directly into the joint area reviews of every local authority area. These reviews will evaluate the extent to which each area is meeting the five outcomes for children and young people.

## SECTION 2

### 2 EXTENDED SCHOOLS IN NEWCASTLE

**Our vision for the future of Newcastle's schools is that they will be at the heart of their community improving outcomes for children and young people. They will provide opportunities and services for children, young people and adults that reflect the needs and hopes of their local communities. They will be centres for life-long learning, and contribute to health, social cohesion and economic regeneration.**

Extended Schools will form part of the extended Children's Trust arrangements and this strategy will be part of Newcastle's Children and Young People's Plan for 2006-09

Extended school development should be a neighbourhood-based approach, to ensure access to a range of services in that locality, provided in an integrated way be it from schools or other venues. What each extended school cluster does should be based on consultation and negotiation as to what's needed, the gaps and what the school can offer the community. There will be a formal approval mechanism for the provision of extended services.

#### ***2.1 Extended Schools and meeting the Every Child Matters outcomes***

The table below shows just a few examples of how Extended Schools might support the delivery of the outcomes for children and young people that Every Child Matters identifies.

<b>Every Child Matters - 5 key outcomes &amp; their aims</b>	<b>Examples of activities that would support these outcomes</b>
<p><b>Being Healthy</b></p> <ul style="list-style-type: none"> <li>• physically healthy</li> <li>• mentally and emotionally healthy</li> <li>• sexually healthy</li> <li>• healthy lifestyles</li> <li>• choose not to take illegal drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Sports activities, including ones with local clubs &amp; leisure facilities</li> <li>• Healthy schools initiative</li> <li>• Breakfast clubs</li> <li>• Childcare provision</li> <li>• Drop in health clinics, including sexual health for young people</li> <li>• Personal Social Health &amp; Citizenship Education (PSHCE)</li> <li>• Drugs education</li> </ul>
<p><b>Staying Safe</b></p> <ul style="list-style-type: none"> <li>• Safe from accidental injury and death</li> <li>• Safe from maltreatment, neglect and sexual exploitation</li> <li>• Safe from exposure to violence</li> <li>• Safe from bullying and discrimination</li> <li>• Safe from crime and anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Youth work</li> <li>• Anti-bullying work</li> <li>• Integrated referral and support</li> <li>• Holiday / after school activities</li> <li>• Integrated childcare</li> <li>• Drugs awareness</li> <li>• Parenting and family support</li> <li>• Links with police / domestic violence services</li> <li>• Links with behaviour improvement support and intervention services</li> </ul>
<p><b>Enjoying and achieving</b></p> <ul style="list-style-type: none"> <li>• Ready for school</li> <li>• Attend and enjoy school</li> <li>• Achieve educational standards</li> <li>• Achieve personal development and enjoy recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Study Support</li> <li>• ICT learning centres</li> <li>• Family Learning</li> <li>• Mentoring</li> <li>• Advice and guidance</li> <li>• Parenting classes and support</li> <li>• University of the First Age (UFA)</li> <li>• Opportunities for gifted and talented students</li> <li>• Cultural and creative activities</li> <li>• Rewarding attendance</li> </ul>
<p><b>Making a positive contribution</b></p> <ul style="list-style-type: none"> <li>• Engage in decision-making</li> <li>• Support the community and environment</li> <li>• Choose not to offend, re-offend or engage in anti-social behaviour</li> <li>• Choose not to bully or discriminate</li> <li>• Develop self-confidence and enterprising behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• School council</li> <li>• Meaningful consultation with and participation of children and young people</li> <li>• Youth work</li> <li>• Youth offending team/police links</li> <li>• Out of hours &amp; holiday activities</li> <li>• Duke of Edinburgh's Awards</li> <li>• Enterprise education</li> </ul>

Every Child Matters - 5 key outcomes & their aims	Examples of activities that would support these outcomes
<p><b>Achieving economic wellbeing</b></p> <ul style="list-style-type: none"> <li>• Engage in further education or training</li> <li>• Ready for employment</li> <li>• Live in decent homes and communities</li> <li>• Access to transport and material goods</li> <li>• Live in households free from low income</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent 14-19 curriculum and planning including links with colleges and training providers</li> <li>• Connexions</li> <li>• Education Business Partnership (EBP)</li> <li>• Housing advice</li> <li>• Skills for life</li> <li>• Adult education</li> <li>• Job Centre plus</li> <li>• Welfare rights advice</li> <li>• Careers advice</li> </ul>

Schools offering extended activities and services have been shown to benefit children and young people, their families, schools and the wider community.

As well as supporting the every child matters outcomes for children, Extended Schools should help to achieve the following outcomes for families, schools and communities:

#### **For families**

- Better access to a wider range of services that support parents and carers, including childcare, information and advice, and opportunities for learning
- More help with parenting skills
- Improvements in children's behaviour and social skills
- Improved access to volunteering and employment opportunities
- Greater availability of specialist support when needed

#### **For schools**

- Greater parental involvement in children's learning
- More support from parents and the community
- Additional facilities and equipment
- Improved behaviour and attendance
- Easier access to services from other agencies that support children and young people and families
- Reduced burden on teaching staff
- Greater opportunities for staff for flexible working and career development
- Easier access to essential services for staff, helping staff recruitment and retention

#### **For the community**

- More opportunities for lifelong learning
- Better access to health and other essential services
- Improved local availability of sports, arts and other facilities
- Local career development opportunities
- Better supervision of children and young people outside school hours
- Closer relationships with schools
- Greater community cohesion

## **2.2 Every Child Matters *and the development of services for children and young people and families***

This strategy is being developed in line with significant changes in the way that children's services will be planned, managed and delivered.

One of the key aspects of reform in the Children Act 2004 and other supporting documents is the redesign of services around the needs of the child and family. The Children Act places a statutory duty on agencies to co-operate to improve children's well being and establishes that there will be an integrated inspection framework, with joint area reviews to assess overall performance of an area.

The Vision aims to meet government requirements and improve outcomes through:

- Developing localised services around communities served by clusters of schools.
- Providing more frontline activity at the point where children and young people and families are situated.
- Providing more local management and deployment of services.

