Quality Development Framework for Extended Services

comprising:

1. Supporting materials: Guidance, Audit and Planning Tool

2. Quality Development Framework (QDF)

Revised 2009

Acknowledgements

Contents

Extended Services in and around schools

'Extended schools are a key vehicle for delivering the Government's objective of lifting children out of poverty and improving outcomes for them and their families. There is now clear evidence that children's experiences greatly influence their outcomes and life chances in later life. In particular, educational attainment is a route out of poverty and disadvantage.'

DCSF (2007) *Extended schools - Building on experience*

Extended services are a key strategy for addressing the five outcomes of Every Child Matters (ECM) i.e. be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The current Extended Services (ES) agenda seeks to build on the experience of schools that have been providing elements of Extended Services for a long time. Schools are not expected to provide all services themselves but to work in partnership with the Local Authority (LA) and with a range of other partners, including other schools, to ensure that the core offer of services is in place by 2010. The core offer is:

▲ A varied menu of activities (including study support and play) and childcare

- The primary offer is: access to a varied menu of activities, combined with childcare, from 8am – 6pm, five days a week, 48 weeks of the year
- The secondary offer is: access to a varied menu of activities which also offers young people a safe place to be from 8am – 6pm during term time and more flexibly during the holidays (secondary schools do not need to provide access to formal childcare)

▲ Parenting support (including parental programmes, family learning and advice and support services)

▲ Swift and easy access to targeted and specialist Services

▲ Community access (*NB schools are not expected to open facilities to the community that are not suitable for the purpose or where this would lead to duplication of existing facilities*

Local Authorities have statutory responsibility (with effect from April 2008), as part of Children's Trust arrangements, for the provision of integrated Children's Services, improving outcomes of young children and reducing inequality. Sure Start Children's Centres and Schools will make an important contribution to meeting these targets and this will be reflected in Children and Young People's plans. In addition School Governing bodies must liaise with the Local Authority and consult widely before developing Extended Services and make a particular effort to include local parents' (*Governance Guidance for Sure Start Children's Centres and Extended Schools,* DfES, 2007). They are also tasked with developing measures for the uptake and impact of ES and have a duty to promote well-being and community cohesion.

Research points to the impact that ES have on attainment, engagement with learning, family stability and enhanced life chances. This is particularly true for the most vulnerable and disadvantaged groups (e.g. *Evaluation of the Full Service Extended Schools Initiative – Final Report*, June 2007, Report Brief RB852). ES therefore have a vital role in school improvement and schools should ensure they are embedded in School Improvement Plans. The Training Development Agency (TDA) has developed the 'School Improvement Planning Framework' to support schools in the planning process.

ES should be developed in line with the National Agreement on Raising Standards and tackling workload.

Introduction to the Quality Development Framework for Extended Services

This document was originally published as the Integrated Quality Framework (IQF) in 2006 and was the result of a collaboration between ContinYou and Quality in Study Support (QiSS). It was comprised of an Audit and Planning Tool, which was designed to help schools/clusters and partners audit provision against the core service areas and set priorities for development, and the Quality Development Framework (QDF) which was adapted from the Study Support Code of Practice (DfES, 2004) to provide a thematic approach to self-evaluation against quality criteria and a developmental process model for schools, clusters and their partners. The whole document is now called the QDF.

This new version of the QDF makes several changes to structure and content in order to:

▲   Reflect developments in the national ES agenda

▲   Reflect the development of LA models for delivery of ES, which are increasingly models based on a cluster or consortium approach

▲   Integrate the Audit and Planning Tool more closely into the themes of the QDF in order to provide an integrated, step-by-step process

▲   Ensure the language used is appropriate for the wide range of organisations and agencies engaged in ES

▲   Incorporate the lessons learned from implementation of the processes in a number of LAs and update the exemplars of good practice offered against the criteria

▲   Clarify the links back to learning and achievement and the relationship between learning and community regeneration

Benefits for schools or clusters and multi-agency partners* working together to deliver Extended Services

The Quality Development Framework will help you to:

▲   Identify a baseline of ES provision

▲   Identify strengths and areas for development to inform strategic planning

▲   Take action based on identified needs and priorities

▲   Consider appropriate success criteria and evidence of impact

▲   Contribute to organisational evaluation e.g. School Self-Evaluation Form (SEF), Children's Centre's Performance Management Framework and Self-Evaluation Form

▲   Provide a focus for working in partnership

▲   Establish a clear process for self-review, evaluation and recognition of achievement

*NB Throughout this document the terms 'Consortia' and 'Consortium' are used to reflect the fact that Extended Services are delivered through a partnership approach. It is acknowledged, however, that consortia will be based on varied models. Some examples may be: a school working with a number of key partners, a school and Children's Centre working together, a cluster of schools, a cluster of schools and multi-agency partners. A consortium is likely to have a core membership or steering group along with other, wider partners.

