

# extending the role of the school

a development aid



# EXTENDING THE ROLE OF THE SCHOOL

*~ a development aid ~*



# CONTENTS

<b>Part One:</b>	<b>Page</b>
<b>What is an Extended School?</b>	<b>4</b>
<b>Values and Principles</b>	<b>8</b>
<b>Foundations upon which to build</b>	<b>9</b>
1. Working With Parents	10
2. Extending Activity by Working in Partnership	13
3. Extended Activity and Other Policies	16
4. Resourcing Extended Activity	22
<b>Part Two:</b>	
<b>Developing Extended Activities – a Toolkit</b>	
<b>Introduction</b>	<b>26</b>
<b>1. The Foundations</b>	
<i>Key Issue One: Why should a school wish to work with its various communities?</i>	<b>27</b>
<i>Key Issue Two: What are the key elements of governance that apply to schools extending their activities?</i>	<b>28</b>
<i>Key Issue Three: What importance does the school give to the quality of relationships in its delivery of services?</i>	<b>30</b>
<i>Key Issue Four: How might a school be the provider of local services?</i>	<b>32</b>
<i>Key Issue Five: What is the relationship between extended activities and accountability, standards and inspection?</i>	<b>34</b>
<b>2. Monitoring and Evaluation</b>	
<i>Key Issue Six: Inspection and self-review</i>	<b>36</b>
<i>Key Issue Seven: Collecting evidence?</i>	<b>40</b>
<i>Key Issue Eight: Independent evaluation</i>	<b>43</b>
<b>3. Planning</b>	
<i>Key Issue Nine: What routes are open to a school that wants to extend its activities?</i>	<b>44</b>
<i>Key Issue Ten: What is the relationship between extended activities and the school improvement plan?</i>	<b>46</b>
<i>Key Issue Eleven: Are we capable of meeting the demands of extended activities?</i>	<b>48</b>
<i>Key Issue Twelve: What can the school do about assessing family and community needs?</i>	<b>50</b>
<i>Key Issue Thirteen: How do you write a plan for developing extended activities?</i>	<b>52</b>
<b>4. Partnership Working</b>	
<i>Key Issue Fourteen: What about other groups who have an interest in meeting community needs?</i>	<b>53</b>
<i>Key Issue Fifteen: Why is partnership building so important?</i>	<b>54</b>
<i>Key Issue Sixteen: How do you find external partners?</i>	<b>56</b>
<b>5. Extended School Activities</b>	
<i>Key Issue Seventeen: Where do we start?</i>	<b>58</b>
<i>Key Issue Eighteen: Do effective learning programmes have key features?</i>	<b>60</b>
<i>Key Issue Nineteen: What are the types of activity that might be appropriate?</i>	<b>62</b>

<b>6. Operational Issues</b>	
<i>Key Issue Twenty:</i> What has the key responsibilities?	<b>64</b>
<i>Key Issue Twenty One:</i> How do we deal with diversity?	<b>67</b>
<i>Key Issue Twenty Two:</i> How do we deal with the premises?	<b>69</b>
<b>7. Financial Matters</b>	
<i>Key Issue Twenty Three:</i> What is the relationship between the funding of the school and funding extended activities?	<b>73</b>
<i>Key Issue Twenty Four:</i> Matters of business and financial planning	<b>76</b>
<i>Key Issue Twenty Five:</i> Funding sources	<b>78</b>
<i>Key Issue Twenty Six:</i> What about tax legislation?	<b>81</b>
<b>8. Managing The People</b>	
<i>Key Issue Twenty Seven:</i> Communicating effectively with the community	<b>82</b>
<i>Key Issue Twenty Eight:</i> Adapting or creating management structures	<b>84</b>
<i>Key Issue Twenty Nine:</i> Recruiting and developing staff and volunteers	<b>87</b>
<b>9. Legal Concerns</b>	
<i>Key issue Thirty:</i> The powers available to governors in relation to the community dimension	<b>90</b>
<i>Key Issue Thirty One:</i> School premises and transfer of control	<b>92</b>
<i>Key Issue Thirty Two:</i> Complaints, data protection, licences and charitable status	<b>93</b>
<b>Part Three</b>	
<b>Contacts and Further Information</b>	
1. Local Contacts	<b>95</b>
2. National Contacts	<b>98</b>
3. Other Sources of Guidance	<b>101</b>
4. Funding Sources	<b>102</b>

# PART ONE

## WHAT IS AN EXTENDED SCHOOL?

***An extended school is one that meets both the learning needs of its pupils through utilisation of the learning resources available in the community and also attempts to meet the learning needs of the wider community.***

### What does that mean?

- ❖ **It is a two-way relationship that benefits both learners and schools.**

*Extended schools are clear about their place in their community. Achievement is a central theme of their work. They do not separate any learners from their circumstances and, as such, can be agents of change within the community, ensuring that issues are highlighted and addressed by the appropriate bodies. Often, they see the community as the solution to issues that arise in the school rather than the problem that causes them.*

- ❖ **Extended schools work in partnership with their learners and others.**

*They create partnerships with other organisations that can contribute to meeting learning needs both in the school and outside. The potential of everyone to contribute to the provision of learning opportunities is recognised. It is not only teachers who teach; and learning takes place at a variety of appropriate venues, not only at the school or college.*

- ❖ **Ensuring access to learning is a key priority along with overcoming the barriers to participation in learning.**

- ❖ **Extended schools are at the heart of a *Learning Community*.**

*Ultimately, whether a school is an extended school or not rests upon what it (i.e., the head teacher, the governors, the teaching and non-teaching staff, and parents) believes in - the practice is driven by the values and success is often determined by the committed leadership of the head teacher and other staff.*

- ❖ **There is no right or wrong way for schools to develop this relationship with their community.**

*Each individual school has to work out for itself the most effective way of meeting the learning needs of its community. This creates a whole lot of interest because there is always scope for sharing good practice and always potential for developing new practice.*

# The advantages of extending the role of a school ~ a rationale

## Improving standards

A growing body of evidence indicates that pupil attainment can be further enhanced where schools are involved with their communities.

- ✓ parental involvement in children's learning at home, planned in conjunction with the class teacher and relating directly to their work at school, is the greatest single benefit to children's learning (*Desforges, DfES 2003*)
- ✓ pupils engaged in out-of-school-hours learning opportunities in a range of environments, both in school and out in community settings, offered and run by a variety of different providers, are better motivated and achieve better results in school (*DfES*)
- ✓ schools that develop partnerships with parents and whole families record increasing levels of achievement by their pupils who live in those families (*Schools Plus Report*)
- ✓ extended school delivery impacts positively on pupil attainment, attendance and behaviour. Multi-agency input more readily meets a range of pupil and family needs (*National Foundation for Educational Research*).
- ✓ community involvement is a necessary condition for school improvement (*Transforming Schools through Community Education*).
- ✓ extended schooling is compatible with high standards and can have a positive effect on school and community culture (*Dyson, University of Newcastle – National Evaluation of Pathfinder Extended Schools*)

## Widening learning opportunities

Schools are also gaining benefits from providing wider learning opportunities for their community:

- ✓ parents and other family members who are involved in their children's learning gain a better understanding of the advantages of learning and are often motivated to get involved in learning again – often for the first time since leaving school when they may not have gained any

certificated record of their achievements at that level (*feedback from CEDC's SHARE family learning scheme participants*)

- ✓ encouraging adults back into learning was seen as a way of changing the culture by raising the profile of learning. Getting the entire community engaged in learning raised collective self-esteem. This, in turn, was seen as having a direct impact on pupils' attainment and in raising their aspirations and their determination to progress from school to further education, training or employment. (*National Assembly of Wales*)

## **Developing community capacity**

Learning helps communities develop self-confidence and empowers them to take action to improve common life.

- ✓ schools can play an important part in building strong and active communities where people of all races and backgrounds are valued and where the voluntary and community sector can flourish (*DfES*)
- ✓ schools that are seen by the community to be committed to everyone and their issues and concerns become a focus for community regeneration (*Schools as Community Regenerators Project*).

## **Adding value to public investment**

The value of public investment in the facilities of a school is enhanced if the plant is used beyond the usual hours of schooling offered for 195 days per year.

- ✓ The Government is keen to encourage schools to work with other agencies to explore ways of supporting local strategies for neighbourhood renewal and service improvement. (*DfES*)

## **An overview of the advantages**

A research study undertaken by CEDC in conjunction with the University of Hull's International Leadership Centre investigated the connections between the community dimensions of schools and their performance. It concluded that the best community schools have the following characteristics:

- ✓ A rich curriculum and variety of relevant and appropriate learning styles: derived from learning in a context provided by the community,

skill sharing among a range of adults from whom children learn, and harnessing the resources of the community from parents, community organisations and businesses

- ✓ Access to learning opportunities: adult and youth programmes, pre-school opportunities and summer schools
- ✓ Positive attitudes towards learning; community role models for lifelong learning such as women returnees, dads involved in reading and older people taking part in third age learning, mean that learning is seen as acceptable and the norm
- ✓ Behaviour management and improvement: with more adults contributing to and learning at school both the school and the community gain from positive behaviour norms and attitudes
- ✓ Integrated provision: provision of lifelong learning opportunities, support, continuity, progression and therefore, achievement and improvement in staying on and participation rates
- ✓ Schools as social and economic community regenerators: building capacity, positive expectations and motivation, championing social inclusion, investing in social capital and active citizenship

Many schools across the Wakefield district will recognise and identify with these outcomes and the obvious benefits for the schools themselves, the parents of their children, and the communities they serve.

Many schools will be well into the journey of extending their role but for others the first faltering steps have just been, or are about to be, taken. Wherever you are in this journey the key points to remember are:

- Your current practice will contain elements upon which you can build
- It will be good to have a vision of what can be but it will be sensible to “Think BIG but act SMALL”
- You will be developing a concept that is fully supported by your local authority and is part of wider strategies that are being developed and implemented.

## VALUES and PRINCIPLES

### **What motivates Wakefield Local Education Authority to encourage its schools to extend their roles within their communities?**

Wakefield Local Education Authority believes that it is by working in partnership that schools and their partners will:

- ❑ raise the standards and effectiveness of schools in Wakefield
- ❑ identify new ways of working that will enrich the lives of children and families
- ❑ strengthen family relationships
- ❑ encourage more parents to get involved in their children's learning and raising their aspirations for their children's future
- ❑ improve standards of living for many families
- ❑ encourage more parents to participate in the life of schools
- ❑ encourage more adults and young people to engage in learning themselves, improving their basic and employability skills
- ❑ offer a wider range of services and activities
- ❑ ensure best value in the use of publicly funded facilities within the community
- ❑ make a direct contribution to regeneration both locally and district-wide

This will be achieved by:

Schools planning extended school activities as a pyramid in order to meet the needs of their children and the wider community. It will involve a partnership approach so that the individual school's contribution is complementary to other strategies and developments and is thereby sustainable.

# FOUNDATIONS UPON WHICH TO BUILD



Every school in the Wakefield district has a foundation upon which it can build its future extended role.

The following sections are designed to help you recognise yours. They look at extended school activity. They may also trigger ideas that might spark your imagination and help you develop your vision.

There are four areas representing typical extended school activity. These four areas are often interconnected. Undoubtedly some will be more developed than others. Exemplars are offered not as blueprints or models but rather to illustrate the richness and variety that reflect the creativity and commitment of schools and their communities in a multitude of circumstances.

<p><b>Working with parents</b> <i>including:</i></p> <ul style="list-style-type: none"> <li>Communicating with and relating to parents</li> <li>Parents and children’s learning</li> <li>Parents as volunteers</li> <li>Parents as staff</li> <li>Parenting skills</li> <li>Family learning</li> <li>Parents as fundraisers</li> <li>Friends groups and PTAs</li> </ul>	<p><b>Partnerships for extended activities</b> <i>including:</i></p> <ul style="list-style-type: none"> <li>Industry and commerce</li> <li>Local community groups</li> <li>Health sector</li> <li>Early years provision</li> <li>Social services</li> <li>Cultural Services</li> <li>The police</li> <li>Adult Education Service</li> <li>Sports Development</li> <li>Connexions and the Young People’s Service</li> <li>The pupil body</li> <li>Other schools</li> <li>Faith groups</li> <li>Voluntary groups</li> </ul>
<p><b>Extended activity and wider policy for children and communities</b> <i>Including:</i></p> <ul style="list-style-type: none"> <li>SureStart</li> <li>Children’s services</li> <li>Early Years provision</li> <li>Childcare provision</li> <li>Out of school learning</li> <li>Neighbourhood Renewal</li> <li>New Deal Initiatives and regeneration planning</li> </ul>	<p><b>Resourcing extended activities</b> <i>Including:</i></p> <ul style="list-style-type: none"> <li>Premises</li> <li>Staff</li> <li>Time</li> <li>Funding</li> <li>Publicity</li> </ul>

## 1. WORKING WITH PARENTS

Ofsted may well compliment a school by reporting that;

*'The school works well in partnership with parents. The open door policy and the many community initiatives are a strength of the school.'*

All schools continually try new ways of **communicating** with and **relating** to parents. In the context of extended working the benefits are often used as a basis for developing (for example) family learning, parental involvement projects, basic skills classes, and parents volunteering in the classroom.

The best ways of ensuring that parents/carers and families are kept **informed** and **involved** include:

- ✓ Sending home easily read useful information translated into languages other than English if necessary
- ✓ Contacting parents individually over matters of common interest or concern and being willing to support parents in addressing any needs and deficits they feel exist
- ✓ Talking positively and constructively with parents and carers especially by responding promptly, sensitively and supportively to any approaches initiated by them, using interpreters when necessary
- ✓ Holding meetings to explain what is being taught and how parents might contribute. This may mean offering participation in schemes and events that will help parents fulfil these possibilities as well as having named staff as contact for some families especially the harder to reach
- ✓ School websites
- ✓ Inviting parents to come into school and providing a genuinely welcoming atmosphere for any parent visiting the school
- ✓ Exploiting contact at the school gate especially with parents who lack confidence in dealing with the school and its systems
- ✓ Using more confident parents and governors to act as ambassadors for the school with other parents
- ✓ Developing a culture and systems that helps parents to be co-educators of their children especially by striving for informality and encouragement
- ✓ Offering parents/carers opportunities to work or learn in school
- ✓ Schools providing support to families beyond the usual school day through schemes like breakfast clubs and out of school hours learning



HOW MUCH OF THIS DOES  
YOUR SCHOOL DO ALREADY?

**Involving parents in their children's learning** is traditionally enshrined in the notion of parents' evening or meetings. This has undergone a renaissance in many schools by the imaginative variations such as academic review days, home visits and activities evenings with a more informal approach in a socialising context.

The development of particular initiatives such as the SHARE scheme have brought parents much closer to having a clearly discernable influence on their child's learning as well as offering themselves the opportunity to accredit their own learning

When **parents become volunteers** and work in school, which is a long standing tradition, then opportunities offered by new staffing arrangements and work force remodelling generate opportunities for more substantive employment where **parents become staff.**

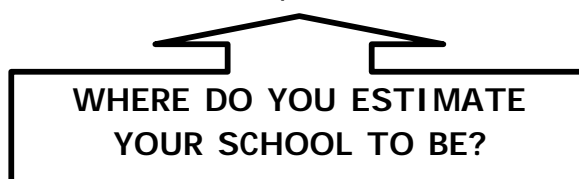
Some believe that offering classes in **parenting skills** is at least likely to attract those with greatest needs. These schemes are often entitled in ways that avoid stigmatising participants.

It is through working with parents and children together (**Family Learning**) that great progress is often made. Parents want the best for their children so this approach opens many doors. Schemes like SHARE exist. The family learning approach enables particular issues to be addressed such as the involvement of fathers in the shaping of their children, literacy and numeracy, basic computing as well as other school driven agendas.

The traditional but often vulnerable **PTA or Friends Group** for a school remain an important way of working with parents not least as a fund-raising facility. The events created by these groups create a window for the wider community to see the school through as well as act as focal point for the collaboration of parents to the benefit of the children in the school

## Summary

It is the norm for schools in Wakefield to invest in their relationships with parents and the benefits in terms of better motivation, increased attendance and improved behaviour are recognised. Some schools face significant difficulties in maintaining positive relationships with parents. However, the benefits to attainment of parental involvement in children's learning out of school in a structured way is only beginning to be recognised; few schools undertake programmes to maximise this potential.



## THINKING BIG ~ ACTING SMALL

..... what some are doing with parents .....

In south London a school sends home a monthly general newsletter and a termly curriculum one. . In the south of England a primary school has made available parents' notice boards and parent rooms exist in many schools

A central London school with a high proportion of refugee families has established a parents' lending library of educational material. In N. Yorkshire a rural school encourages parents to create curriculum material. In Hampshire both secondary and primary schools have parents and community groups creating "discovery sacks" to support learning.

A secondary school in the midlands employs a community worker to work with a major ethnic group to bridge the school/family divide and shares the resource with its pyramid schools.

A primary school in Cheshire ensures that a teacher or governor is at the gate morning and evening to make contact with specific families and to ensure that there is good mediation of information to and from the school. In the West Midlands a new deal for community area has learning ambassadors working on behalf of schools with parents. Many schools have effective school councils that involve pupils in decision making.

Schools in Wakefield have adopted schemes like SHARE in order to encourage parents to be part of their children's learning. The Open College Network accredits parents learning accrued in being part of schemes like SHARE. In a school in a south London borough fifty percent of learning support assistants are parents and a few have moved on to train as teachers.

In Andover a family learning project is used as a means of increasing the childcare capacity in its local context as well as helping individual schools meet their agendas and the local Learning and Skills Council attack its basic skills target. An early years centre in the south east regularly holds family learning weekends for up to 20 families each time when activities like cooking, singing, story telling and writing are followed. One Housing Association in Leicester invests in three local primary schools so that they have the materials to offer SHARE to parents who live in their houses. This has impacted on the turnover of tenants and stabilised the community

## 2. EXTENDING ACTIVITY BY WORKING IN PARTNERSHIP

Building partnerships can make a valuable contribution to a school's work within the community. Partnerships increase a school's reach without increasing its size.

The parent and pupil bodies are the most obvious partners a school has and the opportunities this offers have already been explored. There is a whole range of other possibilities for developing partnerships.

Partnerships are more than relationships. A partnership shares a common goal and pledges to work jointly to achieve that goal. Partners need to have an understanding of each others needs, aims and expectations and reach a clear agreement about responsibilities for decisions and accountability as well as outcomes.

The following are some of the partners who will have an interest in helping with the development of extended schools activities (further details of how to contact them are in section 3)

- ✓ Wakefield Education Advisory Service
- ✓ Early Education and Childcare Service
- ✓ The Adult and Community Education Service
- ✓ formal education through a variety of initiatives and schemes like Education/Business partnership and work experience
- ✓ Study support
- ✓ Health services, especially through initiatives like Healthy Schools Initiative, teenage pregnancy projects and drugs awareness, Health Visitors and midwifery services.
- ✓ The Young People's Service
- ✓ Connexions in its work with secondary schools
- ✓ Police and youth justice organisations
- ✓ Social services especially in child protection issues and supporting children and families in need
- ✓ Cultural Services
- ✓ Sports Development
- ✓ The Children's Fund

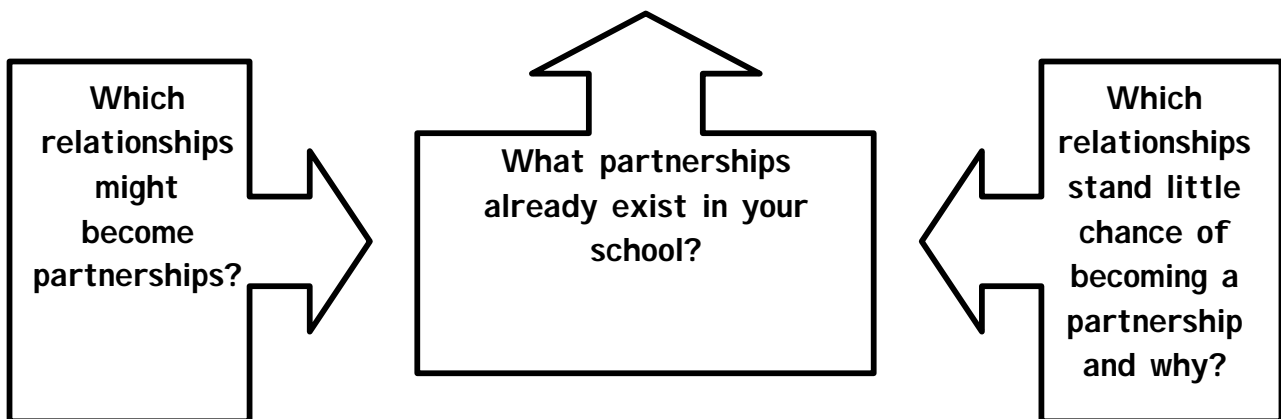
It is not a huge step to recognise how other groups could be partners because they may share common goals and be prepared to invest in the work of the school or vice versa. These might include:

- ✓ Other schools who individually would make limited impact but jointly would become more effective
- ✓ Faith groups
- ✓ Organisations working in the community as volunteers to support particular identified needs
- ✓ Statutory and voluntary groups involved with the regeneration agenda
- ✓ Housing groups
- ✓ Organisations who make a commitment to community outreach such as sports clubs and charities

## Summary

Schools do not have the capacity to extend their role without working in partnership. It begins with a mindset that recognises that others have learning as part of their agenda and then decides to woo those who are prepared to make a greater commitment.