There is a clear link between Extended Schools, Children's Centres and locality services and that a range of local activities and services for the community can be delivered through local groups of schools.

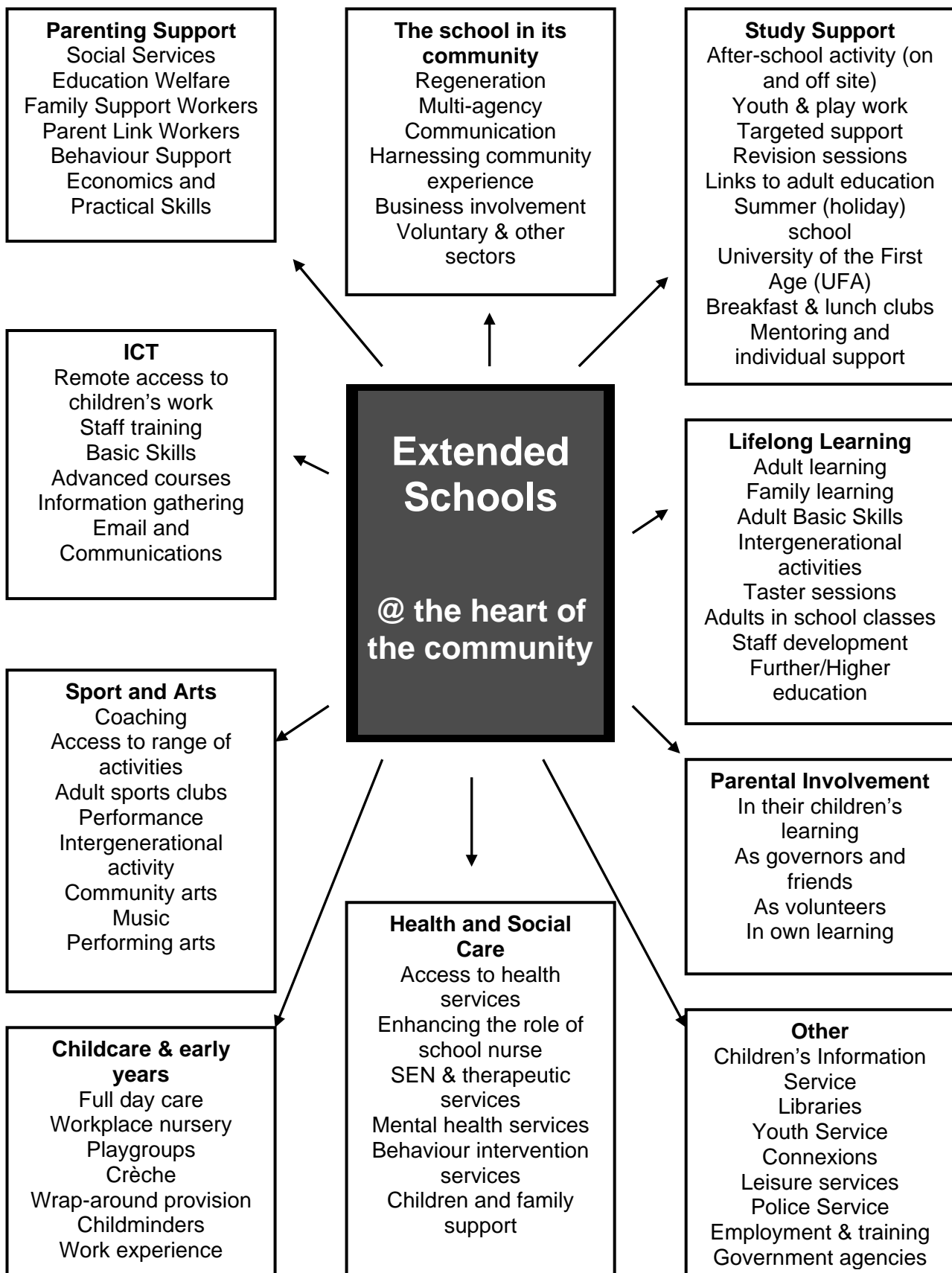
The locality model will be an important means of meeting Government requirements and improving outcomes for children, young people and families. It will:

- enable teams of professionals from different disciplines to work together in a more joined up way, supported by common systems shared information and, for some teams, co-location;
- encourage schools to work more closely together to raise achievement and allow more personalised ways of working;
- offer a platform for delivering an increasing range of services through the locality structure;
- promote participation from children, young people and parents/carers;
- allow earlier intervention and the opportunity to invest money in new ways to achieve better outcomes for children and young people.

Newcastle should be able to meet a high proportion of the needs of children and young people within locality teams, though some more specialist services are likely to be centrally deployed. Where more specialist inputs are required the emphasis will be on bringing these services to the local setting rather than referring the family, young person or child on to another team.

The extent to which individual schools are used as a base for extended services and activities will vary according to the needs of the community.

The diagram below demonstrates some of the potential services and links that might be developed through extended school provision within communities.



*Adapted from original written by Education Leeds*

### **2.3 Co-ordinating Children's Centre and Extended Schools developments**

Both Children's Centres and Extended Schools are fundamental elements in the delivery of major parts of the framework for children and young people. There is some overlap in children's centre and Extended Schools developments but they have some differences too, particularly in their focus on schools or other places as the main delivery point for services and in the specific age ranges for which they are responsible.

In Newcastle, Children's Centres are not a building but a locality area. In each Children's Centre area, services relevant to the needs of local people are delivered by a range of different individuals working from the public, private and voluntary sectors. These providers are likely to have backgrounds in health, education, social care and community development.

Primary schools in particular will have a key role to play in the provision of joined-up services for children, young people and families which are currently being developed e.g. Children's Centres. This Extended Schools Strategy and the Children's Centre Strategy will be taken forward together with the aim of developing a seamless service for children, young people and families. Within this framework, Children's Centres have a responsibility to deliver specific services to children aged 0-5 and their families. Extended Schools must provide access to the "core offer" (see p5) services to children and young people of school age (5-19) and their families. These services will need to be as coherent, flexible and seamless as possible to ensure equality of access across the 0-19 age range and beyond. Extended Schools should aim to integrate provision with that of any local children's centre, especially in relation to childcare, health and employment/training-related services that are already within the remit of Children's Centres.