Supporting Materials: Guidance, Audit and Planning Tool

The Guidance, Audit and Planning Tool is designed to help ES Consortia and their wider partners agree purposes, audit provision against the core offer areas, identify the stage reached, set priorities for development and complete an action plan. This will establish a baseline for further review and planning of provision against the core offer.

The tool enables members of ES Consortia and partnerships to think around their purposes and consider the different elements of 'finding out what's needed' using questions from the QDF. It provides a simple template for auditing in order to capture a picture of current provision which is then mapped together to form 'The Big Picture'. This provides information for a gap analysis, helping to determine potential areas which need development. This analysis, along with consideration of identified needs, organisational priorities and local data helps to inform action planning.

 Guidance is provided to help Consortia link into the themes of the QDF to refine their approach to introducing and developing activities and services. This is also a useful introduction to using the QDF for ongoing review and self-evaluation. It is envisaged that the Guidance, Audit and Planning Tool will be revisited at intervals as provision develops.

The Quality Development Framework

The QDF is a flexible self-evaluation tool which supports review and self-assessment, planning and quality assurance. It is a framework for schools, Children's Centres and multi-agency partners working as Consortia to deliver ES, which recognises the complex and developmental nature of this process. Engagement with the QDF will contribute to the completion of Schools and Children's Centres' Self Evaluations Forms and provide an evidence base to support other Self-Evaluation processes and Quality Assurance systems.

The QDF acknowledges that partnership and cross-agency working is essential to developing Extended Services and is a tool for various models of consortia, for example a school working with a Children Centre and multi-agency partners or a cluster of schools working with a range of third sector and other partner organisations.

While fully acknowledging the importance of integrated services and community cohesion and regeneration, it recognises the key role of schools within ES Partnerships and seeks to help Consortia to relate provision back to learning in order to help young people to achieve and reach their full potential. Without addressing the barriers to learning for some children and young people, whether these be social, economic or cognitive, their learning potential cannot be fully realised. At the same time, improved learning leads to higher levels of attainment and achievement and better life chances which, in turn, contribute to community regeneration and longer term economic and social well being.

Engagement with the QDF will also help Consortia assess their delivery against local, area and regional priorities, for example, identified priorities from Local Area Agreements.

The Quality Development Framework:

▲ identifies common principles in the provision of Extended Services, drawing on examples of good practice from around the country

▲ provides a common quality framework with identified success criteria, which Consortia can use to evaluate and improve practice over time

▲ establishes a clear process for self-review, self-evaluation and recognition of achievement at one of three levels of good practice

As a framework for self-evaluation, the QDF can:

▲ help, through a process of review, to ensure that activity is closely linked to overall purposes and is specifically targeted at identified needs e.g. disadvantaged groups

▲ pin-point areas for development and help set priorities for future action

▲ ensure that all stakeholders, including parents, governors, young people and the wider community, are involved in extending services through consultation, planning, delivery and review

▲ provide a foundation for building partnerships with other agencies and services, including youth and community, social, health and other services, based upon recognised standards of good practice

▲ provide a benchmark for internal and external comparison

▲ when used strategically across a LA, contribute evidence for external inspection e.g. The Comprehensive Area Assessment (from 2009)

Links with other Tools and Frameworks

TDA School Improvement Planning Framework

This offers a set of change management techniques in order to help schools link ES back to School Improvement. Many of these techniques are designed to promote discussion, future planning and evaluation. Demonstrable use of the framework will provide evidence to address some of the key indicators in the QDF. Likewise, the thematic approach of the QDF may be used to further develop thinking around issues identified through the framework.

Study Support Code of Practice

The Study Support Code of Practice is being revised and renamed as 'The Extended Learning Opportunities Framework: A framework for self-evaluation in Study Support' and will be re-launched in 2009. It will continue to have fifteen quality themes and three levels of good practice in common with the QDF and both documents offer a similar methodological approach. Evidence gathered against the criteria in the Extended Learning Opportunities for Study Support framework will help to address the QDF criteria for that element of the Core Offer.