Partnership working is enriching but it is not for free – it requires leadership commitment and the time to follow the commitment through.



## **THINKING BIG ~ ACTING SMALL**

..... what some are doing about partnerships .....

Many schools in Wakefield are currently involved in SureStart or other early years partnerships.

Over 25% of Wakefield schools are used by sports and voluntary youth organisations after school and at weekends

In the midlands a secondary school has set up a nurture group to support troubled children and their families.

Secondary schools in different parts of the country are part of a teenage pregnancy initiative that involves looking after robot babies. Many schools nationwide work with health services to promote both healthy eating and healthy lifestyles.

A primary school in Sandwell shares its swimming pool with an Islamic group to enable discrete mother and toddler swimming.

Schools in the west midlands work with NACRO to tackle drug awareness and address anti-social behaviour.

Many top class sports teams are working with LEAs and schools to provide study support opportunities.

In south London the Connexions service provides funds to allow every student in a local secondary school visit a university outside London.

In many parts of the country including Wakefield schools provide venues for holiday activities and pre and after school clubs.

A school in the Cotswold has the local policeman based in its premises.

A partnership of secondary, primary and special schools in Warwickshire has developed ICT technical support jointly. In Staffordshire the local FE college, university and school provide a wide range of ICT opportunities for the community.

In Cambridge a primary school leads a consortium that provides a support directory for parents and carers.

In Devon some GPs provide surgeries on school premises

In Walsall, a New Deal for Communities initiative has schools at the heart of a scheme called "You Can Do It" addressing self-esteem issues.

In Birmingham a group of schools are working with Coca-Cola on an initiative to raise aspirations. In Bedfordshire and the midlands schools are working with regeneration organisations to fund accelerated learning software that provides literacy and numeracy support for all ages.

In the south east a purpose built community primary school provides many facilities for its community including meeting rooms, hall and sports provision.

In Andover the local housing association is deeply involved in out of school hours learning.

### **3. EXTENDED ACTIVITY AND OTHER POLICIES**

Wakefield is the recipient of investment from many sources that supply and enable the various policies that it adopts and implements. Within Education alone there are so many initiatives that it is difficult to know about them all. Across all council departments there are even more to potentially create and compound confusion. Add to this the vast range of material and information that comes directly to schools then it becomes imperative to ensure that the combined impact of policies is greater than their impact looked at severally.

This document and its appendices and guides are intended to ensure that the extended activities of schools in Wakefield are –

Innovative but not chaotic

Addressing real needs that will be taken seriously

Trying to save leaders' and managers' time and effort

In considering the notion of extended schools it is vital to focus on the significant additional impact that making the links between different policy strands can bring.

The following themes are offered to support your thinking:

#### **EARLY YEARS PROVISION**

The Department for Education and Skills has emphasised the key contribution that childcare can make to the development of extended schools. In recognition of this, changes in legislation through the Education Act 2002 has given new powers to governing bodies to allow them to set up and run childcare facilities themselves.

Developing childcare on school sites has also been encouraged by the DfES through the recent Neighbourhood Nurseries Initiative, and currently the guidance for Children's Centres. Children's Centres integrate childcare with education, health and family support services for under fives and their families and this can clearly complement the development of extended schools. Many schools are now recognising the value of drawing younger children and parents into the school environment and providing activities and support at this early stage.

Schools are ideally placed to develop and provide childcare services that meet the needs of their local community. Such services can benefit children, parents and the school.

*(Extract from DfES Childcare in Extended Schools)*

Wakefield Early Education & Childcare Service is responsible for developing a wide range of childcare for the Wakefield District. This includes Full Day Care, Sessional Daycare, Crèches, Childminders, Integrated Care and Education and the Out of School Strategy

Local authorities are required regularly to review current levels and distribution of provision, analyse parental demand and workforce planning in order to plan the creation of new places and to prioritise support services according to need. The Guidance states that the local authority must use its expertise not only to develop new childcare but also to ensure the sustainability of existing and newly created childcare provision.

The SureStart Delivery Guidance 2004 – 06 expects every local authority to strategically plan the development of high quality childcare in their area. Local Authorities are required to develop an Out of School Strategy demonstrating how they are planning and developing out of school childcare in their areas according to local needs and priorities.

The Strategy must demonstrate how all new childcare developments are closing gaps in existing provision or service in the District. The Childcare Strategy must be developed in line with other strategies in the locality and in particular must link with Children's Centres and Extended Schools initiatives.

Most of the childcare developments in extended schools will be part of the Out of School Strategy

Wakefield Early Education & Childcare has a responsibility for the following:-

- set the vision for the development of new out of school childcare places in the District from April 2004 – 06 and build on existing provision
- strategically plan for new places for 3 – 14 years olds (16 years for those with special needs and disabilities) in various settings
- set up the SureStart Out of School Funding Programme to allocate funds according to DfES Guidance published in Autumn 2003
- support providers in the delivery of these childcare places and provide business support and advice on Ofsted registration
- monitor and evaluate progress against agreed targets and report to and liaise with the Government Office for London and the Department for Education & Skills (DfES)

Extensive advice and support on the requirements for the development of all childcare is available from the Early Years and Childcare Service.

## **Children's Centres**

A multi agency strategic planning and commissioning group is responsible for the Children's Centres programme.

Each Children's Centre will provide as a minimum, the core offer as part of the following range of services:

- Early Education integrated with day care
- Family Support and Parental Outreach
- Child and Family Health Services
- Links with Schools and Children's Information Services
- Links with Job Centre Plus

During the period 2004 – 2006 Children's Centres are being developed at the following school sites:

Ackton Pastures Primary  
Simpson's Lane J & I  
Carlton J & I (South Elmsall)  
St Michaels Primary  
Normanton Newlands Primary  
Smawthorne Henry Moore Primary  
Moorthorpe Primary ( J & I )  
Girnhill Infant  
Chequerfield Infant

Further centres are envisaged working towards the stated Government aim of a Children's Centre in every community.

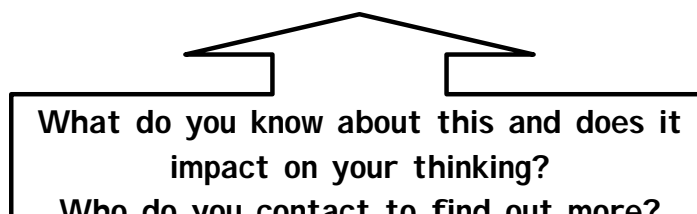
## **STUDY SUPPORT**

Study Support (out of school hours learning) covers a wide range of learning activities outside normal lesson time in which young people participate voluntarily. It is therefore an important part of Extended Schools.

Wakefield has been supported in recent years through the Standards Agenda for Study Support. A part of the DfES strategy for Raising Achievement Study Support has been further supported through the New Opportunities Fund, Neighbourhood Renewal Strategy and Single Regeneration Budget.

Although the funding is now reduced, this has given many schools and organisations further impetus to expand their study support activities as they have seen both the benefits for young people and in furthering links to their families through these activities. It has also shown how activities can be provided at a relatively low cost and just how large the benefits are in terms of self-esteem, confidence building and raising achievement for young people.

Often working best when in partnership with outside organisations and agencies, Study Support is already established in Wakefield and advice and guidance on setting up activities can be obtained from the Study Support Co-ordinator in Wakefield Education Advisory Service.



## **THE HEALTH AGENDA**

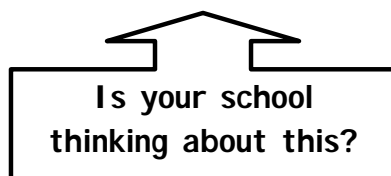
The health of the nation is a high priority and the government is investing heavily in health education as well as preventative and clinical approaches. All schools are used to the healthy schools initiative and many are deeply involved.

There are many health issues that schools can contribute to. These issues include:

- Understanding nutrition
- Obesity, exercise and fitness
- Sexual health
- Teenage pregnancy
- Mental health

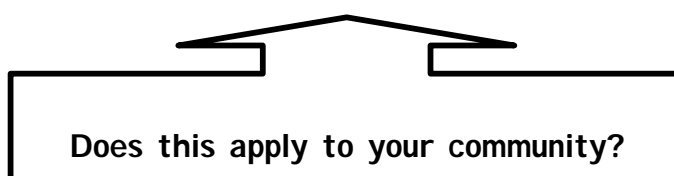
Schools are responding with involvement such as:

- Policies regarding food offered in school, including school meals and sale through tuck shops
- On site health advice and developing the role of the school nurse
- Use of sports facilities
- Individual support in the face of health challenges.



## **THE REGENERATION AGENDA**

The extended schools initiative has its origins in the government's Neighbourhood Renewal agenda and is included as a priority in the Wakefield strategy for neighbourhood renewal. Schools need therefore to give some thought to how they are going to relate to the district's plans for regeneration. They have an important role to play in preparing young people for the new and different employment opportunities which will be generated and in helping other members of the community they serve by providing child care or opportunities to learn new skills. The regeneration service is divided into three teams which cover the same areas as the Wakefield Learning Communities. Details of who to contact to find out how to get involved are included in section 3.



## **LIFELONG LEARNING AGENDA**

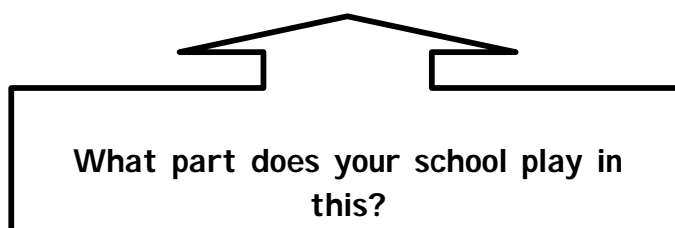
Teaching and learning is a school's core business. It is related to a specified age group. Everyone recognises that whatever specialist age group a school focuses on the education it provides is part of a greater continuum. This has given rise to much greater concern to ensure continuity between phases and more recently, great investment in early years work and developing the notion of family learning.

Wakefield has the lowest level of skills amongst its adult population in West Yorkshire. This reflects the low priority given to learning that prevails in several communities and in some families. This continues to be seen in post 16 participation in some parts of the District. It is important to break this vicious circle.

A major challenge remains in developing a culture of lifelong learning. Traditionally evening classes, vocational qualifications, further education and higher education helped to define the concept. More recently family learning, adult basic skills, E-learning through Learndirect, the OU and community capacity building have extended the definition.

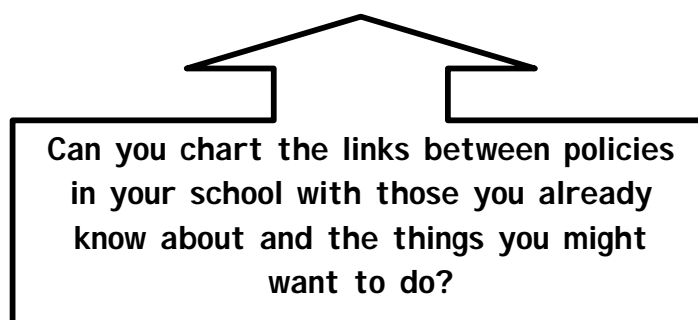
Some schools are already involved in providing learning opportunities in partnership with the Adult Education Service and others, including family learning.

The Wakefield Learning Partnership has a responsibility to develop the strategy and negotiate with the funding streams to enable and facilitate lifelong learning. The recent inspection of post 16 provision and the strategic area review have both highlighted the need for the learning communities to take a more holistic approach to learning in their areas.



## **SUMMARY**

This section represents the challenge that is “joined up thinking”.



## **THINKING BIG ~ ACTING SMALL**

**..... what some are doing about policy synergy .....**

A number of schools in Wakefield are part of the adult learning programme.

In East Anglia a secondary school provides ICT opportunities for adults in local village halls as part of a policy of devolving learning provision..

In the north-west a secondary school is the provider for regional family learning opportunities on behalf of the LEA.

In a west midlands borough the local lifelong learning partnerships have collaborated with schools in creating a published series of learner entitlements for the different phases

In South London a nursery school has an extended day for 3 to 4 year olds and has developed a neighbourhood nursery including a childminding network to provide places of 0 to 2 year olds.

In North Yorkshire and the South of England Open College Network accreditation of achievement in the context of family is used to help hit adult learning targets.

In the north-east a community environmental project aimed at improving the state of a local estate has involved the local schools.

In the south midlands a secondary school is available 365 days of the year to its community as a venue as there are no other meeting spaces.

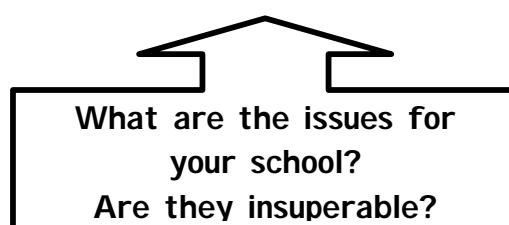
## 4. RESOURCING EXTENDED ACTIVITY

Will and determination drives change but resources enable it to happen faster. Schools have never needed to wait for the resources to be available before extending their work within communities but when it is then potentially more can be achieved.

### Premises issues

Very few schools in Wakefield have been designed with community involvement originally in mind. This is true nationally and therefore most schools have had to make do. Therefore issues are either to do with space (or more accurately the lack of it), design and security. Bear in mind however that not every activity needs to take place on the school site. There may be other suitable venues in the community or elsewhere in the pyramid.

SPACE	DESIGN (and location)	SECURITY
<ul style="list-style-type: none"> <li>✓ More space would be the answer for many about offering out-of-school learning, more parent involvement, better family services, offering a crèche and more school activities.</li> <li>✓ Some schools have the space but their problem is getting funding to complete the upgrading of facilities so they can offer services designed to meet the known needs of local residents</li> <li>✓ Schools with no spare space for 'extended activities' have to find it at the expense of curriculum time (e.g., put two classes together to create space), encourage adults and students to work alongside each other (secondary), utilise other premises, or make use of inadequate spaces such as cloakrooms and cupboards.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sometimes a facility like an ICT room, which would feature as a community resource is located in an inaccessible part of the building.</li> <li>✓ Classrooms for infant learning are likely to be furnished with smaller furniture that is next to impossible for adults to use.</li> <li>✓ A space that might be very useful for parents might only be accessible after walking through the whole school.</li> <li>✓ Some schools can easily develop partnerships because of where they and potential partners are located. The reverse may be the case especially when arbitrary borders exist, for instance for schools sitting close to a local authority border.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Schools must keep their children safe and protect its property.</li> <li>✓ Heads do not want to create fortress images but have to balance these challenging and sometimes contradictory elements.</li> <li>✓ Some believe that security issues are lessened by their school appearing to be more open.</li> <li>✓ The supervision of school sites becomes more demanding if schools are open for longer. Conversely extended activity might generate greater income that could offset set these apparent cost growths.</li> </ul>



## Staffing Issues

All school staff are potentially affected by extended activity. Schools vary in their approach to staffing extended activities. Schools are currently considering how to respond to the remodelling of the workforce. This is developing well in Wakefield and may well offer real opportunities to support schools working towards extending their activities.

The debate regarding teaching staff and extended activities often gravitates to two positions – for some it is seen as a natural extension of their work in the classroom. For others schools discuss whether to pay their staff to get involved in extended work. Some schools work a mixed economy dependent on any given set of circumstances.

Other staff find themselves in different positions. Nursery nurses, almost by definition find themselves delivering services to a wider community. This could also be true of other staff.

Certainly extended activities raises issues for premises managers and cleaning arrangements.

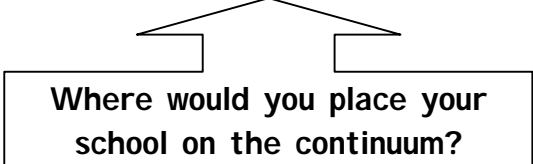
Extended activities are very likely to bring schools into contact with greater use of volunteers, specific expert staff employed on a casual basis, project-funded staff and consultant services. Governors apart from their statutory responsibilities, either collectively or individually, may have an extended role in the school.

The extension of school activities may also mean a wide range of professionals working on the school site. For example, health visitors may meet with parents who have very young children or social workers may run family group work sessions.

## Summary

A school can be categorised ***either*** as wanting its staff to be responsible and almost always being present, often running the activity,  
***or*** as being mostly concerned with meeting the needs they have identified and ensuring quality services but with an emphasis on spreading the workload to a wider group of staff, parents, others from the community, governors and experts from other agencies.

These two poles on a continuum are illustrative and most schools are somewhere between the two extremes. As models they demonstrate the tension felt by some head teachers about using teaching staff outside of core activities, overloading staff and detracting from their work in the classroom whilst others see themselves as a catalyst for developing new ways of delivering services to children and families.



Where would you place your school on the continuum?

## Funding Issues

It is absolutely clear that no funding that reaches a school through its pupil driven formula can be used for extended activities.

Not surprisingly, the most often expressed answer to the question put to head teachers asking what their main obstacle is to developing extended activities is funding.

“And, in any case,” ask a lot of heads,” why doesn’t the LEA fund us to do it anyway since it clearly contributes to raising achievement?”

It would be easy to give up at this stage. In the long term sustainability will be achieved by developing a wide variety of partnership arrangements which are not dependent on one source of funding. In the short term the key to success is careful planning which identifies activities which meet real needs and have deliverable outcomes. Funding will be provided for all pyramids to draw up an initial plan which will include the identification of key partners and their contributions. Further funding will be available through the learning communities for development work which may include some pump priming for activities. This will be dependent on the quality of the individual pyramid plans. It will also be important to remember the mantra to “think big and act small”. Nevertheless it is obvious that schools will want to attract additional resources. It is an inescapable fact of life that some schools are in a “better position” than others in this respect. But there are some sources of funding for which all schools are eligible.

That said it is not only about knowing where to apply and for what, it is also the resource required to prepare and submit lengthy applications for relatively small amounts of money

Key issues here across the board are short term funding issues, sustainability of work and whether it is appropriate to charge some parents and beneficiaries for some services.

Wakefield has available to its schools, the services of a grants co-ordinator (see Part 3 for contact details) who can offer practical advice and support.

## Summary

Clearly, there are a lot of complicated issues connected with funding these activities. But as one primary head put it: *‘Its not just about funding... To make things work you have to put the time in.’*

Time is a key factor and creating time might be the biggest and best investment to think creatively about.

**What are the specific opportunities and threats for your school from the point of view of funding?**

## **THINKING BIG ~ ACTING SMALL**

**..... what some are doing about resources .....**

In Staffordshire a secondary school developed a careers area into a community room that was available for community use at any time. In the West Midlands a secondary school, in partnership with the health authority and SRB developed a community health and fitness facility. A primary school in the same region turned an large foyer area into a parent's space. A nursery school uses the church hall next door to provide childcare whilst parents undertake learning in the school. In south London the premise manager's house on the site which is no longer needed is used for extended activities. A self help group in a school in a London borough is renovating the grounds of a school to enable extended activities.

A Midlands school has employed a community worker to address attendance issues amongst a specific ethnic group. In the north west flexible contracts are being used to deal with learning needs that require non-standard responses. In the central south of England sub-contract staff are used to deal with extended needs that the school is ill-equipped to meet. In East Anglia extended activities addressing adult learning opportunities are met by sub-contracting the work to specialist providers with service quality guaranteed by service agreements.