For example, all childcare developments will need to fully reflect what is happening in children's centre localities. Although part of the suggested core offer for an extended school is the provision of wraparound childcare, it may be the case that there is already sufficient childcare in that locality to meet needs. Developing further childcare provision at the school would create difficulties with sustainability as there will simply not be enough demand for the services.

Wherever feasible and appropriate, children's centre developments requiring accommodation should utilise capacity in school buildings which will also help to increase the sustainability of both the school and other co-located services.

### **2.4 Existing extended school activities**

A range of activities to support the development of full service and extended schools have been happening over the last three years.

These include the following:

- establishment of a multi-agency heads, governors and officers working group
- audit and regular updates of current extended school provision

- provision of planning guidance and toolkit to schools on developing extended and full service activities
- provision of maps to every school identifying all other known services and agencies for children and young people and families within a 1 km radius of the school.
- Support for consultation processes with local communities.

Newcastle City Council and its schools have already been involved in leading some of the national developments around full service and Extended Schools.

In 2002, Newcastle was designated a pathfinder for both the Local Government Association (LGA) and the Department for Education and Skills (DfES) for the development of Montagu Primary as a full service school. Capital funding was provided by North West Partnership, Sure Start, DfES and European Regional Development Fund (ERDF) for a purpose built facility from which a wide range of services would be delivered. The purpose built facility opened in April 2004.

In July 2003, the City Council was successful in attracting funding for 3 years via Excellence in Cities linked to the behaviour improvement programme, to enable the development of Benfield Secondary School as an extended school.

Most Newcastle schools are already extended and some are already involved in children's centre developments. Though not yet fully meeting the core offer, schools are working collaboratively and providing additional facilities and services on their sites. The following table shows the approximate proportion of schools already offering at least some different aspects of the core offer for extended services (in summer 2005):

<b>Area of provision*</b>	<b>% of schools offering at least some services in this area**</b>
Childcare	75%
Parenting Support	64%
Varied menu of activities	90%
Community Use	50%
<i>*Swift and easy referral not included as not yet clearly defined</i>	
<i>**This percentage shows the minimum</i>	

In some cases, the above activities will be comprehensive and in others limited. In most schools, though, provision is only during term time at this point in time.

## **2.5 Remodelling the schools' workforce**

All Newcastle schools are involved in workforce reform and the broader remodelling agenda. This has focused on a number of areas:

- Engaging all school stakeholders in managing change by generating sustainable solutions relevant to their context

- Strategic planning and visioning beyond the existing boundaries of the school
- Delivering a range of events and training in line with the national remodelling team (nrt) guidance but tailored to the local context
- Implementing the requirements of the national workforce agreement
- Tackling the workload issues of teachers
- Improving the training and development opportunities for school support staff to release untapped potential within the workforce
- The creation of new roles and responsibilities for support staff in schools
- Financial planning and management
- Regional planning, events and sharing of good practice

The next phase of remodelling will focus explicitly on Extended Schools in line with the new brief of the National Remodelling Team (nrt). This is detailed further below in the section on implementation.

## **2.6 Study Support**

Newcastle's vision for study support is to provide all children and young people of school age the opportunity to participate in out of hours learning activities as part of their personal development; reinforcing each individual enjoying learning as a lifelong goal.

The aims of study support in Newcastle are:

- To expand the role of study support through linking new and established initiatives;
- To work collaboratively with partners inside and outside the LEA;
- To develop quality in study support (QiSS) through the National Youth Agency kite mark: QiSS;
- To support programmes currently in place which includes participating schools and partners;
- To support the network of schools and organisations involved in the delivery of study support;
- To develop structures and processes to enable our schools and partners to be active in planning and provision.

Study support encompasses a range of activities some of which are school-based while others take place in a variety of venues across the city and beyond. It includes breakfast, lunch and after school clubs for homework and a range of extra-curricular activities, as well as summer schools, provision for gifted and talented pupils and specialist provision.

The use of ICT in study support has been fundamental in Newcastle developments and includes the learning centre based at Newcastle United Football Club (NUFC), which offers schools the opportunity to utilise their state of the art ICT facilities and specially-developed content during the school day and outside normal hours.

Support is also provided to schools to help them to access different funding streams as well as training packages to support the running of the provision.

Newcastle Study Support works under the banner of “making the link” and does so by promoting partnership working both between schools and between schools and external agencies. To date this has involved working with a range of public and private sector organisations, including Newcastle United, Newcastle and North Tyneside Health Promotion, DfES, University of the First Age (UFA), New Opportunities Fund (NOF), Tyne & Wear Museums, Kellogs and Greggs.

All Newcastle schools have been or are currently involved in study support activities. This will continue to develop as Newcastle has recently been awarded funding through the big lottery fund to further develop study support, linked with Extended Schools. The bid was based on the views of children and young people and will focus largely on study support in four distinct clusters.

## **2.7 Physical Activity Strategy & School Sports**

The City has a newly constituted Executive Committee for physical education, exercise and school sport which leads upon strategy & policy. There is an action group essentially constituted by the two School Sport Partnerships with links to other partners. Benfield Sports College and Sacred Heart High School host the two School Sport Partnerships, covering all Newcastle schools.

Building Schools for the Future (BSF) and Public Finance Initiative 2 (PFI 2) will improve school buildings and facilities including those for physical education, exercise and sport. Additionally, through Sport England Space for Sport & Arts project, five primary schools across the City have new facilities and are piloting programmes to link with their immediate communities. Upon completion, three secondary schools and their wider communities will significantly benefit from changes in provision as an outcome of the PE & sport programme funded through the Big Lottery Fund. A further dimension of this programme will enable all children and young people across the City to have greater access to outdoor and adventurous opportunities through a new capital build project at Hawkhurst Outdoor Education & Adventure Centre at Kielder Water. This is an innovative project being undertaken in partnership with the Scout Association that will also provide for community groups. It is envisaged that a broad programme will provide for residential experiences, study skills, team building, problem solving, water and land based activities as well as activities which promote enjoyment and achievement within a remote and challenging environment.