The majority of out of school hours learning and out of school childcare has been financed by New Opportunities Funds. Many schools now have expertise in this kind of work. Wakefield has established a support structure to help schools find funding streams for activities. Lettings income is used to ensure many basic costs are met. Many schools structure lettings arrangement to maximise benefit to activities that do not offer income possibilities by timing them together so that heating, lighting, opening and closedown costs are common.

**PART TWO**

# **DEVELOPING EXTENDED ACTIVITIES**

**~ A TOOLKIT ~**



# INTRODUCTION

## What is the toolkit for?

Wakefield LEA wants to encourage its schools to extend their activities but in ways that are innovative without being chaotic or contradicting current policy.

The toolkit will address key issues and will remind schools of the constraints that exists and the matters that must be kept squarely in mind.

This document and its sister publications of guidelines and instructions are designed to save schools time and support the efforts they will be making.

## How is the toolkit structured?

- There are nine sections in the manual.
- Each section addresses a broad theme.
- The themes are split into key issues.
- Each key issue is explored using frequently asked questions
- The response to each question offers advice and direction
- A checklist follows to help progress subsequent action.
- There is also a quick reference to issues and questions at the start of the manual and, at the end, a progress checklist for issues.

## What is the best way to use the manual?

- You can use the manual for specific enquiries or to develop whole school approaches. The information and factual references were accurate at the time when they were written but, as we all know, things can change fast in education.
- It will be important to check legal and policy issues with your support officers before final and irrevocable action is taken.

Your key local contacts on the key issues are set in section 3

# 1. THE FOUNDATIONS

## KEY ISSUE ONE



**Why should a school wish to work with its various communities?**

### **1. What makes a school that wants to work with families and communities different from other schools?**

This is a matter of vision and organisational values. The school's vision is shaped by its values and these underpin its practice and patterns of behaviour. It is what those within a school believe that determines what they do.

Most schools work with their communities to some degree, but some schools actively develop this work, encouraging participation from parents and the wider community. The effect of this is to add value to the public investment made in a school and to how a community values the impact of learning on its collective life and individual lives.

### **2. What are the characteristics of a school that has a community dimension?**

The school:

- views working with its families and communities as an important element in raising the standard of pupils' achievement and meeting its targets
- builds partnerships with other organisations which are accessible, inclusive and sustainable and contribute to the education of pupils
- works towards creating families and communities of lifelong learners
- helps to strengthen families and communities through providing opportunities for lifelong learning and personal development.
- Is flexible and not afraid to change direction if initiatives are not working

### **WHAT ABOUT US?**

1. Do we share the vision and values that lie behind extending activities? ✓ x ↻
2. Do we take time in promoting these values with the stakeholders in the school's community? ✓ x ↻
3. Is there a discernible audit trail of values throughout our paperwork? ✓ x ↻
4. Do we have events, practices and interventions that reflect these values? ✓ x ↻
5. Is it time to audit our activities and identify strengths and weaknesses so that we can decide on the opportunities and threats we face? ✓ x ↻

**KEY ISSUE  
TWO**



**What are the key elements of governance that apply to schools extending their activities?**

**1. What part of the Education Act allows schools to work with their communities?**

*Education Act 2002 - Section 27*, offers guidelines for Governors. Section 27 says:

"The governing body of a maintained school shall have power to provide any facilities or services whose provision furthers any charitable purpose for the benefit of-

- (a) pupils at the school or their families, or
- (b) people who live or work in the locality in which the school is situated."

This appears straightforward but all elements have implications that require further exploration and advice. A variety of legal and practical aspects need to be explored and are covered in sections 6 to 9.

**2. What role might the local authority play?**

Their role is meant to be supportive by offering balanced advice. This does not mean doing whatever governors want: sometimes it might mean offering warnings and curbing enthusiasm. For example, within the guidance for extended schools, the local authority is only expected to endorse the plans of governors if they believe that the management arrangements for community work is within the capacity of the school and will not distract the school from its central agenda of school improvement. There are clear expectations to protect school budgets from being spent on the community dimension. Equally there are rules that ensure that accounting procedures are robust enough to provide discernable and verifiable audit trails. Crucially the local authority will expect schools to develop their activities in ways which are consistent with district-wide strategies such as those for child care and family learning.

**3. What is the key role for governors?**

It is the Governing Body that makes the commitment to work with the community and it is their responsibility to ensure that the school undertakes the work as part of its central agenda of improving standards and encouraging lifelong learning.

#### 4. What other roles do the governors exercise?

Governors have a key part to play in schools' work with families and communities. Schools can benefit from governors' contacts in the community and they should be involved in planning and in setting priorities. Parent governors, in particular, can help to determine the best approach to introducing family learning and ways of getting parents involved in their children's learning at home.

Governors have a great deal of local knowledge or 'community wisdom', which is a huge resource to support the development of the community dimension.

Governors can be the vital link in giving credibility to all that the school is trying to achieve; they can be advocates or champions for learning.

It might be of benefit to identify and name certain governors as designated contacts.

(Further information of the role of governors is provided in Key Issues 20, 31 and 32)

#### WHAT ABOUT US?

1. Are governors aware of the responsibilities allied to extending activities? ✓ ✗ ⇄
2. Can governors articulate the responsibilities implicit in extending activities in the context of the standards agenda? ✓ ✗ ⇄
3. Is there a nominated 'lead governor' for the 'extended dimension'? ✓ ✗ ⇄
4. Have all the legal issues been explored before engaging a strategy? ✓ ✗ ⇄
5. Is the management of the school capable of the development of this work without it detracting from their core responsibilities? ✓ ✗ ⇄
6. Have job descriptions been amended or developed? ✓ ✗ ⇄
7. Is there resource planning to meet the governors' aim? ✓ ✗ ⇄
8. Has there been thorough consultation with the local authority? ✓ ✗ ⇄
9. Is there a strong bond between the community dimension and the school improvement plan? ✓ ✗ ⇄

## KEY ISSUE THREE

**What importance does the school give to the quality of relationships in its delivery of services?**



### **1. Why is the issue of relationships important?**

It is a characteristic of schools working with families and communities to place a strong emphasis on the quality of relationships. Such schools usually want to play their part in creating strong and confident parents and communities. In order to do this, they will:

- encourage parents to become partners in their children's learning
- encourage everyone – teachers, support staff, parents, governors, members of the local community – to become stakeholders in raising educational standards within the school
- promote opportunities for parents and other members of the local community to become lifelong learners
- seek opportunities to extend access and involvement in all school activities
- be a focal point for the delivery of many local services by making their facilities available for the community
- create a feeling of ownership with the local community

### **2. How can schools underpin their relationships?**

The school can:

- include reference to work with families and communities in the recruitment, induction and professional development of staff
- ensure that teaching and support staff are given every opportunity to develop and participate in work with families and communities
- ensure that acknowledgement is given to teaching and support staff for their work with families and communities
- ensure that the quality of the school buildings and its resources is maintained to the highest possible standards

### **3. How can work with families, who are the school's core community, be enhanced?**

A school needs to possess a determination to involve all parents/carers and families and to create the right conditions for this to happen. So often it is a matter of attitudinal perception.

- Parents need to feel valued and appreciated. Whatever their background or circumstances, parents feel great concern about their children's

education. However, some parents are not as fully engaged as they, or their children's schools, would like them to be

- Support from parents/carers and families can be crucial to a school's effectiveness. However, schools need to demonstrate to parents/carers and families that they genuinely want to involve them
- Schools need to ensure that their practices and attitudes promote the widest possible participation by parents
- Teachers should talk positively and constructively with parents
- They should particularly take account of the needs of working parents and others for whom there may be barriers to participation

### WHAT ABOUT US?

1. Do we know how the parent body perceives the school? ✓ ✗ ⇌
2. Do we know what the wider community thinks of the school? ✓ ✗ ⇌
3. Does the staff feel positively about the parent body? ✓ ✗ ⇌
4. Is there institutional respect for the community we serve? ✓ ✗ ⇌
5. Can we chart the different relationships that currently exist and then consider their potential for development? ✓ ✗ ⇌
6. Can we identify key figures in the community who act as champions for the cause of the school? ✓ ✗ ⇌

## KEY ISSUE FOUR

### How might a school be the provider of local services?



#### 1. What services might we be able to provide?

An Extended School is one that provides a range of services and activities, often beyond the school day, to help meet the needs of pupils, their families and the wider community. These **could** include: -

- Childcare
- Adult Education
- Study support
- Sports activities
- Job seeking
- Parenting Skills
- Citizen's advice information
- ICT facilities
- Health
- Social care

Schools are not under any obligation to provide facilities such as those listed. The Education Act 2002 merely provides governing bodies with the power to do so. However there is the strong expectation by both government and LEA that the publicly funded facilities at the school will become more widely available for community use and recent government policy statements emphasise this point.

This is why it is vital that schools considering extended activities consult with their communities and work closely with the key agencies in making plans. ***They should be responding to need rather than imposing solutions to assumed problems.***

#### 2. How do we add value to our current work by extending our activities?

##### For the community -

- Better access to specialist services
- Improves availability of sports, arts and other facilities
- Local career development opportunities
- Better supervision of children outside of school hours
- Improves the well being of the area
- Closer relationships with the school
- Enhanced opportunities for learning

**For the pupils –**

- Higher levels of pupil achievement
- Increases pupil motivation and self-esteem
- Potential to improve attendance and pupil behaviour
- Specialist support to meet pupils' wider needs

**For parents and families –**

- Increases parent/child interaction
- Encourages accessing specialist services
- Increases skills
- Easier access to specialist support for families

**For school staff –**

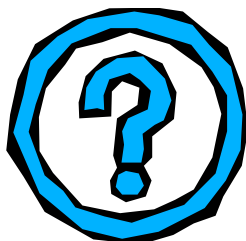
- Teachers are freed to teach – restructuring the workforce is focusing this issue
- Supports teachers by providing specialist support for pupils and families.
- Enables staff to become more involved in a wider range of activities
- Increases the opportunities for further professional development
- Develops the general ethos of the school

*(See Part One for further information on the benefits of extended activities)*

**WHAT ABOUT US?**

1. Have we consulted our local community and civic authorities?    ✓    ✕    ⇄
2. Do we have a rationale for extending our activities?    ✓    ✕    ⇄
3. Are our actions complimentary to other strategies?    ✓    ✕    ⇄
4. What particular elements of added value are crucial to our school?    ✓    ✕    ⇄

**KEY ISSUE  
FIVE**



**What is the relationship between extended activities and accountability, standards and inspection?**

### **1. Will Ofsted be interested in extended activities?**

- It always has been. There is a growing emphasis, not least because of the investment that has gone into things like family learning, out of school hours learning and the educational aspects of neighbourhood renewal and the regeneration agenda.
- It is worthwhile searching the new inspection framework ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) that has operated from September 2003 for references to working with parents and curriculum enrichment through community involvement and see its relationship to what the school is doing or plans to do. ALL schools are now expected to provide appropriate evidence to enable inspectors to make judgements that answer the question:-

**How well does the school work in partnership with parents, other schools and the community?**

***Inspectors must evaluate and report on:-***

- The effectiveness of the school's links with parents.
- The quality of any links with the local community, *assessing, as appropriate, the extent to which the school:*
  - *provides a resource for, and draws from, the community.*
- The effectiveness of extended school services and educational and support programmes for parents, families and members of the community, if included in the inspection schedule, *assessing, as appropriate, the extent to which provision:*
  - *is of high quality;*
  - *meets identified needs;*
  - *results in educational benefits to pupils enrolled at the school.*
- The school's links with other schools and colleges.
- The capacity of the management of the school will be tested against their prime responsibility for standards and the relationship between those standards and any community dimension.
- The school's strategy for raising standards will be examined to see what innovation and practice exists to sustain learning beyond the classroom.
- Schools who provide a location for services delivered by other partners for example adult education will find that they will be involved indirectly in the inspection regimes that apply to those services. It is important that schools understand what expectations there might be in these circumstances and that there is clarity about this in any partnership arrangements.

- The resource management of the school will also be tested to ensure compliance to the variety of rules that need to be observed. These may be of interest to other agencies who provide funding streams that are governed by terms and conditions.

## 2. Isn't the relationship between community work and standards self-evident?

Research, as well as common sense, is now demonstrating the linkages (*see Part One*). The issue that has to be balanced by schools is between measurable outcomes and their impact and the longer term, softer outcomes in terms of individual social capital and community capacity building. This requires absolute clarity at the strategic planning stage and well planned monitoring and evaluative threads woven into earliest stages of any work undertaken. It may seem straightforward to say we will provide some family learning to encourage confidence or first aid courses to re-engage learners but this planning needs to be part of wider strategies that ensure flexible and learner led progression routes. This is further complicated by the inescapable truth that schools are not the only agency serving the learning needs of the community.

### WHAT ABOUT US?

1. What exploratory thinking have we undertaken? ✓ ✗ ↻
2. Have we shared our thinking with other groups and agencies? ✓ ✗ ↻
3. What judgements might Ofsted make now about our school and its community role? ✓ ✗ ↻

## 2. MONITORING and EVALUATION

KEY ISSUE  
SIX

Inspection and self-review



### 1. How can we integrate extended activities into our current practices?

Schools in Wakefield are familiar with the concept of quality assurance through Ofsted and self-review.

It is recommended that schools should extend their systems of self-review to include the extended activities dimension. In particular it will be necessary to identify the focus of those activities and define what outcomes and milestones are significant in measuring progress and impact.

As a **starting point**, the school needs to ask itself: 'How are our extended activities intended to benefit pupils?' Do they:

- increase their achievement levels?
- motivate learners?
- motivate the staff?
- provide early intervention to ensure problems do not get "out of hand"?
- attract more pupils to the school?
- attract more resources for the benefit of learners?
- increase the support of parents and families for pupils' learning?

Once the parameters are established then a school can define the means to measure and monitor the progress being made.

Keeping things simple means that intelligent accountability can prevail.

## 2. How do you make judgements about quality and standards within the community dimension?

There are a number of indicators of quality which could apply to extended activities work derived from Ofsted's work in other areas .

### A high quality service:

- offers good induction procedures, regular supervision and relevant in-service training which leads to a rigorous approach to planning and recording by all staff
- encourages a shared understanding of what it is aimed to achieve (by the school, the community and key partners) which leads to working towards common goals
- identifies the outcomes for young people and the community but delivers them flexibly so as to be responsive to their needs
- evaluates what outcomes are achieved
- involves young people, families and the community in its quality assurance processes, both informally through regular contact and formally using questionnaires, interviews and annual conferences.

**Quality standards** can be governed by some key principles such as:

- standards should be simple and written in plain language.
- they should be developmental to improve future practice.
- they should be enabling to help staff maintain, develop and enhance their work in extended schools activities.
- standards should provide staff with tools to do the job.

Examples might be:

- **Content and process**  
For example, staff prepare a forward plan which sets out the range of activities over a particular period of time. Examples of evidence: staff plans include objectives, resources required, organisation required, how policies will be met, over what time period, how evidence of outcomes will be collected and the proposed evaluation arrangements.
- **Delivery process**  
Ideas and resources for a range of extended schools activities are being developed with clear objectives which address the needs and interests of young people and the wider community.
- **Monitoring delivery of the extended schools curriculum**  
Informal and creative ways of recording and collecting evidence which demonstrate that the value of this practice are being developed in terms of benefits to young people and the community which have clearly defined outcomes.

- **Meeting the needs of the local community**  
Provision is driven by listening to what local people have to say. Systems are in place to monitor participation, satisfaction and the achievement of outcomes.
- **Evaluation**  
Staff have developed systems that allow them to identify which types of provision are successful; which modes of delivery are successful; which types of provision need further development; how the outcomes of this evaluation can contribute to future development plans.

### 3. What questions might guide the self-review process?

The following questions could be used as a step by step guide to the review and evaluation process:-

- 1) Have we consulted key people for example the participants, pupils, staff partner organisations and governors, in determining the scope of the review?
- 2) Are we clear about the focus of the review and the range of activities to be included?
- 3) Have we identified who is responsible for reviewing the different aspects of provision?
- 4) Do all those conducting the review have a clear brief to work from?
- 5) Have we agreed a timetable for the review and for reporting the outcomes?
- 6) Have we alerted people sufficiently to the ways in which they will be expected to contribute to the review – for example, the data to be collected?
- 7) Have we notified the holders of the data about what we want and when we will want it?
- 8) Have we prepared a schedule of visits to be made to activities?
- 9) Have we compiled and distributed the questionnaires and scheduled the structured interviews for the survey?
- 10) Have we made arrangements for various stakeholders to contribute to the review?
- 11) How is the evidence derived from the survey and the scrutiny of the documentation to complement the evidence derived from observation?
- 12) Are those conducting the review fully conversant with the framework being applied?
- 13) What arrangements have we agreed for giving feedback to the person running an activity after observation?
- 14) Have meetings been arranged for those conducting the review to share their judgements and agree on their conclusions about strengths and weaknesses of provision and proposals for improvement?
- 15) Have the recommendations been checked with staff and stakeholders for feasibility and time-scales?
- 16) Does the report include a summary, a list of recommendations for improvement, a timetable and designated people responsible for implementation?
- 17) Have arrangements been agreed for reporting back on the outcomes of the review.
- 18) Have the governors and senior management team agreed a process for monitoring the action plan developed as a result of the review?

## 4. What about inspection?

Since September 2003 the Ofsted inspection framework asks specific questions about work with community and families. Details of this are outlined in Key Issue Five.

## 5. What other techniques could be used?

Whatever plans you develop they should contain the intention to regularly review progress.

Useful evaluation models include:

**McKinsey's 7S model** (*considering the impact of change on strategy, systems,, staff, skills, style, shared values and structure*)

**Traffic Light Technique** (*red – what we should stop doing; amber – what we should consider stop doing or continue; green – what should continue*)

**Revisit used planning tools** (*SWOT analysis; Gantt charts; action plans*)

**Peer Review** (*similar institutions reciprocating the review process in a moderated process*)

### WHAT ABOUT US?

1. Are evaluation processes embedded within our planning? ✓ ✗ ↻
2. Are the staff experienced in the self-review process? ✓ ✗ ↻
3. Have we planned how we will share our evaluation process with others? ✓ ✗ ↻

## KEY ISSUE SEVEN

## Collecting evidence?



### 1. What should we be recording?

It is vital that you can provide evidence of your activities so that you, and others, can move towards making judgements.

The basic evidence should include:

- Registers and lists of participants and their attendance patterns
- The outcomes achieved (including pupil or adult learner achievements/accreditation)
- Information about the participants in whatever detail is appropriate
- Evaluation material from participants in activities
- Publicity material
- Programmes of activities
- Minutes of meetings
- Planning documents
- Planning tools
- Lesson planning and materials

Useful evidence includes:

- Photographic records
- Press cuttings
- Correspondence related to activities
- Personal testimony and accounts (audio, video or written)

### 2. What kind of things should we be asking participants to respond to?

- Brief, easily completed questionnaires can elicit much useful information.
- Always design them from the client's point of view.
- Keep them simple and unambiguous.
- Be aware that not everyone will be at ease with written forms of communication

- Seek information that informs the soft targets that are about feelings and self-perception that are at the heart of social capital, as well as statistical facts that feed the quantitative targets that often dominate.

Here are two examples:

a) To test feelings and perceptions

<b><i>Sentence / Statement</i></b>	<b>Agree</b>	<b>Tend to agree</b>	<b>Disagree</b>	<b>Don't know</b>
I enjoyed being involved in activities made possible by the XXXX Project				
What I have done makes me feel more confident				
I am proud of what I have done				
My family is proud of what I have done				
What I have done has helped me to help my children more in what they do				
What I have done has helped me with my job				
What I have done has helped me find a job				
I feel I could now attempt to do something harder				
I can now encourage others to get involved				
What I have done has made a huge difference to my life				
I find the approach of the project workers helpful and supportive				
If I want to do more I know who to ask now				
What I want are better qualifications				
My bit of XXX is a better place because of what the project is doing				
They listen to what I want				

b) To give opportunity for reflection

Name:	Comment
What are you expecting to gain from this session?	
Have your expectations been generally met?	
What did you find most helpful?	
What did you find least useful?	
What single thing would have made the session better?	

**WHAT ABOUT US?**

1. Have we formulated plans for collecting evidence? ✓ ✗ ↻
2. Have we trained staff in how we want evidence collected? ✓ ✗ ↻
3. Have we planned how and where we will store evidence? ✓ ✗ ↻

## KEY ISSUE EIGHT

## Independent evaluation



### 1. Why should we spend good money on independent evaluation?

- Sometimes project or grant funding streams expect the managing group to include independent evaluation into its business plan.
- This ensures that you are thinking about measuring and testing success from the very outset.
- The independence means you can set the parameters but benefit from a fresh pair of constructive eyes.
- There are a variety of organisations that can provide this service. You can estimate at an average of about £400 per evaluator per day. Some suggest that up to 8% of funding should be invested in the evaluation process.
- Peer review is a good approach that shares experience as well as judges practice.

### 2. How do we set about independent evaluation?

- **Draw up the schedule** – the background and project description; what you want examining; the time frame; the evidence you can supply and the way you want the evaluation reported.
- **Invite** appropriate organisations to show interest by notifying them of the possibility and include a project description or **advertise**
- Invite **tenders** from those organisations that show interest based on the schedule
- An appropriately constituted group should examine tenders, interview if necessary and then award the contract.

#### WHAT ABOUT US?

1. Are we aware of any aspect of our work that would benefit from independent evaluation?

✓ ✗ ↻

### 3. PLANNING

KEY ISSUE  
NINE

What routes are open to a school that wants to extend its activities?

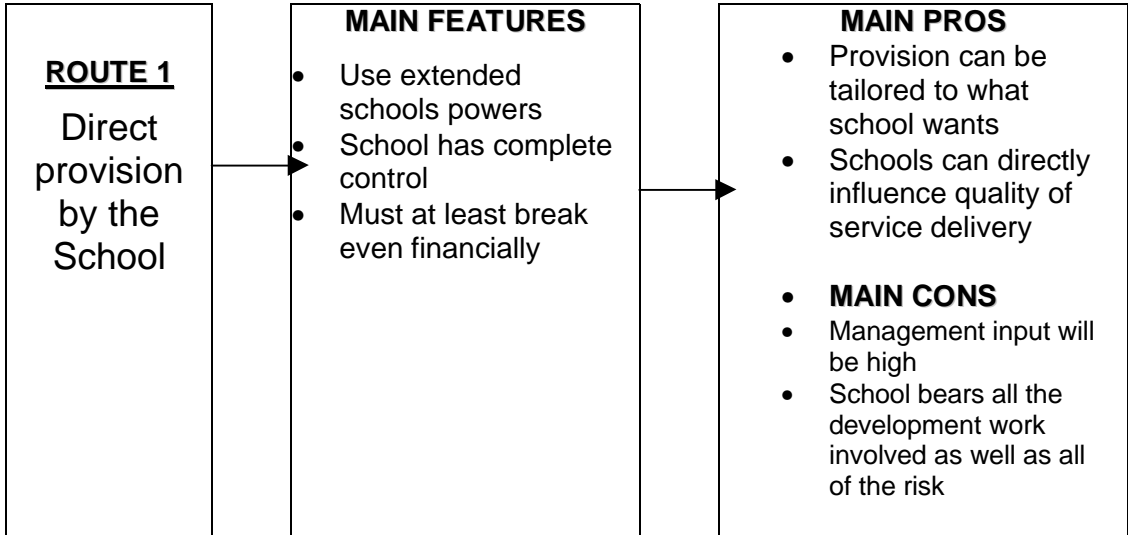


#### 1. Is there more than one way to extend our activities and what are the advantages and disadvantages?

There are basically three routes you can follow. Advice and support will be available to enable you to make the right choice according to the individual circumstances and to ensure that your plans take account of wider strategic considerations.

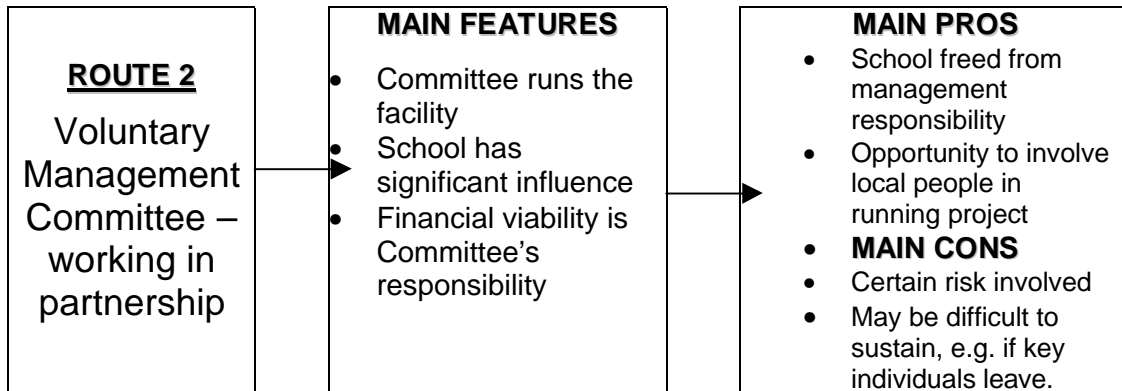
##### Route 1

This way has been made possible under the Education Act 2002 where schools are allowed to directly provide facilities or services.



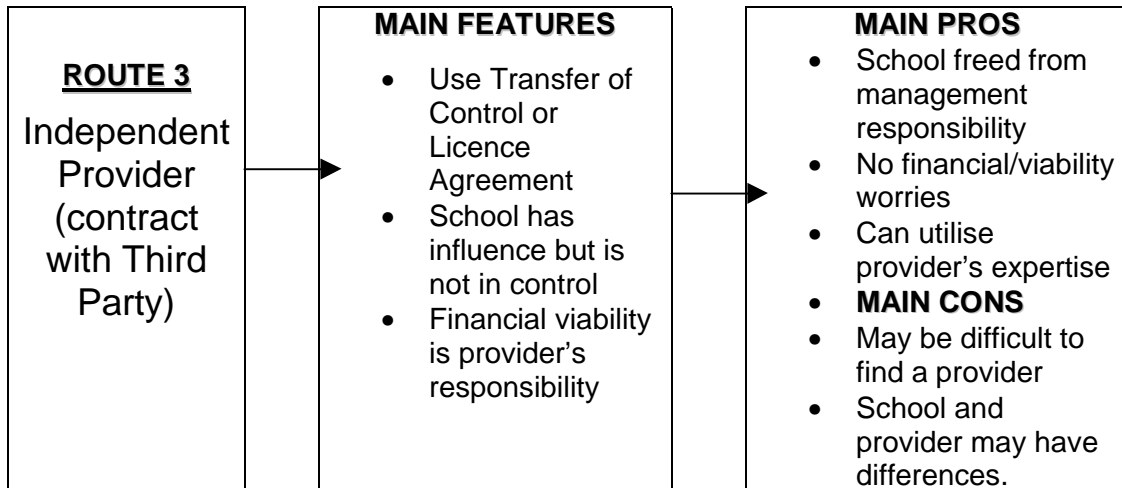
## Route 2

Working in partnership with another organisation



## Route 3

Contracting a third party



Which ever route you chose there are issues related to financial management (see section 7) and governance which need to be in accordance with local authority guidelines

### WHAT ABOUT US?

1. Are we clear yet as to which route we want to follow? ✓ x ☹
2. Have the Governors sought advice from the LEA on this matter? ✓ x ☹
3. Are we yet fully aware of the consequences of our decision on this matter?  
✓ x ☹

## KEY ISSUE TEN

**What is the relationship between extended activities and the school improvement plan?**



### **1. Do we have to create yet another plan?**

The plan for extended activities should be part of the **School Development Plan** and so there will already be procedures and styles of presentation. However, there are specific elements that should be addressed:

- ensure that the school is clear about its values and overall purpose in working in an extended way
- carry out any internal audit that is necessary in order to make a realistic assessment of the skills and capacities that exist within the school
- carry out an external audit so that you know what else is already on offer locally
- consult with key partners (including community and voluntary sector organisations) who will have their own view of local needs
- assess the needs of families and communities
- consult families and community representatives
- prepare a step-by-step plan which enables the school to address the needs that the assessment has revealed and to make the links obvious as to how the community element will sustain or improve the standards agenda.
- Make sure that the plan takes account of the wider strategic context.

### **2. How can we specifically link the community dimension to standards?**

This is really about clarity of purpose. The school needs to develop a statement of core purpose that spells out why it wants to be involved with its community. This will be influenced by the organisation's values and the attitudes of those who are charged with implementing the values in practice.

A school's core purpose in working with communities might be:

- to raise aspirations and contribute towards improving pupils' performance
- to actively engage parents in their children's education
- to enrich curriculum experiences
- to extend cultural activities
- to contribute to opportunities for lifelong learning
- to contribute to community development through participation in leisure activities
- to lay the foundations for sustained and continued improvement

Agreement on values and what the school stands for can only be identified through discussion with the various stakeholders. Such discussion is likely to have a number of positive outcomes:

- It will give working with the community a higher profile
- It creates an opportunity to encourage everyone within the school to see the value of working with the community
- It will help to promote widespread ownership of the idea of working with the community among everyone in the school
- It will give the school a higher profile and place it at the centre of the community

The Wakefield Education Advisory Service through the visits of Link Advisers will expect to see links between extended schools activities and the standards agenda and that these are clearly set out in the School Improvement Plan. WE-AS will also expect to see that appropriate robust monitoring and evaluation of these activities is in place.

#### WHAT ABOUT US?

1. Does the school have a values statement which affects practice and specifies what the school aims to achieve? ✓ ✗ ☹
2. Does the values statement incorporate work with families and communities? ✓ ✗ ☹
3. Are these values shared by **everyone** within the school – the senior management team, the governors, the teaching staff, the support staff? ✓ ✗ ☹
4. Do parents know about, understand and agree with the school's values statement? ✓ ✗ ☹
5. Does what we plan support and extend our school improvement plan or is it a bolt on? ✓ ✗ ☹
6. Have we specified what the outcomes and impact of our plans will be? ✓ ✗ ☹

## KEY ISSUE ELEVEN

### Are we capable of meeting the demands of extended activities?



#### 1. What is an extended activities internal audit for and what does it involve?

The purpose of this kind of audit is to assess the school's capacity and skills to undertake extended activities.

It must be undertaken in an open and positive way.

It will need to take account of physical resources including the premises as well as the attitude and skills of the whole staff.

##### Audit of physical resources

The school can do this by asking a series of relatively straightforward questions:

What resources does the school have and which of these can be used to contribute to its work in the community? Does it have any of the following?

community or parents' room  
Space for private, quiet and discreet conversations  
computer suite  
lap-top computers  
library  
hall  
craft workshops  
facilities for the arts  
gymnasium or sports hall  
theatre or conference facility  
sports fields  
green space or environmental area  
easy access and parking  
suitable refreshment and toilet facilities

Can any of the above be created? For example, a room where parents and other members of the local community can meet might be a high priority so can such a space be identified through modest reorganisation of the school?

It is also worth considering if there are spaces off site that the school may be able to make use of for community activities.

##### Audit of human resources

- The school will need to explore the views of teaching and support staff about working with the community. This can be carried out through discussion at staff meetings, through a survey of staff attitudes or a series of discussion groups, or even through interviews. In addition to assessing attitudes to working with the community, the audit could also community coming into school?
- Do we have any designated staff to work with families and communities?
- Are any of the current staff interested in developing work with families and communities? Do they have the interpersonal skills required?

Are we aware of any one else associated with us who could be used to identify skills, new opportunities and key concerns. To find out about its human resources it will need to ask questions on a range of issues, including:

- What are the views of teaching and support staff about families and members of the the school who are interested in developing work with parents or running courses or clubs for local communities? (e.g. Educational Welfare Officers, Youth Workers, local police etc.)

The internal audit will provide the school with a more informed perspective on the resources and facilities it can draw upon in working with families and communities. It will contribute to the process of responding to the assessment of family and community needs.

## 2. Isn't this going to create a lot of extra work?

It will create some work – but work smarter. Can it be combined with other planned enquiries? Have you some information already? Can the community help in gleaning information? Who else (parents, older students, local people) might do it for you?

If this audit is not undertaken then the governors and senior staff will be open to criticism of unsatisfactory management – the planning process will be flawed, resource management will be obscured and the standards agenda undermined.

## 3. How can the extra effort be seen as valuable?

This takes us straight back to the issue of values.

- If the community dimension is at the heart of the school's values the extra effort will be seen as constructive and valuable.
- If the school feels it does not have the capacity to manage the process then perhaps it is over-stretching itself in wanting to adopt the community dimension and should instead be talking to the local authority about alternative ways of achieving its desired outcomes.
- If the school thinks there are easier ways of finding out then that would be helpful if they shared those ways.
- If a school feels that it is too much fuss then perhaps it needs to re-examine the reasons that drive its quest for the community dimension.

## 4. Is there a quick fix to undertaking the audit?

You can engage external agencies to do this for but at a cost. ContinYou offers this service using an audit tool it has developed ([www.continyou.org.uk](http://www.continyou.org.uk)). The Early Education and Childcare Service have undertaken and update an audit of childcare provision across the District. Further advice is available from the Extended Schools Co-ordinator.

### WHAT ABOUT US?

1. Do we need a full audit or have recent audits provided us with sufficient relevant information that only requires light amendment? ✓ ✗ ⇄
2. Can we combine the specific requirements of our audit with other processes we would be undertaking so using time efficiently? ✓ ✗ ⇄
3. Are we seeing the audit process as a positive or negative experience? ✓ ✗ ⇄
4. Has the school's network of people and organisations been written down and shared? ✓ ✗ ⇄

## KEY ISSUE TWELVE

### What can the school do about assessing family and community needs?



#### 1. Why do we have to find out about what is going on?

If a school wants to extend its activities it has to identify its market. It would be wasteful and foolish to offer services that were not wanted or that are already being offered effectively and efficiently by another organisation. It may be therefore a better option to look at how a partnership arrangement might provide added value. In particular a school might find that providing support to a voluntary group might be a better use of resources. A school may feel that certain things are needed by their community but the community does not share the same priorities. In these circumstances the school will have to develop or even create the market but NOT as its first act as an extended school. When trust and reliability is established then growth can occur. The brand needs to be recognised and embraced and that is best achieved when meeting a shared need well.

#### 2. Isn't there a danger that simply by undertaking a process of consultation that expectations may be raised that cannot be fulfilled?

The truth of this is self-evident and universally applicable. It is unacceptable as a reason for not assessing need or imposing what the professionals think will do the clients good. It indicates that the management of a needs assessment process must be both sensitive, honest and well-prepared.

There is little point in raising hopes if you are in no position to meet them. It is far better to be honest about that from the outset. It also means that you do need to have some idea of the resources that you can marshal and, once again, be clear in your purpose.

The needs assessment should be simple and manageable in order to collect the most useful information that can be acted upon.

#### 2. Who must we consult?

The DfES recommends that Schools should consult the following:

- School staff
- The Local Education Authority
- The parents of registered pupils at the school
- Pupils themselves (as long as the consultation is appropriate in view of their age and understanding)

It would also seem sensible to find the means to hear the voice of the wider community including the various agencies and organisations already offering activities in your area.

#### 4. What approaches might I be able to use in a needs assessment?

Here are four suggestions:

<p><b><u>Focus groups</u></b>          These have been employed by a wide variety of organisations to record opinions and views. This involves identifying a cross-section of the school's target group. These people meet as a group and discuss a number of questions posed by an interviewer. Their responses are recorded. Questions need to be prepared in advance and every effort should be made to ensure that the members of the focus group reflect a wide cross-section of the school community.</p>	<p><b><u>Community surveys</u></b>          Community surveys need to be well thought out. To be effective they should only be used after a thorough audit has been undertaken. They should be focused rather than general surveys which simply raise expectations which cannot be met. Advice is available on how to construct and conduct surveys.</p>
<p><b><u>Persistent listening</u></b>          This approach to needs assessment takes time because it involves a continuous process of listening. This listening can occur in formal or informal situations. It demands an ability to put personal attitudes to one side. It works best where the listener is familiar with the families and community representatives. The information and impressions gained from persistent listening need to be recorded and translated into action. The school gate is a good place for this.</p>	<p><b><u>Set it up and see</u></b>          This is an action approach to assessing needs. It consists of a school putting ideas into practice and seeing how people respond. The school promotes a particular activity and then monitors the response, through questionnaires or interviews.</p>

**The local authority will make available a range of data to help you with your planning.**

#### 4. How can I be sure I have heard the right things?

Why not feed back your findings to some of those who gave you the information in the first place.

Governors have potential to help you with their "local wisdom".

You may find it very useful to share your findings with other schools serving your area. It might be that they can address needs that you are not able to.

#### WHAT ABOUT US?

1. What do I already know? ✓ ✗ ⇄
2. Am I clear as to what the school's purpose is and what resources I currently have available? ✓ ✗ ⇄
3. What areas are likely to be sensitive and therefore require extra careful management? ✓ ✗ ⇄
4. What does the school need to know? ✓ ✗ ⇄
5. How is the school going to use the information it gleans? ✓ ✗ ⇄
6. Who could share our interpretation and thinking? ✓ ✗ ⇄

## KEY ISSUE THIRTEEN

### How do you write a plan for developing extended activities?



#### 1. What should the plan look like?

The local authority is going to provide you with a template and guidelines but there is no blueprint.

It must begin with evidence (not assumptions) accrued about need in the community. Remember that it should be an integral part of the school's development plan. To this end it will reflect the structure and appearance of that plan. Don't forget that simplicity helps everyone deliver what is expected of them.

#### 2. Any tips for writing a good and successful plan?

Before you start detailed planning, make sure you:

- look at what other schools and agencies are doing and share experiences
- work in partnership with the LEA and other organisations such as Further Education Colleges/ Universities/ other schools etc
- start small, with specific initiatives focusing on particular activities or groups – THINK BIG , ACT SMALL
- plan something which you know will be successful – greater challenges can be tackled as you become fitter for the task.
- The plan has to be linked to the vision and have both short and long term objectives which are realistic.

#### 3. What are the main principles of a good plan?

The plan needs to specify what the school wants to do. A minimum generic approach might be:

- start with a simple statement of values and aims
- outline how these aims will be achieved
- describe the activities to be developed and the expected outcomes
- give information about when and where the activity will take place
- identify partners in the project
- indicate who will undertake the appropriate tasks and when these will be completed
- identify how any necessary resources will be found
- show how it will be monitored and evaluated

#### WHAT ABOUT US?

1. Have we all the information we need? ✓ ✗ ⇄
2. Have we undertaken sufficient consultation? ✓ ✗ ⇄
3. Are we clear which other schools, agencies and organisations have an interest in our community? ✓ ✗ ⇄

## 4. PARTNERSHIP WORKING

### KEY ISSUE FOURTEEN

**What about other groups who have an interest in meeting community needs?**



### 1. Who else will have an interest in serving the needs of the community?

Recognising you are not alone is a major step in your own progress. This step also represents a major challenge for the school. The school has to learn how to fit in and how to work in partnership.

Wakefield has considerable experience in working with others especially in the arenas of sport, the arts and supporting deprived communities. See this as a resource and exploit it.

Other key players are likely to be (**see Contact Details at end of this manual**):

- Local Authority (including local elected members)
- Local Strategic Partnership
- Adult and Community Education Service
- Health Authorities and Primary Care trusts
- Regeneration Service
- Early years and childcare
- Faith centres
- Voluntary Organisations including community groups

### 2. It's likely to mean lots more meetings, isn't it?

Quite possibly – you can see why there needs to be capacity to manage. It will be important that your governors are committed to partnership working and schools need the support of the local authority in pursuing these ends. You ought to be able to seek support and guidance on this maze of relationships from the LEA. **The Extended Schools Co-ordinator will be able to advise you on this.**

Local governors also ought to be in a position to advise the governing body on key relationships and how to set up appropriate fora for mutually beneficial discussion.

#### WHAT ABOUT US?

1. Do I know which key players operate in the area that serves my community? ✓ ✗ ↻
2. Do I know of someone who has the information about these relationships? ✓ ✗ ↻
3. Am I satisfied that the voice of my governors and community can be heard within these formal and informal meetings and associations? ✓ ✗ ↻
4. Am I aware of the strategies of these other groups so that they inform our thinking and ours theirs? ✓ ✗ ↻

## KEY ISSUE FIFTEEN

### Why is partnership building so important?



#### **1. Doesn't the effort required to develop partnerships detract from the work we are trying to do?**

Effective partnerships are at the very heart of successful extended activities and raising aspirations.

No single agency can meet all of a family's or community's needs. Partners offer access to expertise and provide enormous flexibility. They often know quite a lot about the community including aspects of which a school would not necessarily be aware. The Children's Centre Area Partnerships are one example.