The above developments complement the established capital projects at West Gate Community College (Centre for Sport) and Benfield (Centre for Sporting Excellence) and PFI 1. Collectively these projects and their programmes enormously enhance the PE, exercise and sport infrastructure. They provide increased opportunities for children and adults alike to exercise and to improve aspects of health, wellbeing and quality of life. As increased curricular and extra-curricular programmes are delivered from school-based sites this should impact on health, achievement and standards.

The School Sport Partnerships provide an infrastructure to increase the number and range of activities for pupils through the work of the School Sport Coordinators. A School Sport Coordinator is assigned to every school to work with their link teacher. The Partnerships provide sport festivals, out of hours opportunities, school-club

links and opportunities for pupils to contribute in leadership, officiating, volunteer and coaching capacities.

The Newcastle Schools' Sports Association gives opportunities for pupils to compete in City Championships and to represent the City in a range of sports and for the elite to progress to county, regional and national teams.

“Activekids Newcastle” is a successful 6 week certificated exercise programme targeted at Year 5 & 6 primary school pupils. It aims to teach the benefits to health of intense physical activity and also makes links to the importance of physical fitness for able, gifted and talented pupils. These key messages are reinforced via whole-school assemblies where the older pupils demonstrate aerobic routines and a General Practitioner from the Primary Care Trust reinforces the learning objectives. School staff and parents have also benefited in some schools through an extra aerobics session after school. It is anticipated that all Newcastle primary schools will have access to this programme over a two year period.

Leisure Services are leading on the “Year of Exercise & Sport” (YES) in 2006. It is anticipated that existing events may be enhanced and new opportunities provided for schools and their communities. This is seen as an opportunity to encourage all schools to adopt a new Physical Education, Exercise and School Sport Strategy linked to the health agenda.

## **2.8 Family Learning**

Family Learning is an integral part of the development and delivery of Adult Education. A multi-agency Family Learning Advisory Group (FLAG) meets termly to provide strategic advice and support, ensuring the involvement of a wide range of stakeholders and partners in the design and delivery of family learning.

The factors which drive Family Learning in Newcastle are:

- Families/parents play a key role in raising aspirations and attainment
- The need to provide families with the skills to develop their potential
- The evidence which demonstrates that children’s attainment is raised where parents are working with their children on activities that are directly related to what the children learn.

The majority of Family Learning provision is First Step Learning and supports the National Adult Skills and Skills for Life Strategies. It is often the first opportunity for adults to return to life long learning and a very effective way in which to draw in new learners who return initially to support their children.

The curriculum for family learning is focused around programmes that are designed to:

- Help parents/carers know more about their children’s learning and their physical and emotional development
- Provide opportunities for parents/carers and their children to learn together

- Provide a range of opportunities to improve adult skills so that parents/carers can help their children learn or even lead to new training and employment opportunities
- Provide opportunities for families to link to local regeneration and capacity-building initiatives

Family Learning is beneficial to everyone: it helps the schools to increase parental involvement; parents learn new skills (including an opportunity to gain qualifications); and the children and young people benefit too.

A range of activities are currently offered for parents and their children and young people in schools, libraries, Sure Starts or other Community settings which include:

- Family Literacy, Language and Numeracy workshops- 9-12, 30 and 60 hour courses for parents and children and young people from Early Years to Key Stage 3.
- Other Family Learning courses and taster sessions including Helping your Child with SATs, ICT, Share, StorySacks, and Arts and Crafts which are linked to children's learning and curriculum.

## **2.9 Adult Learning**

A third of the adult population in the City have little or no qualifications.

### **The National Agenda**

There is a changing national agenda which affects all adult education in the city. The key focus for funding has changed to:

Skills for Life (literacy, numeracy and language) which counts towards the national targets, ie achievement of national tests at Entry 3, level 1 and level 2

The achievement of full level 2 qualifications for those who have not previously achieved this level, ie 5 GCSEs A\*-C or equivalent, NVQ level 2 etc

First steps learning for those without level 2 qualifications, who have not participated in learning for a significant time and where progression ultimately to level 2 can be demonstrated

"Safeguarded" personal and community development learning, but with lower subsidy and hence increased cost to the learner

### **The Basic Skills Service team**

All of these partners carry out a significant amount of community based work as well as making provision in their main centres. See family learning below

## **2.10 Building Schools for the Future (BSF)**

BSF, the national programme to upgrade or replace secondary school buildings across the country, is explicitly linked to the development of Extended Schools; the aim is to ensure that improved school buildings and facilities are also available for wider community use. Newcastle is in the wave 1/pathfinder phase of BSF and is

currently in the process of selecting a partner to work with on this ambitious programme. Through BSF, the City Council aims to ensure that our secondary schools provide modern, high quality, accessible and inclusive facilities for children, young people and communities across the city.

Some primary, middle and special schools have had or are currently having new buildings developed through BSF and PFI schemes. Ultimately, all Newcastle schools will benefit from this as BSF rolls out across all sectors.

### ***2.11 Participation of parents and carers and of children and young people***

The fundamental role of children, young people and parent/carer participation is to ensure their full involvement as equal partners in the decision making processes of planning, delivering and evaluating services. This has to be built on trust, openness and shared responsibility for outcomes between service providers, professionals and parent/carers. A Participation Strategy is in place (approved at the Children and Young People Strategic Partnership in October 2005) which outlines the Council's approach to participation.

There is considerable activity in relation to the engagement of children and young people as well as their parents and carers in Newcastle. A large scale participation exercise has been carried out as part of the development of the Children's and Young People's Plan.

A similar piece of work is being carried out to ascertain views of parents and carers but this group is not yet at the reporting stage. A participation strategy is being developed.

A baseline survey of the impact of children and young people's participation is underway and will be completed by the end of November. A baseline survey for parents and carers will begin in November 2005 and be complete by January 2006.