Partnerships can be built within the current social and civic structures, with other schools and with other agencies. They take time to establish and rely upon mutual trust and understanding.

An effective partnership adds value and avoids duplication. Each partner undertakes what its facilities and resources allow.

If you engage in the community dimension on your own, then what you develop is likely to be restricted and constrained. It might initially be easier but long-term sustainability and meeting local needs may be compromised. At worst you may be undermining something which is already meeting a local need effectively.

Once again this takes you back to what purpose your community dimension has.

A non-partnership approach will certainly mean much more work for the school and the school may not be able to meet the breadth of needs that are identified.

#### **2. What can we achieve working with other agencies that we couldn't do on our own?**

Many children and families experience interventions from several different agencies. Often, unfortunately, it is uncoordinated and sometimes contradictory. These services need to be planned so that the client receives a high quality service from different agencies who know what each is contributing and why.

Children sometimes live in families that experience a variety of issues and problems (poverty, debt, domestic violence, poor housing, addiction, and so on) that detracts from their ability to reach their educational potential. The school can ensure that by working with partners such issues can be addressed.

Many parents do not come into school. They are, however, in contact with other professional colleagues who might use the school as a place to meet them, introduce them to family learning opportunities at your school, and so on.

### 3. What are the key expectations partners should have of each other?

Partners need to:-

- speak the same language and avoid jargon
- have an understanding of each other's aims, needs and expectations
- reach a clear agreement about responsibility for decisions
- ensure that there is a clear understanding about who is responsible for each activity
- be aware of the other partner's lines of accountability
- agree on what they see as the desired outcomes
- agree on time-scales
- be aware of the Identification Referral and Tracking (IRT) strategy and the Child Well-being model

### 4. How does partnership aid sustainability?

You should strive for depth in establishing partnerships. From depth comes sustainability. Relying on just the school or even just one partner creates enormous pressure and gives rise to vulnerability. Equally too many partners can give the impression that someone else will be responsible. It is all a matter of balance and judgement.

Sustainability is often interpreted in simple financial terms. It is excellent if you can secure long term funding rather than year on year. This helps planning. If annual renewals are the reality then partners increase the range of sources for seeking funds, bidding for them and lobbying.

Sustainability also means how those being served see the life of something undertaken. When something is created then often it is assumed to be on a forever basis. Initial clarity in planning and communication therefore helps sustainability and perception. Partnerships are key in thrashing this out and communicating it clearly and reiterating it when necessary.

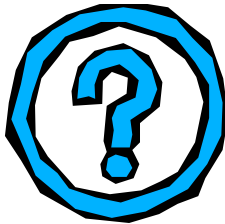
Partnerships also mean that human resources are not singularly reliant on the school. The biggest problem for the school is overcoming a mindset that thinks they are the only ones that can do this well or that it has to be teachers in the front line for all tasks.

#### WHAT ABOUT US?

1. Who are my current partners? ✓ ✗ ➡
2. Can I identify what each partner uniquely brings to the partnership? ✓ ✗ ➡
3. Can I identify the potential benefits from working in partnership that as yet have not been met? ✓ ✗ ➡
4. What do I know about that colleagues in other local schools have tried that I might consider for my school and partners? ✓ ✗ ➡
5. When we develop relationships with partners are we clear on issues of sustainability? ✓ ✗ ➡

## KEY ISSUE SIXTEEN

### How do you find external partners?



#### 1. Who are my partners?

- An internal audit will reveal the range of partners with whom a school is already working
- An internal audit may highlight the fact that the school is not working with some obvious partners
- Intensive thought sharing with a group of staff, governors and/or parents/carers may produce some useful ideas for potential partners.
- Take advice from staff in the LEA
- Potential partners may approach the school and propose joint working.
- Through working with one partner, the school may come into contact with other potential partners

The following list is not exhaustive:

- The local education authority
- Other local primary, secondary and special schools
- Other partners in the Learning Communities
- The Adult and Community Education Service
- Voluntary and community organisations including faith centres
- Local sports and arts clubs
- The health and social services
- Regeneration groups
- Early Years and Childcare
- Connexions service
- Community and Neighbourhood Learning Centres
- Children's Centre Area Partnerships

#### 2. Who negotiates with potential partners?

More often than not head teachers hold the responsibility for managing the boundaries between the school and the community. This does not mean that they alone can undertake this work. A head teacher may make the introductions and other senior staff may follow the links through

What matters most of all is that whoever is involved they have the power and capacity to make decisions and that they operate in a climate of clearly defined values and purposes.

### 3. How do you begin the process?

There are three simple steps involved in starting the partnership journey:-

- **Step One** – Explore the range of partnership opportunities that can support the achievement of the school's vision and plan.
- **Step Two** – Invite representatives of the organisations in to discuss your plans and look at opportunities for mutual advantage
- **Step Three** – Start planning together; through this your relationship will be built and mutual trust developed.

There are two warnings to keep in mind also:-

- a) Don't be disheartened if others don't share your enthusiasm immediately – remember what it has taken to get you to where you are.
- b) Don't get drawn into power struggles or dominance arguments – partnership is about co-operation not competition.

### 4. How do you maintain the process?

Develop the trust and the quality of the relationship by pursuing these behaviours:

- Being available, open and do what you say you will do
- Having integrity, commitment and honesty as the core values
- Have agendas and minute meetings with agreed actions
- Don't be afraid to formalise agreements in written contracts
- Stick to deadlines and don't cancel or postpone things
- Maintain the team of people involved and thus the group dynamics
- Don't be afraid of making a change of direction if necessary
- Celebrate together

### 5. Who can I go to for advice? (See Part 3 for a full list of contact details)

- a) Other head teachers
- b) The extended schools co-ordinator
- c) The learning community co-ordinator
- d) Your Link Adviser
- e) Early Years and Childcare Services
- f) Family Learning Co-ordinator
- g) Adult and Community Education Service

#### WHAT ABOUT US?

1. Is the internal audit complete? ✓ x ⊕
2. Who will lead the development of relationships? ✓ x ⊕
3. Are the resources needed to develop the relationships available? ✓ x ⊕
4. Are our expectations about behaviour clear and shared? ✓ x ⊕
5. Is the basis for working shared and accepted by partners? ✓ x ⊕
6. Have we established the support systems? ✓ x ⊕
7. Do I know where to go for advice? ✓ x ⊕

## 5. EXTENDED SCHOOLS ACTIVITIES

KEY ISSUE  
SEVENTEEN

Where do we start?



### 1. What is the focus of the service we are offering?

The primary focus of the services offered is the needs of individual people. However, effective delivery nearly always requires interaction with others. From this interdependence springs our obligations to one another and the beginnings of a sense of community.

The school is a key player in this and therefore should be at the heart of its community.

The importance of recognising that parents are a child's first and primary educators and that schools should develop and operate a strong partnership with parents or carers is crucial.

The focus on standards of achievement and belief that children, parents, teachers and the wider community should work in partnership to raise those standards and celebrate achievement completes the virtuous circle.

### 2. What does the rhetoric mean in the real world?

The notion of "community" will be evident in the curriculum followed by pupils, in partnerships to provide activities and in the joint use arrangements for leisure activities. In summary the following strategies underpin Family and Community Learning by making the school 'family and community friendly':

<ul style="list-style-type: none"> <li>• <b>developing the community curriculum</b>, covering areas such as teaching pupils about the community, using the community as a resource, developing citizenship education and adopting styles of teaching and learning that draw on contributions from the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>promoting the school as a centre of learning for the community</b> by hosting provision such as pre-school provision, the youth service and many aspects of community education including Basic Skills and family learning, for the delivery of health services, advice and guidance clinics, hosting community consultations and events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>encouraging community use of the school's premises</b>, through joint use of provision, providing community rooms or areas, allowing clubs, societies and other groups to hire accommodation, making services available to the community through partnership with voluntary agencies and expanding opening hours beyond the normal school day</li> </ul>
--	---	--

### 3. Is there a blueprint we could follow?

There is no blueprint for the range of activities that a school could provide. Individual schools will determine the precise shape and form of their programme based on their assessment of local needs and the resources they have available. This is why the internal and external audits are vital as is the process of identifying local needs.

The main factors determining the community dimension is the commitment of managers and governors, availability of human resources, range of facilities, access to funding and whether a programme meets demand.

The most important factor will be commitment. The phrase 'where there's a will there's a way' will play a crucial part in the development of community-focused activities. Where school management recognize the importance of community-focused activities it is likely that means will be found to deliver the programme.

**Step One** – Use an internal and external audit to find out what scope there is for community-focused activities

**Step Two** – Start with the simple and small. Find activities the school can pursue with least hassle.

**Step Three** – Prepare a plan to implement the activity.

<p><b>WHAT ABOUT US?</b></p> <ol style="list-style-type: none"> <li>1. Are we clear what our vision and purpose is? ✓ x ☹</li> <li>2. Have we the results of our audit(s)? ✓ x ☹</li> <li>3. Have we established community need? ✓ x ☹</li> <li>4. Can we focus on something simple and small? ✓ x ☹</li> <li>5. Have we a strategy that will help us to "grow" our involvement? ✓ x ☹</li> </ol>
---

KEY ISSUE  
EIGHTEEN

Do effective learning programmes have  
key features?



## 1. What stops people getting involved?

- Be very aware of the barriers to learning that exist especially for adults. Evidence from the Campaign for Learning indicates:
  - “Certain life factors strongly influence peoples attitudes towards, and participation in, learning.”
  - “The UK still faces an enormous task in involving all its people in the learning society and the divide between the “learning rich” and the “learning poor” is growing.”
- The barriers to learning are in three main groups:
  - **Cultural** - previous experiences of learning and its perceived value
  - **Structural** – practicalities like cost, timing and accessibility, childcare
  - **Personal** – individual drivers, aspiration and self-esteem
- The implication for schools is that there is a need to think through the style, nature and appearance of what is planned and the individual and institutional changes to behaviour that are required. In 1998 a MORI poll demonstrated that:
  - “gaining knowledge” and “school” are the words and phrases that first come to mind when ask to think about education.
  - When the public were asked if they associated a list of words or phrases with either “learning”, “training” or “education” the words most frequently associated with learning were “discovering”, “enjoyment” or “finding out more”.
- Peter Maxted, in his book *“Barriers to Learning”* suggests that:
  - “what is becoming clear is that cultural barriers are the most difficult to deal with, that structural barriers are the most numerous but the personal barriers, particularly those involving motivation and learning styles, are the most important.”
- There may be a staff training need as a result.

## 2. What features will make an activity effective?

There are programmes and activities for families and communities which can be taken 'off the shelf' and some that are "home grown" but sometimes even the best content does not seem to work, probably because one or more of the following features are missing:

- **evidence of need** – consultation has confirmed the need for this programme
- **identification of learners** – clarity on who will be encouraged to participate
- **recruitment** – using the right approach to reach your participants
- **outcomes** – negotiated outcomes agreed with participants
- **content** – the activities are appropriate to the participants
- **support** – additional services to make the activity accessible including transport, crèche, language.
- **progression** – a chance to move on, possibly to other learning at other locations
- **resources** – accessible accommodation, stimulating materials and equipment and consumables.
- **money** – sufficient to cover all costs and from a legitimate source
- **evaluation** – simple ways of finding out if it worked and how to improve.
- **confidence building** – addressing self-esteem issues through the attitudes displayed towards participants

### WHAT ABOUT US?

1. Have we examined the barriers to learning that our community faces? ✓ x ↻
2. Have we considered means for overcoming barriers for our learning? ✓ x ↻
3. Do we have a quality assurance system available to us to ensure that an effective activity is being planned? ✓ x ↻
4. Have we considered staff development needs related to what we are doing?  
✓ x ↻

## KEY ISSUE NINETEEN

**What are the types of activity might  
be appropriate?**



### **1. What type of experience already exists?**

It may well be appropriate to talk to schools elsewhere, especially within the same authority, to find out about current activities. This will be especially important if some schools are involved in regeneration schemes and other government initiatives.

The following schemes have been pursued by many schools in their community programmes:

Adult Learning

Community Dance

Family Literacy

'Look after Yourself' – Health

Family Numeracy

Teacher Placements

Better Reading

Games Club sport

Curriculum Workshops

Toy library

Parenting

Critical Thinking Skills

Learning mother tongues

Classroom Assistant Training

'Share'

'Parents as Educators'

Childcare

First Aid

Next Steps (confidence building classes)

Community Arts

Sports Coaching

Book sacks

Information and advice sessions

Drop-in with the speech and language therapist

Part 3 of this document has a list of organisations who can help you develop your programmes

## 2. How do we know if we have got our programme right?

Reaching all parts of the community may prove difficult and there can be a temptation only to provide opportunities for the self-motivated or the easy to attract. Often it is the so-called 'hard to reach' who are excluded from provision. Those that are more resistant to become involved generally require different approaches if they are to be attracted. This means doing things differently, which may require more thought, energy and time.

Involving the hard to reach will require a review of the manner and style of approach. Greater emphasis may need to be placed on informality and styles of engagement may have to be more active. Word of mouth may prove necessary rather than written communication. The school may have to go out to the home or another venue such as a family centre. The relevance of activities may need to be demonstrated. A school may decide that a particular group of parents or section of the community needs to be attracted.

Information may need to be collected that explains the reasons for non-participation or low retention rates. This indicates the need for careful monitoring of activities as well as pre-planned and rigorous evaluation methods and applications.

## 3. Is there an easy checklist we could use?

Try these questions as yardsticks for your programme remembering that they are generic and not all embracing:-

- do its aims and objectives meet the needs identified?
- does it meet local and national priorities?
- do we know who are target group is and how we are going to reach them?
- are the accommodation and other resources appropriate and attractive enough
- are staff appropriately trained?
- is it affordable?
- who can I ask?

### WHAT ABOUT US?

1. Which other schools could we learn from? ✓ x ↻
2. What plans have we got for monitoring and recording our activities? ✓ x ↻
3. What plans do we have for evaluation? ✓ x ↻
4. Can we identify hard to reach groups? ✓ x ↻
5. Are we able, AT THIS STAGE, to meet the needs of the hard to reach? ✓ x ↻
6. What plans exist to appraise our planning and activities? ✓ x ↻

## 6. OPERATIONAL ISSUES

KEY ISSUE  
TWENTY

Who has the key responsibilities?



### 1. What are likely to be the main operational issues?

In many cases the necessary methods of operation will vary little from those already taking place in the school. However, work with families and communities will require schools to introduce procedures and patterns of behaviour that reflect a school's commitment to wider involvement and extended activities.

Responsibility for developing work with families and communities lies with all staff – it should not be the responsibility of one person or group of people.

Schools need to develop a whole-school ethos that supports and encourages community involvement. It is vital that all staff – both teaching and support staff – as well as governors are committed to working with families and communities.

This requires schools to introduce working practices based on shared organisational values and characterised by easily accessible information.

The main issues are likely to be around:-

**Premises issues**– lettings, access, caretaking/cleaning, community space and “net” capacity, maintenance, insurance, security, health and safety

**Legal issues** – duties and responsibilities, complaints, contracts, control agreements, data protection, charitable status, legal scope of programme

**Financial issues** – procedures, accounting, spending constraints, profit/loss, transport, staffing arrangements, shared costs, VAT

**People issues**- training, communications, terms and conditions of employment, recruitment, quality issues, child protection

## **2. The “Buck Stops” with the head teacher doesn’t it?**

- The head leads the school. The role is shared with the Governors and other members of the senior leadership team.
- All head teachers are faced with a wide range of expectations. The development of extended activities could be seen as just one more burden to be taken on. Undoubtedly developing the community dimension will require some additional responsibilities, but these may be more demanding in the early stages of development and reduce later.
- Head teachers accept that they cannot do it all and others need to be engaged to help spread the responsibility. The most important contribution the head teacher should make is to offer leadership to the commitment to developing the community dimension.
- The head teacher will map out the draft vision, draw together the community focused plan and begin to make contact with partners, but at the earliest opportunity others should be identified and encouraged to become involved. The governors may be asked to establish a management group to include local people. Any members of staff, teaching or otherwise, interested in being involved in the community-focused aspect of the school should be encouraged.
- The availability of human resources will be a major factor in determining the nature and extent of the school’s community role

## **3. How can governors help the head teacher?**

The governing body has ultimate responsibility for deciding whether the school should offer additional activities and decide what “route” they should take (see *Key Issue Nine*).

Governors’ key duties in an extended school programme are likely to include:

- Control the use of the school premises both during and outside school hours
- Safeguarding the delegated budget
- Locating supplementary funding sources for initiatives
- Appointing extra staff (in voluntary-aided and foundation schools)
- The governing body must also abide by provisions that may be contained in the LEA’s scheme for financing schools and have regard to any advice given to them by the LEA.

Governing bodies cannot provide any services that may interfere with their main duty to educate pupils or their responsibility to promote high standards of educational achievement at the school.

The governing body is a ‘body corporate’ and has a legal identity separate from the individual governors. Decisions that have been made properly will be binding on all governors. As long as governors act honestly and reasonably and within their powers when carrying out their functions, any liability will fall on the governing body rather than on individual members.

In practical terms these duties can be understood through these steps:

- **Step One** – List what has to be the responsibility of the head teacher and what can be left to others.
- **Step Two** - Start to identify others who will assist and help deliver the extended activities initiative
- **Step Three** – Develop a clear understanding of roles and responsibilities within the school for staff and governors, including the nomination of *community governors*.

#### 4. What practical means can be adopted to help all staff?

In order to ensure that everyone within the school approaches working with families and communities positively, a school could formulate a guide, including a code of conduct. An example of **a code of conduct** is given below.

##### **CODE OF CONDUCT**

Staff of the school should:

- endeavour to make venues accessible and welcoming to all groups and individuals – for example, through physical accessibility, lighting, lack of graffiti, positive publicity
- develop programmes in such a way that families and communities can explore different roles and thus develop empathy and understanding of each other
- introduce new equipment, resources, displays, activities and issue-based work to avoid stereotyping of any sort
- be aware of inadvertent or deliberate actions from colleagues or participants which might cause offence or compromise professional standards in dealing with the community
- celebrate the achievements and contributions of people from our community and provide information about these
- ensure that there is equality of access to all activities

##### **WHAT ABOUT US?**

1. Have we identified the responsibilities amongst the leadership group?  
✓ x ☹
2. Do governors understand their roles? ✓ x ☹
3. Do staff understand their roles? ✓ x ☹
4. Have we planned staff training and budgeted for it? ✓ x ☹
5. What do you we anticipate as our key operational issues? ✓ x ☹

**KEY ISSUE  
TWENTY ONE**

**How do we deal with diversity?**



### **1. How do you achieve inclusiveness?**

Schools will find that they are serving different groups within their communities. If schools are to be inclusive and accessible, it is important that the school's equal opportunities policy reflects the school's organisational values and recognises the position of the wider community in the life of the school.

Having agreed a policy, it is essential that it is fed into every aspect of school life, including links with the community.

#### **It is worth remembering the following and including the implications in the your thinking and planning:-**

- for some members of the community access to schools may affected by language, times of opening, physical access or family circumstances. In some cases going back to school is simply not the 'done thing'.
- there can be a temptation only to provide opportunities for the self-motivated or the easy to attract. Those that are more resistant to become involved generally require different approaches if they are to be attracted. This means doing things differently. Doing things differently requires more thought, energy and time. It may mean:-
  - using languages other than English and providing translation services
  - providing signing for those who are hard of hearing or deaf
  - being open at times outside the school day
  - communicating through local organizations to whom those we are trying to attract feel more comfortable.
  - a review of our manner and style of approach. Greater emphasis may need to be placed on informality and styles of engagement may have to be more active.
  - word of mouth may prove necessary rather than written communication.
  - the relevance of activities may need to be demonstrated.
  - a school may decide that a particular group of parents or section of the community needs to be targeted.
  - Venues other than the school might be more appropriate

It may be best to start small, but scale is not important, gaining peoples participation is the target. A model to follow might be:-

- Step One** – Identify a section of the community that is currently not participating or has an unmet need
- Step Two** – Explore the school's contribution to tackling that need.
- Step Three** – Develop an action plan in collaboration with other organisations where appropriate, to generate involvement.

#### WHAT ABOUT US?

1. Have we reviewed our equal opportunities policy? ✓ ✗ ↻
2. Do we have insights into the diversity of our community? ✓ ✗ ↻

## KEY ISSUE TWENTY TWO

### How do we deal with the premises?



#### 1. What about space for extended activities?

Many schools are used to extending the use of their facilities to the community for such things as adult education, sports and social activities. The idea of the school being a host or landlord for activities organized by other agencies is not new. However, the idea of the **extended school** advances the concept of dual use and takes it a stage further.

There are **some limitations** on the scope of schools wanting to strengthen relations with their community imposed by buildings and facilities. There may be restrictions imposed as a result of availability of space.

- the **school's first duty** is to provide **education for pupils**. Schools and LEAs are required to provide **sufficient school places** for all pupils with arrangements for adding or taking out places to meet **future patterns** of preferences and demographic change. Schools with a substantial number of pupils on roll may not have space for daytime activities.
- schools and LEAs **must not propose or implement** any activity which compromises either the school's or the LEA's duty either **at the time or in the future**.
- in certain instances building design can limit community activities. Separating teaching areas from areas that the community could use may be a problem.
- similarly furnishings or equipment may not be conducive to community activities.
- in some cases fear of misuse or over-use of facilities holds back work with the community.

The implication here is that governors and the LEA need to work closely from the outset in planning the extended activities.

#### 2. How can we manage access to the school and keep it safe?

Control of access to premises is important for the security of premises and the safety of staff, pupils and others. Schools working with families and communities will need to consider issues to do with access, including reception, signposting, car parking, room location, toilets and refreshment facilities. Schools offering services to the local

community must comply with the Disability Discrimination Act and avoid discrimination in access to those services.

The following checklist may help schools think through issues of access:

- are reception staff trained in customer care?
- are reception staff clear about their role and positive in their approach to working with families and communities?
- how does the school collect information about visitors?
- are registers needed for other organisations which are sponsoring activities?
- which entrance are members of the community expected to use?
- are there places for visitors to wait?
- what difficulties might people with disabilities face regarding access to the building?
- is there adequate car parking space and if not should guidance be given about off site parking?
- is there adequate lighting in external areas to help people feel safe?

### **Signposting**

First time visitors to schools can easily be put off if they can't find their way around the site and/or buildings. Some issues for consideration are:

- is the reception area clearly signposted?
- is there internal signposting to rooms and areas used by families and communities?
- in multi-cultural communities, are signs provided in languages other than English?
- does the school have adequate fire exit signs and emergency lighting?
- on large sites are there maps to find your way around?

## **3. What about the security and health and safety issues?**

### **Security**

Extending school services inevitably requires thought to be given to safety and security of personnel and property:

- is responsibility clear in any of the following emergencies: fire; intruders; illness; an accident?
- are arrangements for the security of computers and other expensive equipment adequate?
- how do people have access to the areas they need to use, for example telephones for emergency use, and toilets?
- is there proper emergency signage?
- on larger sites is CCTV used or are there security guards?

### **Health and safety**

Schools need to take account of health and safety requirements. The Health & Safety at Work Act 1974 and related legislation place general duties on employers towards their employees, and towards non-employees. Schools need to ensure:

- that they have an up to date health and safety policy which is approved by the governing body

- that risk assessments have been carried out for all activities undertaken by the school including all activities relating to work with the community in accordance with health and safety regulations good practice guidelines.
- that procedures are in place to ensure that all accidents are notified to the school office as soon as possible
- that all staff and persons responsible for community activities should know where to get an accident form
- that a form is completed when any accident occurs, even if it appears minor at the time.

And in case of accidents the school must ensure that it has:

- a suitably stocked first-aid box
- an appointed person to take charge of first-aid arrangements
- an appropriate number of first-aid personnel
- information for employees on first-aid arrangements
- procedures for recording accidents

#### **4. What about caretaking and cleaning?**

Caretakers and building supervision staff are the gatekeepers of the buildings. Their function assumes still greater importance when a school develops its work with families and communities, particularly when activities may take place outside formal school hours because someone has to be responsible for opening and locking up the building.

The views of caretaking staff can influence the approach taken by schools in developing the community aspect of their work and every effort should be made to include them in the formulation and implementation of programmes of work with families and communities.

Discussion will need to take place with governors, managers, teaching and support staff and caretakers about the use and control of premises and the following will need to be considered:

- is the school caretaker solely responsible for locking the school at the end of a session?
- what are the caretaker's current contractual arrangements?
- do current terms and conditions of employment need to be renegotiated?
- is the current workforce sufficient?
- is there income to meet additional caretaking costs?
- what are the current cleaning arrangements in the school?
- will current contracts for cleaning need modifying or renegotiated
- is the income from lettings sufficient to cover this cost?

## 5. What about building maintenance?

Greater use of the building (and grounds) will have an impact on asset repair and renewal. The following will need to be considered:-

- the asset management plan will need to reflect extended activities. This will, for most schools, require conversations with the LEA . The school's own capital and revenue spending plans may need to reflect increased and different usage. However, delegated budgets must never be used to directly support community activities.
- systems will be needed to ensure that any damage caused or faults found by user groups are promptly reported to school staff. User groups should be made aware of arrangements for repair and maintenance of school buildings where their programmes may be affected.
- there needs to be a clearly identified member of staff to deal with these matters. There is no need for this member of staff to be a teacher, indeed it might be the site supervisor or school's business manager if such a role has been developed (especially in the secondary sector).

## 6. Can we pass full control of the premises to a user group outside normal school hours?

Schools are able to transfer control of the premises outside normal school hours to a user group and free themselves from the need to provide management or administrative time from their own staff. This is done formally through a Transfer of Control Agreement. Some points to bear in mind here are:

- the agreement should specify the purpose for which the school is to be used and should disallow any other use
- schools must ensure that there is no conflict with any Trust Deed. This is particularly relevant to Voluntary schools
- Arrangements should set out how the school can regain control of the premises
- the LEA's prior consent must be obtained (this is a legal requirement).

## 7. What about insurance matters?

It is likely that current premises cover is appropriate to extended schools activities but this should be a matter of discussion with the council's insurance team.

### WHAT ABOUT US?

1. Are we clear about our standard entry number and current and future roles? ✓ x ☹
2. Are we aware of the content of the LEAs School Organisation Plan? ✓ x ☹
3. Are we aware of the access issues that exist for us? ✓ x ☹
4. Are we aware of our health and safety issues? ✓ x ☹
5. Are we aware of our caretaking and cleaning issues? ✓ x ☹
6. Do our asset management plans reflect our intentions? ✓ x ☹
7. Are we properly insured? ✓ x ☹
8. Do we have the LEA guidelines on these practical issues? ✓ x ☹

## 7. FINANCIAL MATTERS

KEY ISSUE  
TWENTY  
THREE

What is the relationship between the funding of the school and funding extended activities?



### 1. What funding distinctions have to be made?

- Funding is, of course, important to initiate or sustain activities but there is money and – just as importantly – contributions in kind of services from partners that can be applied to programmes developed as a result of the development of extended activities.
- Generally, the financial management of community activities requires the same rigorous controls that schools apply to their delegated schools budget. However, unlike the delegated budget, where most schools can forecast their income and expenditure with a reasonable amount of accuracy, the income and expenditure associated with work with the community may be subject to greater variation. There are particular factors that lead to a degree of unpredictability, such as the numbers of participants who take up activities and the frequency with which members of the community hire facilities.
- Activities that are primarily or substantially for the education of the school's pupils can be funded from the delegated budget. Governors have some scope to interpret this in favour of activities involving families. **The funding of most work with communities has to be drawn from other sources.**

### 2. What does the legislation say?

Schools that choose to exercise the power conferred by section 27 of the Education Act 2002 to provide community facilities will be subject to a range of controls.

- First, regulations made under section 28 (2), if made, can specify activities, which may not be undertaken at all under the main enabling power.
- Secondly, the school is **obliged** to consult its LEA and have regard to advice from the authority.
- Thirdly, the Secretary of State issues guidance to governing bodies about a range of issues connected with exercise of the power, and a school must have regard to that.

However, under section 28 (1), the main limitations and restrictions on the power will be:

- Those contained in schools' own instruments of government, if any; and in the maintaining LEA's scheme for financing schools made under section 48 of the School Standards and Framework Act 1998. Paragraph 2 of Schedule 3 to the Education Act 2002 extends the coverage of schemes to the powers of governing bodies to provide community facilities.

Schools are therefore subject to prohibitions, restrictions and limitations in the scheme for financing schools.

### **3. What about accounting policies?**

Wakefield Education requires schools to conform to the procedures issued in relation to accounting policies and year-end procedures. These procedures are as set out in the appropriate documentation available to schools and must be adhered to.

### **4. What about a separate bank account?**

A decision regarding a separate bank account will largely depend on the scale of a school's work with families and communities and will be expected to conform to the relevant accounting policies. Advice should be sought on this matter but in the end all accounts and transactions require professional supervision and auditing.

### **5. What extended activities costs need to be covered?**

**Here is a checklist:-**

- Heating and lighting
- Water costs (especially for swimming pools)
- Equipment and materials
- Refreshments
- Staffing
- Cleaning
- Maintenance, wear and tear
- Programme management and delivery

### **6. Are there different regulations or advice for the three different routes that lead to extended activities? (see Key Issue Nine)**

Where a school is following **Route 1**, all expenditure and income for the extended school activity is part of the school's "public expenditure". All the benefits and rules applying to standard school expenditure apply including:

- Expenditure and Income are recorded in the LEA accounts
- VAT can be recovered on eligible expenditure. (It must be declared on taxable income)
- Financial management responsibility rests with the school.
- You must follow Financial Regulations & Accounting Procedures of the LEA

If a school follows **Routes 2 or 3** involving a management committee or third party then:

- Expenditure and Income are recorded by the Management Committee/Third party
- VAT position will depend on the status of the provider (not the school)
- Financial management responsibility rests with the Management Committee/Third party who operate their own bank account and financial procedures.

**Wakefield LEA has published very specific guidelines that addresses all these issues and you are strongly advised to refer to them.**

#### **WHAT ABOUT US?**

1. Are we clear about the local expectations regarding funding arrangements and policies? ✓ x ☹
2. Have we discussed and planned our response regarding financial procedures and extended activities? ✓ x ☹
3. Have we the capacity to meet the demands of these procedures? ✓ x ☹
4. Have discussed the financial implications with the LEA? ✓ x ☹

**KEY ISSUE  
TWENTY FOUR**

**Matters of business and financial  
planning**



**1. Do we need a financial plan?**

- Without a doubt - yes. No sensible leaders or managers would embark on any venture without examining the financial implications and planning to respond to them.
- Costs and budget responses are fundamental to the School Improvement Plan and extended activities are an integral part of that.
- Failure to plan properly is a significant weakness of management and as such would be of significant interest to all groups to whom the school is accountable.

**2. Do we need a business plan?**

- An outline business plan may prove necessary where a school is likely to generate a significant amount of income and incur a high level of expenditure. It will be very necessary if governors elect to follow routes 2 or 3 (see *Key Issue nine*)
- Where there is a large community programme, there will need to be clear lines of accountability and powers of decision making must be in place so that a school can exercise effective financial management.
- Business plans do not have to be long and complicated but can be very useful in communicating with others and aiding evaluation processes.

**3. What financial information do we have to supply?**

- This is a matter defined by local agreements but undoubtedly the flow of financial information will be required. Schools do best by creating separate accounts and showing the origins of different income streams as well as the detail of expenditure in terms of beneficiaries as well as goods and services.
- This will require the school to give careful thought to the construction of the accounts especially if they are using the LEA system when it will be important to include the LEA in the planning.
- Where schools operate their own accounts they must ensure that strong controls are in place to provide assurances that the monies held in the account are being used properly. As a minimum, these controls should be at the same level as those that apply to school funds. Schools are referred to section 12 of the Schools Finance Procedure Manual for further guidance.

## 4. What about income and surpluses?

- Again this is a matter governed by local agreements but can be aided by the very careful construction of the account book prior to launching the work. You must be clear what your LEA expects of you so read the Wakefield guidelines on this issue

## 5. What about income from lettings?

If you do not want to fall foul of the governing legislation about what delegated school budgets can and cannot pay for it is important to ensure that charges cover costs and that use of premises does not lead to a loss or liability on the school budget.

A school that is extending its activities will find that the community wants to use it more.

It is therefore important for the governors to establish a policy on **charging** with a range of fees which are reviewed on an annual basis and which reflect real costs. Wakefield LEA's guidelines on this and other related practical matters needs to be examined to support you in this. In particular, you must be clear from the outset on the position with regard to VAT.

There are a variety of issues to be considered when creating the policy and determining charges. These include:

- offering a low (cost or subsidised) rate for Family and Community Learning, Adult Education and Youth Work
- will a higher rate be appropriate if the hirer is charging the public or the letting is a commercial one?
- will there be discount schemes reflecting volume of usage, style of payment or exclusivity?
- will extra caretaking and cleaning be required and at what cost?
- what will be the costs for additional heating and lighting?
- is it necessary to build in an allowance for wear and tear?
- will specialist facilities be available for hire – for example, stage lighting, audio-visual equipment, computers?
- will supervisory/operational staff be required from the school?
- will groups pay a deposit or pay the whole amount in advance?
- will there be specific elements in the form of non-refundable deposits to cover breakages or damage?

### WHAT ABOUT US?

1. Is our financial planning for extended activities obvious and trackable in the School Improvement Plan? ✓ x ☹
2. Are we clear about what our obligations are to the various accountable bodies? ✓ x ☹
3. Have we made provision for the careful construction of the accounts? ✓ x ☹
4. Do we have a lettings policy and tariff? ✓ x ☹
5. Have we referred to the LEA guidelines? ✓ x ☹



## **1. What sources are available?**

- Funding sources for activities and services will vary from school to school, depending on the local area and the types of services being offered.
- It is often a very good idea to combine a variety of funding sources to provide broad programmes.
- In most cases, funding will be linked to the development of specific services or provision. By way of example, Learning and Skills Council and LEAs provide support for adult education. Early Years Development and Childcare Partnerships help the development of affordable childcare for children up to 14.
- Charging for activities needs careful management and rigorous application of these key principles:-
  - Pupils cannot be charged for education outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination, or part of religious education.
  - Schools are encouraged to provide study support free to pupils but they can be charged for any other education or non-education service outside school hours.
  - Other children, their parents, adults, families, clubs and businesses can be charged for participation in community activities or services arranged by a school, as long as the governing body has drawn up a statement of general policy on charging.
  - Some activities that do not directly benefit pupils, staff or the local community can be used to generate additional revenue for the school.
  - Contributions can be sought from parents and the community for some activities but purely on a voluntary basis.
- The PFI initiative may help certain very specific issues but further advice on this should be sought from the local authority. The additional use of the school by extended activities will be of particular financial interest to the partners in the PFI not least because of the implications on the use of their plant and resources. It is very clear that if your school is likely to be involved in a PFI or is involved then specific advice should be sought from the LEA.

## 2. What about fund raising?

- Although there is no mystery about fundraising, it does require time, knowledge and skill.
- Funds can be attracted from various sources, but each is likely to have its own application procedure and to lay down specific criteria. In some cases there will be application forms to be filled in, while in others a letter of application will need to be written.
- There may be a need for matching funds or other particular requirements. Detailed below are a number of points which fundraisers should consider when making an application for financial support.
- The following is a very brief guide to successful fundraising:
  - write down the measurable objectives of the project (three or four should be quite sufficient)
  - give reasons why the project is necessary
  - explain the background to the project
  - show how it meets the criteria of the funding body
  - set out the precise and quantifiable outcomes of the project
  - outline the structure of the project
  - set out the timetable for the project
  - itemise the budget, ensure that it is accurate and describe how it will be used
  - explain how the project will be evaluated against the specified objectives and outcomes
  - prepare a summary of the project and use this as an introduction or executive summary for the proposal
- The Local Authority can offer the services of its central funding team in supporting schools in this area. (*see the local contacts section that follows for details*)

## 3. What about cross-subsidy and services that are not self-financing?

- Some schools may wish to encourage activities and services that they consider a priority but which may not be self-financing. A number of approaches can support this intention.
- Setting up activities that run in parallel so that additional utility and staffing costs are shared between user groups
- Scheduling other community activities in adjacent space to those activities whose costs are already covered
- Where there is no cost to the school budget schools have the discretion not to charge
- Exchanging services with community groups so that the school facility is free of charge
- Working with one's partners who share a common target group and whose budget can meet the costs.

#### 4. Who will identify where to apply and help with bidding applications?

Many head teachers do not know what sources of funding are available, and why should they?

Many more are wary of the investment in time and energy it takes to research, prepare and submit an application for funding.

They wonder what proportion of bids are successful and if it is worth all the time and effort for small amounts of money?

Some schools are able to identify a governor or parents who are prepared to take this on with the head teacher as their adviser, but they do the work.

Wakefield MDC central funding team and the funding team within Education and Cultural Services can be of great support.

You can contact organisations like ContinYou for advice.

It is also important to have your bid appraised by a critical friend prior to its submission. Again this may require you to buy in such a service.

There is a chart in the third section that can give you insight into this.

##### WHAT ABOUT US?

1. Do we know which finance streams are available to us? ✓ ✗ ↻
2. Are we developing the skills and expertise necessary to raise funds or should we develop a strategy to make us more effective in this area? ✓ ✗ ↻
3. Do we have a need to develop our skills to enhance the opportunities offered by cross-subsidy? ✓ ✗ ↻
4. Have we identified support for our bid writing? ✓ ✗ ↻

## KEY ISSUE TWENTY SIX

### What about tax legislation?



#### 1. Can a school set up a company or charitable trust to run extended activities?

- The short answer is yes and but before doing so there is a requirement to consult the LEA.
- Key issue nine outlines the routes and route two reflects this position. There are all kinds of implications and costs and this should not be entered into without detailed advice not least from the LEA.

#### 2. What about VAT?

This is a complex and difficult area. You need to seek advice regarding your situation from your local authority. Generally it can be said that:

- Additional activities and services planned for pupils, families and communities may NOT be exempt from VAT.
- **Voluntary-aided** schools have responsibility for their capital and offering additional activities and services may have wider VAT implications on services that they have received as zero-rated.
- It is the absolute responsibility of the governing body that wishes to provide additional services to discuss their circumstances with the local authority.

#### 2. Can any organisation or business working with the school benefit from any tax breaks?

- There is a range of benefits for businesses that provide support for schools. These can include:-
  - Tax relief for the costs of the employee's salary or related expenses for staff lent to schools
  - Not being liable for tax on equipment that they make, sell or use that is donated to educational establishments
  - Tax relief on donations or small gifts to the school. The nature of the relief will depend on whether the school is a charity.

#### WHAT ABOUT US?

1. Have we taken action to ascertain the relevant information regarding taxation? ✓ ✗ ➡

## 8. MANAGING THE PEOPLE

KEY ISSUE  
TWENTY  
SEVEN

Communicating effectively with the  
community



### 1. What means of communication are available?

- Effective communications are a central consideration for any school working with families and communities. Schools have access to impressive networks that can be used to promote the school's work with families and communities.
- Ways of communicating with its families and communities include:
  - through direct contact with parents
  - through word-of-mouth promotion
  - through ambassadors of the school within the community
  - through key players in the community
  - through producing a brochure or website
  - by making use of display boards
  - by issuing media releases
  - at local events, fairs and fetes
  - through letters to local papers
  - by organising open days for the community
  - via community associations, tenants' groups and housing associations
  - through contact with local religious communities
  - through working with partners
  - via community websites

### 2. How do we sharpen the focus of communication?

- Each activity developed by the school may be aimed at specific groups or sections of the community. It is important to give thought to who is the target audience for a particular type or form of communication.
- The following points may help schools think this issue through. A school may need to inform any or all of these people/organisations about a particular initiative or activity, or about its work with the community in general:

- pupils
- parents
- staff (teaching and support staff)
- the school's neighbours
- the school's partner agencies
- community groups
- the local education authority
- local businesses
- local schools and colleges
- health authorities
- the police.

The reasons for informing these people might be:-

- to help them develop an understanding of the school's activities
- to encourage them to support the school's activities
- to encourage them to get involved
- to ensure security
- to encourage offers of resources or assistance in raising funds
- to gain new ideas about developing activities
- to identify needs
- to promote further participation

### 3. What about marketing?

- Good communication is at the heart of marketing. If the community has a positive view of what the school is doing then good marketing becomes easy marketing. What matters most is that thought is always given to how any action taken will impact on and be understood the community you are serving. From this position specific means can be undertaken.