Parents / carers want:

- A better understanding of the power relationships that exist between parent/carers, service providers and professionals.
- To be seen as the experts in relation to their own lives and how services interact with them.
- Their views are given the same value as those of professionals.
- Participation to be meaningful and result in measurable change.
- An inclusive approach which involves a variety of methods taking into account the level of involvement individual parent/carers want, the use of existing networks and grass routes organisations/groups.

Practical details such as transport, childcare, times, venue and expenses are incorporated at the beginning of any events planned. In addition, research has recently been conducted in Newcastle schools through the School Improvement Service on different approaches to successful parental engagement within primary schools, resulting in a guidance document on developing school/parent partnerships.

This also draws heavily on the work of Children's Centres in Newcastle. As well as providing specific parental support within Surestart areas, the Children's Centre team is identifying and auditing all of the existing family and parenting support within children's centre localities across the city. Through this work, they are developing a strategic approach to parenting education that will support schools and other agencies in providing more coherent signposting, referral and access to appropriate services.

All future developments of Extended Schools will be required to demonstrate the active participation of children, young people and carers.

## **2.12 Healthy Schools**

A successful Healthy School Programme operates across Newcastle and North Tyneside. It includes a wide range of health-promoting school initiatives, projects and promotions. The Newcastle and North Tyneside Healthy School Programme is inclusive of all schools. They can access quality in-service training, consultancy, advice and resource materials and can register for, work towards and attain the Healthy School Award at whatever level they choose supported by the local Healthy School Key Partners.

The Healthy School Award is at the core of the Healthy School. It is designed to support schools in creating a safe, productive learning environment and to minimise potential health risks. The Healthy School Award complements the Personal, Social and Health Education and Citizenship framework (DfES, March 2000). It provides a framework for good practice, against which schools audit and then set their own targets and timescales for its achievement. It enables schools not only to receive recognition for the good work taking place, but to set higher targets and further improve their programmes year on year. The Healthy School Award is supported by the:

- Directors of Public Health for Newcastle and North Tyneside Primary Care Trust
- Directors of Children's Services for Newcastle City Council & North Tyneside Council.

Although all schools can work towards gaining the Healthy School Award, the key partners for the programme proactively seek to recruit schools to the scheme which serve the most disadvantaged communities. This is in line with current local and government priorities to tackle inequalities in health and address social inclusion.

The Healthy School Award has 10 themes:

1. Personal Social and Health Education
2. Citizenship
3. Involving the Whole School Community
4. Sex and Relationship Education
5. Emotional Health and Well-Being
6. Drugs, Alcohol and Tobacco
7. Healthy Eating
8. Physical Activity
9. Safety
10. School Priority

## 2.13 Play and Youth services

Newcastle Play and Youth Service offers play and youth work opportunities to children and young people aged 5-25, through programmes of work structured within the play and youth work curriculum. The purpose of the service is:

*'To promote children and young people's personal, social and political development and make sure they have a voice and influence over the things that matter to them. To work with them to develop their talents, skills, knowledge and experience so that they can realise their potential, achieve their personal goals and contribute to their communities and society as a whole'.*

This is achieved through:

**Play Work**, which is the involvement of adults to support children's natural ability to play in a way that enables them to learn and develop as individuals and as members of the community; and

**Youth Work**, which supports young people to learn about themselves, others and society through informal activities which combine enjoyment, challenge and learning

Play and youth work is organised in different ways across the city, including:

**Centre-based Work** undertaken within purpose built facilities (Play Centres or Youth Centres), community buildings (church halls, community centres etc) and Education facilities.

**Outreach Work** undertaken away from centres, with the aim of identifying children and attracting young people to participate in programmes, for example a street play programme.

**Detached Work** undertaken on the street or in other unconventional locations with children and young people who choose not to access Centre based work.

The service has 5 Play Centres and 4 Youth Centres. The Play care element has 4 term-time after school clubs, 3 term-time and holiday out of school clubs and 1 breakfast club. There are more than 35 play and junior projects, more than 5 inters projects (for 11- 13 year olds) and around 35 senior projects across the city.

Duke of Edinburgh's Award groups, Lord Mayor's Award groups, Getting Connected, Youth Achievement Awards groups, Girls Work, Black young people's groups, detached youth work, youth information provision, and school holiday play schemes among others happen alongside and in addition to the aforementioned sessions.

## SECTION 3

### 3 STRATEGY FOR IMPLEMENTATION

This Strategy is deliberately ambitious in nature. It envisages a future role for schools that is significantly broader than at present, with all schools - individually and in local clusters - acting as 'hubs' for services for children, families and other members of the community. It will have significant implications for how schools will work with families, with other agencies, with their local communities and with each

other. This could mean significant changes from existing models of schools' organisation, with broader roles for governors, headteachers and school staff, and with staff based in schools carrying out a growing range of functions. It will require the active support of those responsible for planning, managing and funding public and community services across the city.

The guiding principle underpinning all extended school developments is "only do it if it improves outcomes for children, young people and their families".

## **KEY THEMES**

There are a number of key themes for further developments of Extended Schools, Children's Centres and other services for children and young people and families.

### ***3.1 Transformation & change for children***

This strategy is about changing the way we work and provide services to children, young people and families to improve outcomes.

As such, the implementation of this strategy will require a focus on the practical and operational elements of extended services. A significant focus will be on transformation and managing change, focusing as much on the emotional and political aspects of change as the rational aspects. This is a key aspect of the national remodelling team's (nrt) engagement in the Extended Schools development and their training programme will be used with schools and across stakeholders to build capacity for and understanding of change. The aim of the programme is to develop a shared understanding of what needs to be done and who is best placed or able to do it. Remodelling and other facilitation skills and tools will be used to achieve this, building capacity across services and schools to utilise these skills and people with them effectively. A team of Extended Schools Remodelling Consultants (ESRC) will be trained to provide a programme for groups of schools.

### ***3.2 Building on success and learning from early developments***

We will build on our experience and success to date, as well as learning lessons about what worked well and what didn't from early developments. Whilst the term "Extended Schools" is relatively new, the practice of schools working with others to meet the wider needs of pupils, their families and communities has a long history, locally and elsewhere. This strategy aims to build on, and further extend, the many partnerships and services that have been developed between schools and other agencies and organisations over recent years, and will support the dissemination of good practice.