#### WHAT ABOUT US?

1. Do we take communication seriously? ✓ ✗ ↻
2. How do we currently communicate? ✓ ✗ ↻
3. Do we actively promote the work of the school with the community? ✓ ✗ ↻
4. Do we have anyone designated to be responsible for this? ✓ ✗ ↻

**KEY ISSUE  
TWENTY  
EIGHT**

**Adapting or creating management  
structures**



**1. Will it be necessary to adjust the management structures in the school to accommodate extended activities?**

Just as extended activities should be an integrated part of the School Improvement Plan then the organisation and management of all the people – staff, volunteers, governors and possibly partners – need to be considered within the agreed management and governance arrangements for the school. The family and community dimension should not be a separate ‘bolted on’ service but should be included as an important feature of the whole school and managed in that way.

This does not mean dramatic changes unless the school intends to undertake an ambitious and wide-ranging restructuring of its activities. There is however a helpful window of opportunity at this time as schools examine the issues of workforce remodelling.

**2. What options are open to schools?**

They can be described under four broad headings:

- the governing body can receive reports about work with the community – this is most appropriate with a fairly modest programme of extended activities
- the governing body can set up a sub-committee with co-options representing the various interests – this kind of structure will be needed if the programme is more substantial
- the school may prefer to set up a separate management structure, which can include representation from the governing body. This is usually only appropriate where there may be very extensive sport or arts facilities which are used heavily by members of the public.
- the school has the option of creating an entirely separate body such as a charity or business to take responsibility for its community activities. These are referred to in key issue nine.

Schools will need to decide which model is most appropriate for them – each has its advantages. However, reporting directly to the governing body or establishing a sub-committee will ensure a unified management strategy and a single line of accountability.

Work with families and communities should be included in the roles and responsibilities of governors. Many governing bodies recognise the advantages that flow from their involvement and actively participate to further their school's work in this area.

### **3. What are the advantages of having governors in the frontline of the development of extended services?**

Governors have statutory responsibilities and they are the local civic focus of accountability for all aspects of the life of the school.

Reporting to the governing body is important because:

- it keeps governors informed
- provides a form of accountability
- helps to secure the governors' interest and support
- ensures that governors recognise that work with the community is considered an integral part of the school's work
- promotes ownership amongst governors of the school's work with the community

The key contents of the information given to governors is as follows:

- a plan for the year ahead
- a list of activities with days, times, numbers of participants
- details of enrolments and other data on participation
- information on educational outcomes (for example, accredited learning, qualifications gained, levels of improvement)
- financial management information
- a current register of voluntary workers
- summary of evaluations by participants
- description of joint work with outside organisations
- description of joint work with other schools in the cluster of schools
- case studies of individuals and how they have benefited

There also needs to be clear opportunities for governors to participate in the planning and review of activities and programmes.

### **4. Who should be responsible for the community dimension?**

- Most schools will not have the resources or the level of work with families and communities to justify the appointment of a full time 'dedicated' member of staff.
- In most cases, responsibility for work with families and communities will be allocated to a member of staff who may be released from the timetable for a specific amount of time each week, or will be offered on a part-time basis to a member of the support staff.
- The school should ensure that the responsibility is included in the job descriptions of all those members of staff who are likely to be involved. It is

vital to differentiate between tasks related to extended activities and the responsibility and leadership needed to manage and develop the concept of extended activities. They two needs are not always best served in the one person.

- Whilst it is assumed that all members of staff will be involved in family and community learning in some way, certain members of staff will have additional responsibilities which should be in the job description and might include any or all of the following:
  - To ensure that all visitors and telephone, fax and e-mail callers to the school feel welcomed and that their requests, complaints and other matters are dealt with effectively and efficiently
  - To develop work with parents/carers and promote positive home-school relationships
  - To ensure that teachers in all curriculum areas positively involve adults from the community in their work, both as learners and as a resource for the pupils' curriculum
  - To bring about maximum use of the school's facilities and resources by community groups
  - To find ways of funding and supporting the work of community groups
  - To make and maintain close links with other schools in the cluster and colleges of further education
  - To develop and implement innovative projects with partners from the community
  - To recruit, train and manage suitable voluntary workers

## 5. Can contracts be changed?

This is a sensitive issue and as such should be handled sensitively by negotiation and in consultation with the person, his/her friend or professional representative and the employer who is usually the LEA for all schools except foundation or voluntary aided schools. This is why workforce remodelling offers a current opportunity for progress. However the best option in all cases is to seek advice from the Personnel Services Group.

### HOW ABOUT US?

1. Can our present management structures be adapted or do we have to undertake a major overhaul? ✓ ✗ ⇄
2. Have we considered how governors will contribute to the management of the community dimension? ✓ ✗ ⇄
3. Will the responsibility for the community dimension be added to someone's current job description? ✓ ✗ ⇄
4. Have we appropriate job descriptions and do they match the intentions that are generating the community dimension of our work? ✓ ✗ ⇄
5. Have we considered the financial implications of the management changes? ✓ ✗ ⇄

**KEY ISSUE  
TWENTY  
NINE**

**Recruiting and developing staff and  
volunteers**



### **1. Do extended activities have any recruitment implications?**

Work with families and communities needs to be undertaken willingly. If staff feel that it is being imposed, it is almost certain to have a negative impact. However, if a school has decided to pursue an active policy of work with the community, it must be assumed that all staff will recognise the need to adopt working practices that contribute towards the achievement of that policy. That said, reality is likely to dictate that new demands cannot be met by improved efficiency or greater productivity from current workers. Recruitment may be inevitable and training highly desirable.

The school's advertisements for posts should make it clear that the community dimension is integral to its work and that those appointed should not only be sympathetic to that but willing to contribute to the ethos and practice in some way.

Once a school has decided to develop its work with families and communities, candidates for appointment to the staff could be invited to express in applications and/or at interview their attitude to working in extended ways.

Below are some questions which might be considered when new teaching or support staff are being recruited:

- what is their attitude is to working with families and communities?
- do they have any previous experience or achievements that might be relevant?
- what ideas do they have for development?
- what are the features of an effective partnership?
- who would make good partners?

### **2. What part can volunteers have staffing extended activities?**

The involvement of volunteers in extended activities an enormous strength to be built upon and often a practical necessity. However, to retain their commitment it is important to:

- treat volunteers exactly as paid staff, in the respect that you show them and the expectations that you have of them
- make it clear that you consider their contribution just as valuable as that of paid staff
- write a brief job description outlining their duties

- meet each volunteer regularly to discuss their work
- ensure that the person responsible for staff development includes their development needs

**DON'T FORGET that volunteers who will have contact with children will be required to undergo criminal clearance checks.**

### **3. What are the training implications for extended activities?**

In some ways extended activities calls for honing-up and further development of existing skills as well as the acquisition of new ones. There is an inherent danger in thinking that because a person can work with a child then it will be the same for working with adults.

- In particular schools will need to give thought to the management skills appropriate to running the community dimension. Leadership is crucial to success of any venture, but it will play a key role in developing and extending school. In particular, leadership will be paramount in the **formulation and modelling of the vision and values** of the community dimension.
- Management will need to consider new policies. They will have to have a perspective on operational matters and planning. There will need for the development of **skills associated with project management**.
- Schools that want to develop will need the ability to build partnerships with parents, families and the wider community. They will also **need partnership building skills** with other agencies.
- School staff, teachers and others will have to give thought to **customer care and working with adults**.
- The community dimension will introduce new funding opportunities and with this will come the need to manage as well as have **knowledge of various funding sources**.

**Step One** – Appraise the work management, teachers and other school staff will have to pursue in the context of the community dimension.

**Step Two** – Explore the new skills and competences needed to effectively pursue these skills.

**Step Three** – Identify professional development opportunities either for the whole staff or specific members of the school staff.

- Many courses and training opportunities already exist in Wakefield to help staff work more effectively in extended activities. In some the voluntary sector are active partners in both delivery and provision. When needs are identified then conversations with the appropriate contacts in the LEA can be utilised.

### **4. How can we fulfil our child protection obligations?**

The Children Act 1989 gives every child the right to protection from abuse and exploitation and to have enquiries made to safeguard their welfare.

The Criminal Records Bureau has been set up to improve access to criminal records. Checks must be undertaken for **any person** whose normal duties include 'regularly

caring for, training, supervising or being in sole charge of children under 18 years of age or vulnerable adults'. This normally applies to employees in schools but there may also be **volunteers and learners** who also requires checks to be carried out.

Extended school activities and services may also require checks to be made on adults because they are working in communal areas where contact with children is likely.

The key things for schools to keep in mind are:

- All schools must have robust child protection practices, which conform with the LEA's policies and DfES Guidance 0278/2002 (*Child protection: preventing unsuitable people from working with children and young persons in the education service*).
- Headteachers must ensure that a designated member of staff is responsible for child protection issues and that this member of staff is suitable trained and supported
- Headteachers need to ensure that the appropriate checks are made prior to adults being involved in activities
- Schools need to ensure that adequate staffing arrangements are in place, so that children are not left unsupervised

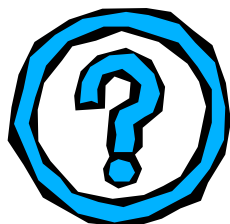
#### HOW ABOUT US?

1. Is our position and expectations made clear in our advertisements and recruitment procedures? ✓ ✗ ⇄
2. Do we currently encourage the use of volunteers in our work? ✓ ✗ ⇄
3. Have we adapted our professional development programme and budgets to accommodate our extended activities ambitions? ✓ ✗ ⇄
4. Are our child protection systems sound and adequate? ✓ ✗ ⇄

## 9. LEGAL CONCERNS

### KEY ISSUE THIRTY

The powers available to governors in relation to the community dimension



### 1. What programmes and learning opportunities can be provided in schools?

One of the key documents to which schools should refer is the DfES's '**A Guide to the Law for School Governors**'. This is available in five different versions for community schools, foundation schools, special schools, voluntary aided schools and voluntary controlled schools.

Governing bodies have the powers to:

- allow schools to provide part-time education for students aged 16 years and over and full-time education for persons aged 19 and over
- provide a wide range of courses, including leisure, vocational and social courses
- offer further education courses within courses for school pupils
- arrange further education courses in the evenings, during holidays and in spare classrooms during the daytime
- allow further education on their premises by providers other than the school.

### 2. Has the extended schools initiative added to governors' powers?

As part of the Government's strategy to promote and develop 'extended schools', the **Education Act 2002** makes it easier for governing bodies of all maintained schools to:

*provide (or enter into contracts with others to provide) facilities or services that... "furthers 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."*

This covers the vast majority of services and activities that schools may want to provide and includes **childcare, adult and family learning, co-located health and social services, and other facilities of benefit to the local community such as Credit Unions.**

The legislation also provides **flexibility** for schools by allowing the use of **a variety of management structures** to develop services and activities.

For instance, a governing body might want to enter into an agreement with the local primary care trust under which the trust provides health services on school premises. Further flexibility is given by allowing schools to charge for some services.

This will be appropriate in some circumstances, for example if they are running a crèche or providing community education courses.

The Education Act 2002 also puts in place a number of **safeguards** to protect pupils' education and to ensure effective delivery of services. These are:

- Governing bodies **cannot** 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 legislation recognises the **crucial role of consultation** for schools developing activities and services.
- Governing bodies are **required to consult their LEA**, the staff of their school and parents of pupils and have regard to their advice before implementing their plans.
- The governing body will also be required to **consult pupils** about services that affect them whilst also taking into account their age and level of understanding.
- Governing bodies are also required to **consult other stakeholders** as they consider appropriate, such as local agencies and partnerships, but these are likely to depend on the proposed services and the school's local circumstances.
- It also makes it clear that formula generated funds for pupils education **cannot** be used for extended activities and governors are responsible for ensuring that this does not happen.

It may prove useful to revisit *Key Issue Two* which considers matters of governance

#### HOW ABOUT US?

1. Have we tested what we propose against the powers and constraints that exist? ✓ ✗ ↻
2. Have we sought advice as to whether our opinion and perception is sound? ✓ ✗ ↻

KEY ISSUE  
THIRTY ONE

School premises and transfer of  
control



## 1. What legislation must we be aware of relating to the premises?

**The Education (School Premises) Regulations 1999** set standards for school premises.

These include fire safety and a general requirement that the health and safety of the people in a school building or on school land must be reasonably assured.

Employers, governors and employees should work together to put into practice an effective health and safety policy.

**The Health and Safety at Work Act 1974** places a duty on the employer to take reasonable steps to ensure the health and safety of their employees and of other people such as pupils and visitors.

This Act not only gives duties to employers, but also to those who have control of premises.

**The Occupiers Liability Acts of 1957 and 1984** place a duty on the occupier to take reasonable care to make sure that any visitor will be safe while on the premises. Schools have to ensure, as far as practicable, that they are safe and secure environments.

Management responsibility for this is shared between the local education authority, the governing body and the head teacher.

## 2. Can governors transfer responsibility for some parts of the school to others?

Governing bodies may transfer the control of the whole, or any part, of the school premises to another body through a **transfer of control agreement**. One of the purposes of the governing body in entering into a transfer of control agreement must be to promote community use of school premises. The governing body can either transfer control of the school premises to another body, or it can share control with that body.

The governing bodies of community, voluntary aided and voluntary controlled schools which intend to enter into a transfer of control agreement to make premises available to another body during the school day **must first get the permission of the local education authority. Foundation schools need permission from the Secretary of State for Education and Skills.**

### PROGRESS CHECKLIST

1. Have we thoroughly tested our legal position? ✓ × ↻

**KEY ISSUE  
THIRTY TWO**

**Complaints, data protection, licences  
and charitable status**



**1. Will the school's usual complaints procedure be sufficient for the community dimension?**

The governing body is required to set up procedures for dealing with complaints relating to its activities and the facilities and services provided directly by the school and to publicise the procedures to all users.

If the school's usual procedures meet these demands then it is enough.

School do need to ensure that any third party providers offering activities and services through the school premises, or using school facilities have their own procedure in place. It needs to be complementary to the school's own procedure and best practice reports on the use of the procedure to the school.

**2. Are there data protection issues?**

Schools should consider whether developing the community dimension could result in any additional issues relating to personal data or confidentiality.

This may be particularly pertinent if healthcare or social services providers are using the site.

Under the **Data Protection Act 1998** certain information is exempt from disclosure and should not be shared with other service providers. These include:

- Material whose disclosure is likely to cause serious harm to the physical or mental health or emotional condition of the pupil or someone else
- Information about whether a child is or has been subjected to or may be at risk of suspected child abuse
- Information that may form part of a court report
- References about pupils supplied to potential employers or national body to do with student admissions.

Heads should also be aware of the need to ensure that that they comply with the terms of the Freedom of Information legislation. It is important to seek advice from the LEA, your professional association or a publication such as Croner's Legal Guide to make sure you are fully aware of the situation.

### 3. Do we need licences?

Some activities and services require licences.

If you are involved in childcare care activities there are many rules you will need to comply with.

If a school offers its premises for social events and plans to sell alcohol it will need a licence.

If concerts or performances are planned then an entertainment licence will be needed.

Advice should be sought from the local authority legal and democratic services in Resource (licensing section).

### 4. Is there advantage in the school seeking charitable status?

The governing bodies of foundation and voluntary schools are corporate bodies with charitable status.

The benefits they accrue include:

- Tax concessions and exemptions
- Special treatment on VAT in some circumstances
- The ability to raise funds from the public, grant making trusts and businesses more easily than non-charitable trusts

On the down side there are some restrictions:

- The trust deed under which they have been set up must cover the proposed activities and fall within their charitable status
- The Charity Commission, Inland Revenue and Commissioner for Customs and Excise should be consulted about planned intentions prior to their implementation.

If this is a road you want to follow you are strongly advised to take appropriate advice, not least from the LEA.

#### HOW ABOUT US?

1. Have we thoroughly examined our current and future positions in the light of relevant legislation? ✓ ✗ ⇄
2. Do I know who to seek advice from? ✓ ✗ ⇄

**PART THREE**

# **EXTENDING THE ROLE OF THE SCHOOL**

***~ CONTACTS AND FURTHER INFORMATION ~***

(These sections will be regularly updated)



# 1. LOCAL CONTACTS

**Enquiry:** Adult & Community Education Service  
**Name:** Central Wakefield Learning Community – Mary Roche (303331);  
South East Learning Community – Viv Hughes (303334);  
North East Learning Community – Sandra Skuse (303303)  
**Title:** Adult & Community Education Officers  
**Address:** Manygates Education Centre  
Manygates Lane, Sandal  
Wakefield WF2 7DQ  
**Tel:** 01924 303328  
**Email:** [mroche@wakefield.gov.uk](mailto:mroche@wakefield.gov.uk); [vhughes@wakefield.gov.uk](mailto:vhughes@wakefield.gov.uk);  
[sskuse@wakefield.gov.uk](mailto:sskuse@wakefield.gov.uk)

**Enquiry:** Family Learning / Extended Schools  
**Name:** Richard Newton  
**Title:** Extended Schools Co-ordinator  
**Address:** Manygates Education Centre  
Manygates Lane  
Wakefield WF2 7DQ  
**Tel:** 01924 303300  
**Email:** [rnewton@wakefield.gov.uk](mailto:rnewton@wakefield.gov.uk)

**Enquiry:** Arts Development  
**Name:** Adele Poppleton  
**Title:** Senior Development Officer  
**Address:** Cultural Services  
PO Box 262  
Wakefield WF1 1ZA  
**Tel:** 01924 305799  
**Email:** [apoppleton@wakefield.gov.uk](mailto:apoppleton@wakefield.gov.uk)

**Enquiry:** Arts Education Agency (Wakefield)  
**Name:** Margaret McLeary or Pauline O'Hare  
**Title:** Project Manager and Project Administrator  
**Address:** Wakefield Arts Education Agency  
PO Box 262  
Wakefield WF1 1ZA  
**Tel:** 01924 306126  
**Email:** [mmcleary@wakefield.gov.uk](mailto:mmcleary@wakefield.gov.uk)

**Enquiry:** Cultural Services – Education and Outreach Team  
**Name:** Angela Rawson  
**Title:** Education and Outreach Officer  
**Address:** Wakefield Art Gallery  
Wentworth Terrace  
Wakefield WF1 3QW  
**Tel:** 01924 305902  
**Email:** [angelarawson@wakefield.gov.uk](mailto:angelarawson@wakefield.gov.uk)

**Enquiry:** Early Education and Childcare Services

**Name:** Karen Josse  
**Title:** Quality Assurance Manager  
**Address** Early Education and Childcare Services  
Second Floor, Chantry House  
123 Kirkgate, Wakefield WF1 1ZS  
**Tel:** 01924 306380  
**Email:** kjosse@wakefield.gov.uk

**Enquiry:** Finance  
**Name:** Graham Myers  
**Title:** Principal Finance Officer  
**Address** Finance Department  
County Hall  
Wakefield WF1 2QL  
**Tel:** 01924 305538  
**Email:** gmyers@wakefield.gov.uk

**Enquiry:** Health and Social Care  
**Name:** Jayne Robinson  
**Title:** Operations Manager  
**Address** Health & Social Care  
8 St John's North  
Wakefield WF1 3QA  
**Tel:** 01924 306817  
**Email:** jrobinson@wakefield.gov.uk

**Enquiry:** Governor Services  
**Name:** David Bowen  
**Title:** Head of School Governance and Organisation  
**Address** School Governor Services  
Room 232 County Hall  
Wakefield WF1 2QL  
**Tel:** 01924 305502  
**Email:** dbowen@wakefield.gov.uk

**Enquiry:** Grants Advice  
**Name:** Penny Carter  
**Title:** Grants Co-ordinator  
**Address** Grants Advice  
Room 211, County Hall  
Wakefield WF1 2QL  
**Tel:** 01924 305160  
**Email:** pcarter@wakefield.gov.uk

**Enquiry:** Healthy Schools  
**Name:** Sue Rigby  
**Title:** Education and Health Strategy Co-ordinator  
**Address** Woolley Hall  
Woolley  
Wakefield WF4 2JR  
**Tel:** 01226 392414

**Email:** srigby@wakefield.gov.uk

**Enquiry:** Learning Partnership (Wakefield District)  
**Name:** Catherine Lunn or Claire Simpson  
**Title:** Learning Partnership Manager and Partner Administrative Asst  
**Address:** c/o Wakefield College  
Margaret Street  
Wakefield WF1 2DH  
**Tel:** 01924 789159  
**Email:** c.lunn@wakcoll.ac.uk or c.simpson@wakcoll.ac.uk

**Enquiry:** Personnel Services  
**Name:** Stephen Houlahan  
**Title:** Senior Personnel Officer  
**Address:** Room 231  
County Hall  
Wakefield WF1 2QL  
**Tel:** 01924 305582  
**Email:** shoulahan@wakefield.gov.uk

**Enquiry:** Play Forum (Wakefield and District)  
**Name:** Mark Lister  
**Title:** Community Play Development Worker  
**Address:** Wakefield and District Play Forum  
93 Sycamore Avenue  
Knottingley, West Yorks, WF11 0PJ  
**Tel:** 01977 673949  
**Email:** mark@wakefieldplayforum.org.uk

**Enquiry:** Regeneration and Housing Services  
**Name:** Simon Featherstone  
**Title:** Team Leader  
**Address:** Newton Bar  
Leeds Road  
Wakefield WF1 1XS  
**Tel:** 01924 306633  
**Email:** sfeatherstone@wakefield.gov.uk

**Enquiry:** Sport and Recreation  
**Name:** Bob Foster  
**Title:** Sport and Recreation Manager  
**Address:** Normanton Town Hall  
High Street  
Normanton WF6 2DZ  
**Tel:** 01924 307812  
**Email:** rfoster@wakefield.gov.uk

**Enquiry:** Study Support  
**Name:** Linda Dye

**Title:** Study Support Co-ordinator  
**Address** Wakefield INSET Centre  
Woolley Hall, Woolley  
Wakefield WF4 2JR  
**Tel:** 01226 392411  
**Email:** ldye@wakefield.gov.uk

**Enquiry:** Young People's Service  
**Name:** Lister Baynes or Isabel Atkinson  
**Title:** Head of Young People's Services and Young People's Service Manager  
**Address** Young People's Service  
Woolley Hall  
New Road, Woolley  
Wakefield WF4 2JR  
**Tel:**  
**Email:** youngpeoplesservice@wakefield.gov.uk

## 2. NATIONAL CONTACTS

**Contact:** Basic Skills Agency  
**Address:** Commonwealth House, 1-19 New Oxford Street, London WC1A 1NU  
**Tel:** 020 7405 4017  
**Website:** [www.basic-skills.co.uk](http://www.basic-skills.co.uk)  
**Enquiry:** BSA is a specialist agency solely concerned with basic skills. It works across all sectors of lifelong learning. It encourages sharing good practice through conferences, publications and its website.