Early Surestart and children's centre work, particularly where these developments have been very closely related / sited with schools can provide examples of practice for further developments of both Extended Schools and Children's Centres.

### **3.3 Partnership working**

The vision for Extended Schools suggests a much broader role for schools that will only be achieved through working in close partnership with children, families, community and voluntary organisations, as well as other schools, public bodies and services for children and young people. The aim is to build on and extend existing partnerships and joint working arrangements.

The emphasis in the further development of Extended Schools and Children's Centres within a locality should be about making best use of the expertise and resources that already exist within areas while reshaping services to reflect both the national and local requirements and needs. Information sharing will be an important part of these partnerships ensuring that everyone has access to information on which to base decisions, be that at strategic, management or operational level.

### **3.4 Participation and Consultation**

Effective consultation with children and young people, parents and local communities are fundamental to the developments of extended school plans within locality areas and experiences to date can be utilised.

*“By consulting with parents and involving them in the planning of services, schools will be able to develop the package of services which best meets the needs of their community”* (Extended Schools prospectus, DfES 2005).

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

Although schools will want to carry out some of their own consultation, it should be part of a coherent approach within a particular area and across the city linking into existing and planned community consultation processes.

In Newcastle, all Extended Schools will be required to demonstrate the active participation of children, young people and parents in their developments.

### **3.5 Inclusion and diversity**

The strategy, and the development of local extended school plans, will be based on the principles of inclusion, equality of opportunity and access, and the celebration and value of diversity of background and experiences. Fundamental to this being an increase the accessibility of services to those with the greatest need.

### **3.6 Sustainability**

The national research team evaluating the pathfinder Extended Schools programme<sup>1</sup> differentiated between approaches that seek to increase the range of activities in the short-term, and those that seek to have a longer-term impact on the work of the school and its relationship to the local area. It suggested that whilst short term activities can have an immediate impact, they need to be provided within a long term plan in order to have a sustained and substantial impact.

In developing Extended Schools, sustainability of provision is a significant factor making it vital that developments happen in partnership with other relevant bodies. While some implementation funding (capital and revenue) is available over the next few years, there is no indication of additional on-going revenue funding to support these activities. It is, therefore, anticipated that sustainable solutions will need to be developed that utilise existing resources and funding streams or that can generate sufficient income to cover on-going costs.

*“Some of these services such as health and social care will be provided free of charge. These sorts of services will need to be funded often by local authorities and their children’s trust partners such as Primary Care Trusts. But for other services, such as childcare, charges will need to be made. Schools or the partners that they are working with will need to devise charging regimes that cover the costs of the services but that are affordable for working parents.”* (DfES Extended Schools prospectus, 2005)

At a strategic level, sustainability of developments also needs to be clearly linked with schools organisation and community regeneration planning.

Charging policies will need to be in place for extended school services. In some cases, parents will be able to get additional financial help through Working Tax Credits. If services are provided by a third party, say a local childcare provider, then the responsibility for a charging policy will be on that provider. Schools will need to be aware of whether the fees charged are affordable and appropriate for that area. Also, there may be a need to factor in additional costs such as use of premises, caretaker, security, utilities, management, staffing, equipment and insurance.

One of the key risks identified above will regard the sustainability of extended provision and the potential financial risk to the school and other providers as well as the impact of this on children and young people.

All potential solutions will need to be risk assessed in a coherent way before being implemented.

### **3.7 Management & Governance**

This is not only about those who deliver the services but also about how the provision is managed and how that fits with existing school leadership and management structures. Getting management and governance structures right is

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<sup>1</sup> *Evaluation of the Extended School Pathfinder Projects; DfES Research Brief 530; April 2004*

an essential element in ensuring that services meet the needs of pupils, families and communities; and there is clarity up front about responsibilities and where potential risks lie in terms of liability so that appropriate mitigating actions can be taken where required.

At the same time, management and leadership structures need to be developed which do not detract from the core teaching and learning function of schools. A range of different governance models may be developed to support extended school activity. Examples are given below.

### **Governing Body**

Minimal change as the governing body absorbs all responsibilities within its existing core role, e.g. obtaining services; monitoring service provision; use of school facilities by others.

*Value: OK for small extended school developments where not too much extra time and responsibility is required of the governors.*

### **Advisory Management Group**

The governing body establishes a management group with wider community and stakeholder representation that advises and recommends to the governing body on specified developments and tasks.

*Value: increases community participation; brings in other expertise; provides for more time for development; retains decision making clearly with the governing body.*

### **Management Committee**

This would have agreed delegated powers and co-opted community and stakeholder members who would have voting rights. It would report to the governing body on its work and decisions.

*Value: frees up governing body time; increases stakeholder commitment to the extended school through its ability to make decisions.*

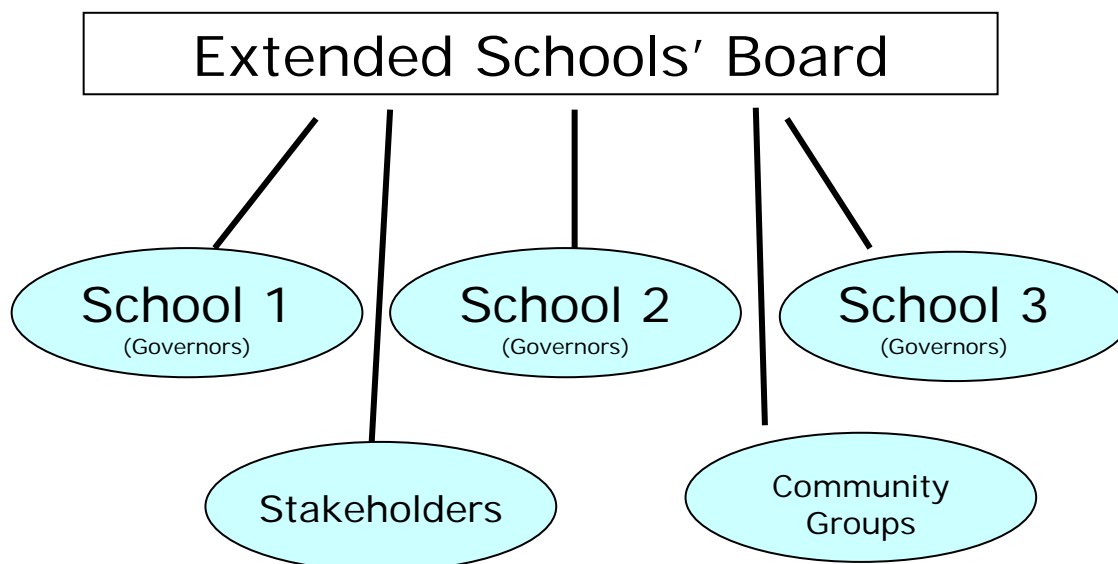
### **School Company**

A school company would be a separate legal entity with a specific remit and constitution. The school governing body is required to have representation on the company board.

*Value: can raise money/attract funding streams not open to the school directly, invest in activity and employ staff; clear focus on extending activity and providing services to the wider community.*

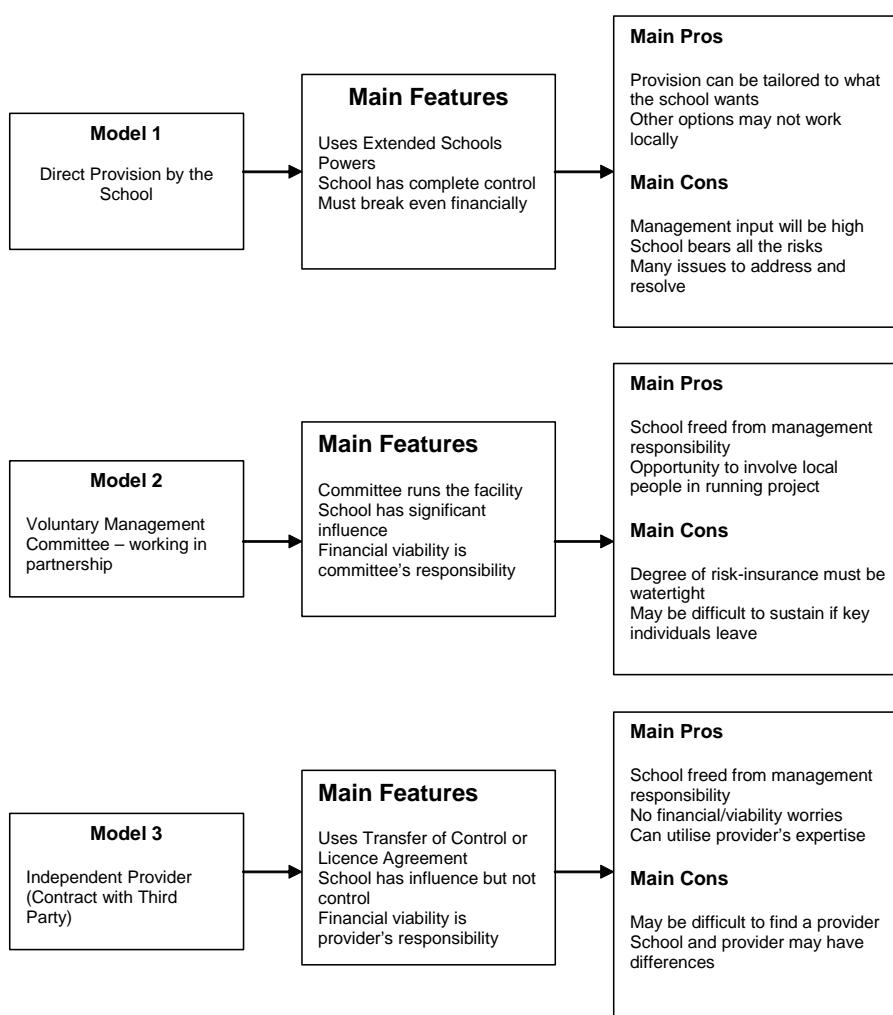
Any new group established to govern or manage facilities must have a clear constitution, terms of reference and reporting arrangements. These must have been agreed by all parties.

Another model for a group of schools is shown in the diagram below.



As well as different governance arrangements, there are different options for service delivery.

#### Extended School Management / Delivery Models



### **3.8 Implementation Plan**

This strategy anticipates a major long-term shift in the role of schools within their communities. There are significant resource implications in relation to this shift that require a broader reconfiguration of existing public services, especially but not exclusively those for children and young people and families, to be based in or around schools.

This Extended Schools Strategy contributes to other local strategies and plans for education, children's services, lifelong learning, community cohesion and regeneration, as set out by appropriate strategic partnerships and lead bodies. It aims to contribute to the key targets set out in overarching strategic plans, particularly in delivering the Every Child Matters outcomes for children.

A mechanism for the approval of extended school designation is to be established. Schools will be required to meet set criteria and outline how the services they are to offer are needed, are supported by the governing body and are sustainable. There will be a formal panel made up of senior council officers who will formally approve the designation to ensure a coherent approach across the city. (See Appendix 1)

### **3.9 Priorities for Action**

#### **Consultation & agreement of strategy:**

This is very much a draft strategy that needs to evolve as it goes through consultation with other key partners, in particular schools and other key partners engaged in delivering services to children, young people and families. This will develop through consultation processes around the Children and Young People's Plan as well as specific consultation with relevant partners directly involved in the Extended Schools programme delivery.

The strategy for Extended Schools cannot be delivered in isolation, other partners will need to help develop the detailed plans for implementation and ensure that these are also reflected in their strategic priorities if this is to be successful.

Ensure that Extended School developments are taken forward in ways which are in line with the development of integrated services for children and young people and families.

#### **Project Management & Governance:**

Will be through the Project Plan for Children's Services governance through the Trust arrangements.

**Resources:**

Appoint central staff to key roles to deliver and support Extended Schools programme development, funded through Newcastle's extended school funding allocation.

These roles include:

- Extended Schools' development manager / remodelling adviser – strategic overview, management and deployment of resources
- Extended schools / children's services remodelling consultants – change management consultants / champions drawn from relevant multi-agency backgrounds
- Extended Schools' development workers – practical support and co-ordination across three areas – 1 in each area working closely with the Children's Centres Development workers
- Administrative/organisational support - events, communications, monitoring, etc

Identify key "champions" from different service areas required to contribute to delivery of the strategy and how to release this capacity.