**Contact:** British Youth Council (BYC)  
**Address:** 3<sup>rd</sup> Floor, 2 Plough Yard, Shoreditch High Street, London. EC2A 3LP  
**Tel:** 020 7422 8640  
**Enquiry:** The BYC is a representative body for young people aged 16 to 25 in the UK. An independent charity, run for, any by, young people, it represents their views to central and local government, political parties, pressure groups and the media.

**Contact:** Changemakers  
**Address:** Baybrook Farm, Lower Godney, Wells, Somerset. BA51 1RZ  
**Tel:** 01458 834767  
**Website:** [www.changemakers.org.uk](http://www.changemakers.org.uk)  
**Enquiry:** Changemakers promote a young person led approach to community involvement. Young people work with teachers and youth workers to undertake projects in schools and youth clubs. This approach is promoted via programmes such as Millennium Volunteers, Study Support and Citizenship Education.

**Contact:** ChildLine  
**Address:** Royal Mail Building, Studd Street, London. N1 0QW  
**Tel:** 020 7239 1000  
**Website:** [www.childline.org.uk](http://www.childline.org.uk)  
**Enquiry:** ChildLine is a free national helpline for children in trouble or danger. It provides a telephone counselling service for any child with any problem., 24 hours a day, every day. It is an independent registered charity dependent upon donations to maintain and expand its service to children

**Contact:** Community Development Foundation (CDF)  
**Address:** 60 Highbury Grove, London. N5 2AG  
**Tel:** 020 7226 5375  
**Website:** [www.cdf.org.uk](http://www.cdf.org.uk)  
**Enquiry:** The CDF was set up in 1968 to pioneer new forms of community development. It strengthens communities by ensuring the effective participation of people in determining the conditions, which affect their lives.

**Contact:** Community Service Volunteers (CSV)  
**Address:** 237 Pentonville Road, London. N1 9NJ  
**Tel:** 020 7278 6601  
**Website:** [www.csv.org.uk](http://www.csv.org.uk)  
**Enquiry:** CSV works with schools, colleges and universities to help young people to learn active citizenship through work in the community. Themes include paired learning, peer education, mentoring, citizenship education, the environment and community projects.

**Contact:** Community Schools Network (CSN)  
**Address:** Unit C1, Grovelands Court, Grovelands Estate, Longford Road, Coventry CV7 9NE  
**Tel:** 024 7658 8441  
**Website:** [www.continyou.org.uk](http://www.continyou.org.uk)  
**Enquiry:** CSN brings together all schools which work with families and schools to promote lifelong learning. It encourages sharing good practice through conferences, publications and its website.

**Contact:** ContinYou (*formerly CEDC and Education Extra*)  
**Address:** Unit C1, Grovelands Court, Grovelands Estate, Longford Road, Coventry CV7 9NE  
**Tel:** 024 7658 8441  
**Website:** [www.continyou.org.uk](http://www.continyou.org.uk)  
**Enquiry:** A community learning charity that provides an exciting range of programmes and advice that encourage people of all ages and backgrounds to take an interest in learning. The Share programme is typical of its work and it is the DfES appointed support for The initial round of full service extended schools.

**Contact:** Department for Education and Skills (DfES)  
**Address:** Sanctuary Buildings, Great Smith Street, London. SW1P 3BT  
**Tel:** 020 7925 5000  
**Website:** [www.dfes.gov.uk](http://www.dfes.gov.uk)  
**Enquiry:** The Schools Plus Division of the DfES develops policy to increase pupil motivation and attainment and to help young people prepare better for adult and working life, through out-of-school-hours activities, school-community links and education-business links.

**Contact:** Millennium Volunteers Unit  
**Address:** DfES, N2, Moorfoot, Sheffield. S1 4PQ  
**Tel:** 0800 917 8185  
**Website:** [Millennium.volunteers@dfes.gov.uk](mailto:Millennium.volunteers@dfes.gov.uk)  
**Enquiry:** The Millennium Volunteers Unit is a UK-wide initiative to encourage more 16 to 24 years olds to volunteer their time for the benefits of others. It is designed to empower young people to undertake activities relating to local issues, which they really care about, using their skills and interests as a starting point.

**Contact:** National Children's Bureau (NCB)  
**Address:** 8 Wakley Street, London. EC1V 7QE  
**Tel:** 020 7843 6000  
**Website:** [www.ncb.org.uk](http://www.ncb.org.uk)  
**Enquiry:** The NCB works to identify and promote the well-being and interests of all children and young people across every aspect of their lives. It encourages professionals and policy

makers to see the needs of the whole child, and emphasises the importance of multi-disciplinary, cross-agency partnership.

**Contact:** National Education Business Partnership Network  
**Address:** 188 Main Street, New Greenham Park, Thatcham, Berkshire. RG19 6HW  
**Tel:** 01635 279914  
**Website:** [www.nebpn.org](http://www.nebpn.org)  
**Enquiry:** Education Business Partnerships (EBPs) are organisations which develop and promote sustained links for the benefit of students, employers, schools and colleges/ The National EBP Network exists to support EBPs in England.

**Contact:** National Healthy School Standard  
**Address:** Health Development Agency, 330 High Holborn, London WC1V 7BA  
**Tel:** 020 7430 0850  
**Website:** [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)  
**Enquiry:** Part of the Healthy School Programme and has the intention of supporting every school to become a healthy school

**Contact:** National Institute of Adult Continuing Education (NIACE)  
**Address:** 21 de Montfort Street, Leicester LE1 7GE  
**Tel:** 0116 204 4200  
**Website:** [www.niace.org.uk](http://www.niace.org.uk)  
**Enquiry:** the promotion of lifelong learning to adults. It works to develop greater participation in education and training.

**Contact:** Parentline Plus  
**Address:** 520 Highgate Studio, 53-79 Highgate Road, Kentish Town, London. NW5 1TL  
**Tel:** 020 7284 5500  
**Website:** [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
**Enquiry:** Parentline Plus is a confidential freephone helpline for parents or anyone in a parenting role. It offers support and information to callers on a wide variety of parenting issues, including those relating to stepfamilies

**Contact:** 4Children  
**Address:** Bellerive House, 3 Murfield Crescent, London. E14 9SZ  
**Tel:** 020 7512 2112  
**Website:** [www.4Children.org.uk](http://www.4Children.org.uk)  
**Enquiry:** Formerly known as Kids' Clubs Network, 4Children is the national charity dedicated to creating opportunities and building futures for children.

**Contact:** The Princes' Trust  
**Address:** 16 Park Square East, London NW1 4LH  
**Tel:** 020 7543 1234  
**Website:** [www.princes-trust.org.uk](http://www.princes-trust.org.uk)  
**Enquiry:** It targets young people aged between 14 to 30 who need most support. It delivers training and helps to set up business. It specialises in tailor-made opportunities for individuals and groups

**Contact:** School Councils UK

**Address:** 57 Etchingam Park Road, London N3 2EB  
**Tel:** 020 8349 2459  
**Website:** [www.schoolcouncils.org.uk](http://www.schoolcouncils.org.uk)  
**Enquiry:** Promotes student involvement and responsibility programmes in schools. It offers consultancy and training on school councils.

**Contact:** Sport England  
**Address:** 16 Upper Woburn Place, London WC1H 0QP  
**Tel:** 020 7273 1500  
**Website:** [www.english.sports.gov.uk](http://www.english.sports.gov.uk)  
**Enquiry:** Promotes excellence in sport and sport for young people.

**Contact:** Young Adult Learners Project  
**Address:** C/o NIACE, 21 De Montford Street, Leicester LE1 7GE  
**Tel:** 0116 204 4200  
**Website:**  
**Enquiry:** A project developing curriculum material for 16 to 19 year olds who have achieved little at the age of 16.

### 3. OTHER SOURCES OF GUIDANCE

**Contact:** DfES Guidance Documents  
**Name:** Extended Schools: providing opportunities and services for all  
Childcare in Extended Schools  
**Purpose:** Gives an overview of the whole “extended schools”  
agenda and contains links to other pages that review  
various aspects in greater detail.  
**Availability:** Early Years and Childcare Service – 01995 790550 or DfES  
Publication – 084 60 22260

**Name:** Building Learning Communities  
**Purpose:** Toolkit published jointly by the DfES and CEDC in 2000 and provides  
practical information and resources for developing the role of schools  
in the community.  
**Availability:** DfES Publications as 344/2000 or can be down loaded from  
[www.continyou.org.uk](http://www.continyou.org.uk)

**Contact:** [www.teachernet.gov.uk](http://www.teachernet.gov.uk)  
**Enquiry:** Detailed advice and guidance on Extended School Planning including  
practical studies.

## 4. FUNDING SOURCES

Funder	Cash limits	When to apply	What can be funded	Age range	How to apply	Ease of application	Frequency of application	Monitoring
<b>Esmée Fairbairn Foundation</b> , 11 Park Place, London SW1A 1LP Tel: 020 7297 4700 <a href="mailto:info@esmeefairbairn.org.uk">info@esmeefairbairn.org.uk</a>	<b>No maximum</b>  Average grant size is £33,500	Apply any time	Grants are made in four different areas: Arts and Heritage, Education, Environment and Social Development. Criteria are strict, it may be possible for organisations using school premises to apply.	All	Impetus Trust , Hamilton House , Mabledon Place , London , WC1H 9BB tel 020 7593 0530 , fax 020 7554 8501 <a href="mailto:info@impetus.org.uk">info@impetus.org.uk</a> <a href="http://www.impetus.org.uk">www.impetus.org.uk</a> .	Not complicated. Good guidance notes	Only one grant at a time awarded A failed application can be followed up after one year	Complete a progress report for each year of the grant telling how work is developing.
<b>Calouste Gurbenkian Foundation</b> UK Branch 98 Portland Place London W18 1ET	Notional limit of £10,000 - £15,000	2 <sup>nd</sup> wk Dec for March 2 <sup>nd</sup> wk in April for July 2 <sup>nd</sup> wk in Aug for Nov	Funding towards specific projects, which change every 2 or 3 years. These projects should show originality. For 2004 the areas to be funded are Arts, Education and Social Welfare.	All	BTCommunity Connections POBox4500 London W1A 7LF , <a href="mailto:info@btcommunityconnections.com">info@btcommunityconnections.com</a> <a href="http://www.btcommunityconnections.com">www.btcommunityconnections.com</a> .	No standard application form. Have to write to foundation describing project	Variable	Will be expected to demonstrate monitoring and quality assurance in application
<b>BT/The Guardian Awards</b>	£2,000	2004 - 12 <sup>th</sup> November	All UK schools can apply for a BT Schools Award. A school's proposed project must illustrate: <b><i>Good practice in Citizenship responsible citizens Development of pupils' communications skills.</i></b>	School age children	Forms and guidance from <a href="http://www.btplc.com/ict/bt_schools_awards/index.cfm">www.btplc.com/ict/bt_schools_awards/index.cfm</a>	Application form is available from website.	Yearly	
<b>Sportsmatch</b> 4 <sup>th</sup> Floor Warwick House 25-27 Buckingham Palace Road London SW1W 0PP	Matching awards from £500 - £50,000	3 <sup>rd</sup> week of March and May	Projects should aim to include one or more of the following elements: <b>increased participation</b> at the grass roots and/or improved skills <b>new activities</b> or extend enhance existing activities, provide <b>links to the local community</b> and ensure <b>long term benefits</b> .	All	Download a form from <a href="http://www.sportsmatch.co.uk">www.sportsmatch.co.uk</a>	Simple form split into different areas: Project description Funding Participation Sponsorship	Four times a year	

## WAYS AND MEANS TO FUNDING SOURCES

Funder	Cash limits	What can be funded	Applications
<b>Barclays Social Responsibility Programme</b>	Projects between £1000 & £25000	<p><b>Education</b> : includes local schools ; initiatives that provide additional facilities (eg a sensory room or woodland garden) ; projects such as literacy or numeracy work , which may carry the support of education Business Partnerships ; Childcare , after-school care , crèches , &amp; nursery projects ; Initiatives to prevent addiction to drink &amp; drugs ; Initiatives promoting the welfare &amp; development of young people .</p> <p><b>The Environment</b> : Environmental regeneration projects ; Helping community groups to improve their local environment ; Environmental organisations ; Projects involving recycling of materials or resources .</p> <p><b>The Arts</b> : Arts organisations that have a local community impact .</p> <p>Disabled People : Advice &amp; training for disabled people &amp; their carers ; Initiatives which encourage the employment of disabled people .</p> <p><b>Social Inclusion</b> : Children , particularly those from deprived backgrounds ; Families in need or under stress ; Homelessness ; Unemployed people – especially provision of education &amp; training ; Frail &amp; less well-off older people .</p>	More information from <a href="http://www.barclays.co.uk/socialresponsibility">www.barclays.co.uk/socialresponsibility</a> .
<b>BT Community Connections</b>		BT has just launched the 3 <sup>rd</sup> year of its nationwide awards scheme , BT Community Connections , which aims to benefit thousands of local voluntary & community groups , by giving them access to the internet .	More information from: <a href="mailto:info@btcommunityconnections.com">info@btcommunityconnections.com</a>
<b>Co-operative Group Community Dividend Fund</b>		<p>Groups who have benefited from the scheme include those working in the following areas :-</p> <ul style="list-style-type: none"> <li>• environmental groups ;</li> <li>• young people ;</li> <li>• people with disabilities ;</li> <li>• playgroups ;</li> <li>• elderly people ;</li> <li>• credit unions ;</li> <li>• education projects</li> </ul>	Application forms from <a href="http://www.co-op.co.uk/communitydividend">www.co-op.co.uk/communitydividend</a> ; they can also be obtained from Co-op stores .
<b>Road Safety Grant Challenge Grants – Road Safety Small Grants</b>	<i>individual grants are expected to be for up to £20000 .</i>	<p>Grant funding is only available for “not-for-profit” projects (this excludes the start-up costs of commercial projects) , nor is it available to support research projects with an uncertain outcome , except in exceptional circumstances . It is available for projects which support Britain’s road safety strategy &amp; casualty reduction targets for 2010 , as set out in “Tomorrow’s Roads – Safer for Everyone” (DoT , 1<sup>st</sup> March 2000) . The targets are :-</p> <ul style="list-style-type: none"> <li>• To reduce deaths &amp; serious injuries overall by 40% , &amp; by 50% for children ;</li> <li>• To reduce slight injuries by 10% ;</li> <li>• To tackle the significantly higher incidence in disadvantaged communities.</li> </ul>	<p>Applications must be submitted on the official form , available from John Doyle , Department for Transport , Zone 2/13 , Great Minster House , London , SW1P 4DR, tel 0207 944 2026 , or email <a href="mailto:John.Doyle@dft.gsi.gov.uk">John.Doyle@dft.gsi.gov.uk</a> .</p> <p>Applications for under £5000 can be submitted at any time ; Grants for over £5000 will be considered in April &amp; October each year – applications must arrive by the 1<sup>st</sup> of the month in both cases .</p>
<b>Partners in Leadership with Community Enterprises (PILCOM)</b>		This aims to match business leaders with Leaders of Community Enterprises . The programme aims to promote the sharing of expertise by both partners , & seeks to develop their management & leadership skills .	More information from John Peacock , Business in the Community , 137 Shepherdess Walk , London , N1 7RQ , telephone 0870 600 2482 , or <a href="mailto:john.peacock@bitc.org.uk">john.peacock@bitc.org.uk</a> .

<b>Funding Neighbourhood Learning</b>		<p>NIACE have published "Funding Neighbourhood Learning – A Guide for Small Voluntary &amp; Community Groups" (Lynne Bryan &amp; Cheryl Turner , ISBN 1 86201 196 6 , price £9.95) .</p> <p>This practical guide aims to help groups demystify the process of applying for funding . Based on experience &amp; good practice in the field , the guide offers step-by-step advice on planning &amp; writing funding applications , as well as preparing longer-term approaches to fundraising . Offering an introduction to the range of policy initiatives that influence the funding of neighbourhood learning , it covers the major statutory sources as well as key grant-making trusts , &amp; includes checklists &amp; advice to increase your chances of success . The guide also includes information &amp; signposts for further guidance &amp; up-to-date information .</p>	<p>Credit / Debit card orders can be taken by phone on 0116 2044 216 ; alternatively you can send a cheque for £10.94 (to include P &amp; P) made payable to NAICE to Publication Sales , NIACE , 21 De Montfort Street , Leicester , LE1 7GE , or go to <a href="http://www.niace.org.uk/publications/F/FundingNL.htm">www.niace.org.uk/publications/F/FundingNL.htm</a> .</p>
<b>The Countryside Trust</b>	typically £1000 - £1500	<p>Events designed to attract people to work to protect or improve their favourite bits of England . These may be existing beauty spots , or even run-down or derelict bits of land on the edge of town which they want to turn into something of value &amp; use to the community .</p> <p>The Trustees are keen to encourage local organisations to raise money for environmental improvements . They have no preconceived ideas about what is appropriate .</p>	<p>More information from : The Countryside Trust , John Dower House , Crescent Place , Cheltenham , GL50 3RA , telephone 01242 533338 , fax 01242 584270 , or email <a href="mailto:countryside@countryside.gov.uk">countryside@countryside.gov.uk</a> . Application packs can be downloaded from <a href="http://www.countrysidetrust.org">www.countrysidetrust.org</a> .</p>
<b>Tesco Charity Trust</b>	usually in the range of £1500 - £5000	<p>Charities concerned with childrens' welfare &amp; education should write with details of their projects by the end of January each year : Charities concerned with the welfare of elderly people &amp;/or people with disabilities should write by the end of June</p>	<p>More details from Tesco Charity Trust , Tesco Stores Ltd , Delamere Road , Cheshunt , EN8 9SL , or <a href="http://www.tesco.com/everylittlehelps">www.tesco.com/everylittlehelps</a> .</p>
<b>Carnegie UK Trust</b>		<p>Projects that encourage young people to take an active part in decision-making in their communities.</p>	<p>Further information is available on the <a href="http://www.carnegieuktrust.org.uk">www.carnegieuktrust.org.uk</a> website</p>
<b>The Camelot Foundation</b>		<p>Applications under its Transforming Lives programme</p>	<p><a href="http://www.camelotfoundation.org.uk">www.camelotfoundation.org.uk</a></p>