Ensure that they are trained appropriately, particularly regarding national training through nrt (national remodelling team) and ContinYou.

Allocate resources / funding to schools/clusters/localities to facilitate change programme and practical delivery

**Audit & monitoring:**

Build on existing quarterly monitoring and data collection processes to map extended school activities against the core offer to establish progress and gaps.

Establish electronic auditing and recording system for schools and the local authority, linking with other relevant systems.

Provide regular returns to national remodelling team as required to demonstrate Newcastle progress.

Work with schools (and others) as part of the support programme to map existing and planned provision against the Every Child Matters outcomes framework to exemplify and reinforce the context of these developments.

Develop performance monitoring and indicator systems that are consistent with other children's services systems to measure impact of extended school developments

## Planning:

Develop detailed delivery and project plan, including:

- Further development of delivery partnerships through further joined up internal working and clear joint commitments with external partners;
- Process for approval of extended school activity in Newcastle; (see appendix 1)
- How Extended Schools will dovetail with children's centre developments;
- Integration with study support developments;
- Integration with existing childcare developments, play and youth services;
- Programme of events for school clusters utilising remodelling tools as appropriate;
- Allocation of resources / funding to schools/clusters/localities to facilitate change programme and practical delivery;
- How Extended Schools / children's services capacity will be built across schools and services;
- Links with children's services integration and transformation plan;
- Consultation plans for local communities regarding local needs linked with existing and planned processes;
- Links with and contribution of range of existing service provision explicitly aligned with Extended Schools under government proposals;
- Support for schools to work with others to impact on the communities in which their pupils live, including to improve partnership with parents and learn from existing good practice;
- Support for schools to develop governance, management and staffing arrangements to develop as Extended Schools while maintaining a focus on standards of attainment;
- Allocation of Extended Schools' funding to best support developments at local level;
- Exploration of a range of funding streams to support developments as a significant aspect of the regeneration of local communities;
- Risk assessments linked to risk management already completed at Local Authority level;
- A training programme for groups of schools.

## Funding

The government is providing funding for three years through standards fund to support the development of Extended Schools but not their running costs. Long term these various funding routes will be rationalised into a Single Children's Services Grant. In the longer term the expectation is for Extended Schools to be self-financing through pooled resources and income generation.

Close co-operation between all partners working in education, childcare, Children's Centres and other children's services are key to the success of Extended Schools.

Newcastle has been allocated:

2005/6			
Standards Fund			
General Sure start Grant	Extended Schools	Targeted behaviour improvement	Total funding
53k	346k	93k	492k

	General Sure Start Grant		Standards Fund	
	Capital	Revenue	Ext schs revenue	Total funding
2006/7	337k	138k	296k	737k
2007/8	345k	423k	357k	1.174m

Funding may be used to:

- release existing staff or employ an extended schools manager to work across a group of schools to develop services;
- support small capital projects in primary schools that would enhance parent or community involvement;
- to support consultation processes.

Funding will be allocated based on:

- the context e.g. levels of deprivation, services that already exist in an area;
- a strategic plan for the area (following wide consultation);
- the need to support start up and where future sustainability is secure/planned for;
- requirements to Extended Schools designation.

In addition to the above grants there will be ongoing funding given directly to schools as part of their School Standards Grant to help sustain extended services.

In identifying schools and allocating funding the following criteria should be considered:

- Outcomes from the audit at city, locality and school level;
- Standards and achievement;
- The school's current priorities;
- Level of need in the community;
- Sustainability of the proposal;
- Full backing of the school's Governing Body.

## Approval as a Designated Extended School

## Appendix 1

Schools seeking designation as an extended school will need to have the following and be able to provide supporting paperwork.

The school has:	In place yes / no	Supporting evidence
1. Formal, minuted approval by the full Governing Body outlining the full support of the governing body and naming a governor actively involved in developments.		Governing Body minutes
2. How the extended services will be managed and what the governance arrangements will be.		Outline of governance arrangements
3. A full definition of the service(s) proposed / already offered including the benefits and why. How you are offering the full core offer <ul style="list-style-type: none"> <li>a. Childcare – 8 am – 6 pm</li> <li>b. Varied menu of activities</li> <li>c. Parenting support</li> <li>d. Swift and easy referral</li> <li>e. Community access.</li> </ul>		Business plan
4. A description of similar services that are currently available through school or with other partners. Which other partners are you working with you to further develop extended activities.		Business plan
5. An analysis of the needs of the local community and the consultation that has taken place, including with whom.		Needs Analysis / Business plan
6. Identified the current links and how they will be developed with the wider community.		
7. Identified possible solutions for delivering the service including an outline of prioritised actions		Business plan
8. Identified how actions will support one or more of the 5 outcomes of Every Child Matters, what the expected outcomes will be and how they will be measured.		Impact Measures

The school has:	In place yes / no	Supporting evidence
9. Assessed accommodation requirements, costs and suitability, including security and segregation of pupils and consulted the LA.		Health & Safety
10. Identified the resources / funding needed short and long term.		Business plan
11. Detailed the operational considerations, including how quality will be assured.		Business plan
12. Identified the advantages of working in partnership with other agencies.		Impact Measures
13. Stated how it plans to staff the extended facilities, who will employ them and how the quality of staff will be assured.		Quality Assurance / Business plan
14. Identified the risks of offering / running the service including insurance, health and safety, complaints etc.		Risk Log
15. Financial projections and assumptions, including fees to be charged and how the budget will be operated separately to the school's budget		Business plan
16. Identified key milestones and proposed timings for the service to be up and running.		Business plan

Please supply the following with your application:

Business plan / financial model (may be included within the SDP already)

Plans relating to any proposed capital works

Documentation confirming any external funding

### **Approval Mechanism**

The panel with delegated powers to approve a school's designation as an extended school will consist of:

The City Treasurer

Lead member

Legal officer

Human Resources officer

Executive Director of Children's Services