Local Authority Framework for Extended Services

Developed by QiSS on the request of several LAs, the LA Framework adopts the QDP themes and criteria of good practice at three levels to support the review and development of ES at LA strategic level. The LA framework has been developed in close collaboration with several LAs that have each used it in a range of ways to support their work at all levels across Children's Services.

Categories of good practice

The QDF has identified categories of good practice for each stage, as follows:

Emerged

Good practice in this category will reflect clarity of purpose and coherent planning. Provision will be addressing local needs and there will be a clear link with the purposes and goals of Extended Services (ES) to meet ECM) outcomes. Arrangements will be in place to meet the full core offer and there will be a continuing commitment to the development of ESs.

Established

Good practice in this category will be demonstrated through a commitment to continuing improvement and increasing community ownership. There will be wide access to the full range of core offer services through direct provision or signposting. Consortia will be self-critical, able to address weaknesses and build on strengths, using self-evaluation effectively in the development of ES.

Advanced

Good practice in this category will represent the leading-edge of practice, involving young people, parents/carers, the wider community and multi-agency partners in goal setting, planning and developing–Extended Services. Consortia will have the conviction, confidence and expertise to train and to lead others as national centres of excellence, in all areas of the core offer and wider ES.

When using the QDF as a framework for Quality in Extended Services (QES), Consortia should focus on the following themes at each level;

Quality Themes 1 to 10	Quality Themes 1 to 12	Quality Themes 1 to 15
1 Having purpose	1 Having purpose	1 Having purpose
2 Finding out what's needed	2 Finding out what's needed	2 Finding out what's needed
3 Getting the ethos right	3 Getting the ethos right	3 Getting the ethos right
4 Getting the best from resources	4 Getting the best from resources	4 Getting the best from resources
5 Involving the community	5 Involving the community	5 Involving the community
6 Letting people know	6 Letting people know	6 Letting people know
7 Selecting providers and building the right team	7 Selecting providers and building the right team	7 Selecting providers and building the right team
8 Developing partnerships	8 Developing Partnerships	8 Developing partnerships
9 Managing Improvement	9 Managing Improvement	9 Managing Improvement
10 Developing the programme	10 Developing the programme	10 Developing the programme
	11 Learning together	11 Learning together
	12 Developing teams and team members	12 Developing teams and team members
		13 Measuring the difference
		14 Getting and demonstrating results
		15 Getting a return on investment

The self-evaluation process and recognition of quality

The QDF does not take the form of tightly prescribed standards to be met, but instead sets out questions and suggests ways in which the evidence of good practice may be identified. It provides a framework for consortia to plan, deliver and review ES as part of a self-evaluation and improvement process.

How completely a consortia can address the questions within each theme of the QDF will determine how it categorises itself against the standards for emerged, established or advanced. Consortia all have individual strengths and aspects that are less well developed. The stage of development assessed against different themes is likely to run across two or even three of the categories of good practice.

The QDF provides a framework for building a body of evidence that can be put forward for external recognition at one of three levels (Emerged, Established or Advanced) which adds rigor to the process.

It is expected that Consortia wishing to submit for recognition will have the support of a Critical Friend, who is likely to be a LA advisor or a National Critical Friend from one of the supporting organisations.

The process of peer scrutiny and quality recognition has been used nationally with considerable success for study support across schools, the DCSF Playing for Success initiative and other providers, including libraries, Summer and Children's Universities and community provision.

Quality in Extended Services (QES) has been modelled on the Quality in Study Support (QiSS) recognition process and is accessible through QiSS.

http://www.canterbury.ac.uk/qiss

Using the QDF

Addressing the questions

Identifying evidence and planning future development

Collecting the evidence

Testing and examining the evidence – working with a critical friend

Matching the evidence to standards for Emerged, Established or Advanced

Addressing the questions

Notes

Quality Development Framework for Extended Services

1. Supporting materials: Guidance, Audit and Planning Tool

Guidance, Audit and Planning Tool

The following guidance and toolkit is designed to both support Consortia starting out as a partnership developing ES and help more established Consortia to revisit and review their planning and provision. The toolkit aims to help partners form a clearer picture of existing provision, needs and priorities in order to begin and/or review action planning. The exercises need to be undertaken as a partnership group and, as at all stages, the critical friendship of an appropriately experienced colleague will be invaluable. The toolkit:

▲ supports Consortia in beginning to engage with the QDF, particularly with the first two sections: 'Having Purpose' and 'Finding out what's needed'

▲ offers a pro-forma for undertaking a simple audit

▲ helps Consortia with action planning

Step 2 – Audit

While the individual organisations within the consortium are likely to be data rich, it is probable that you will need to undertake further enquiry as a group operating across a geographical area and/or different professional disciplines. The consortium may also need support with the effective use and analysis of data. A first step is often undertaking an audit of provision to get a picture of what is already happening and where the gaps might be. Step 2 of this toolkit provides a simple template for carrying out an audit against the core offer. There is no requirement to use this template, you may have tools of your own or LA audit and planning tools, it is offered simply as an option and will lead you into the next steps which are collating the information, undertaking gap analysis, identifying priorities and action planning. We suggest that this activity is undertaken by all the partners in their own settings and then brought back to the partnership group.

See Appendix 2 for audit sheets

NB *undertaking audits, consultation and data analysis cannot be done instantly and will take time. The consortium will need to consign tasks and set timescales for the various stages.*

Step 1 – Having Purpose and Finding out what's needed

The consortium will need to have a clear sense of purpose and direction. The following questions (mostly taken from Section 1 of the QDF) may help you to begin thinking around these themes, and develop or refine your action plan:

• Who are the current partners in your consortium and why have they joined the partnership?
• What are the intended benefits for: young people, the consortium, parents/carers and families, the wider community?
• What analysis of community need has taken place? How has it been used?
• What LA or other local data have been used to help identify priorities and purposes?
• Who else has been involved in discussing purposes and setting goals?

See Appendix 1 for suggested activities

NB *undertaking audits, consultation and data analysis cannot be done instantly and will take time. The consortium will need to consign tasks and set timescales for the various stages.*

Step 3 – Collating the information

When all of the partners have completed their audits, you will need to meet together to create The Big Picture. This can be done through a range of methodologies including the Training Development Agency (TDA) School Improvement Planning Framework tools, LA tools, mind-mapping software or other methodologies as used by partners.

Step 4 – Gap Analysis

The analysis of The Big Picture will indicate historic and current activity. The questions below will help decide what The Big Picture currently looks like and where the possible gaps are:

• Is the Core Offer being addressed?
• Are the activities and services identified available or accessible across the consortium (as appropriate)?
• Are the activities taking place at a variety of times throughout the year?
• Is there a wide range of partners and providers involved?
• Is anyone or are any groups currently excluded?
• Are activities and services being provided for a range of purposes linked to identified needs which are clear to providers and users?

Step 5 – Setting priorities and action planning

The Big Picture and gap analysis will help you develop or review your action plan. To help you further with action planning a case study is attached that offers ideas on what other aspects of practice you need to think about when setting priorities and putting them into action.

See Appendix 3 for Case Study

Action

The Action Plan

Working through the exercises above should help you to complete an action plan for the Consortium or to revisit and review an existing one. You will have identified or reviewed your priorities and linked these to overall purposes, decided on the processes you need to carry out (such as further consultation or identifying appropriate partners for delivery), the structures you need to put into place and the activities and services you wish to develop.

Consortia are likely to have their own preferred action planning templates. We would suggest the inclusion of the following key headlines:

▲ Identified priorities and links into the partners' priorities as outlined in planning documents, for example
  School Improvement Plans, Business Plans, existing action plans
▲ Aims and objectives
▲ Target groups (including strategies to address issues of equality and diversity)
▲ Actions needed to put processes and structures in place and/or develop activities and services
▲ Person or groups with responsibility
▲ Timescales
▲ Resources needed
▲ Success criteria (including desired outcomes for participants)

It is important to build in the systems for monitoring, evaluation and review of the action plan.

The themes of the QDF may be used on an ongoing basis, working as a partnership group and with a Critical Friend to develop practice which meets the key indicators, initially for the Emerged level. Formal recognition of quality practice may be sought through the Quality in Extended Services (QES) Recognition Scheme.

http://www.canterbury.ac.uk/qiss

Guidance, Audit and Planning Tool
Appendix 1 Step 1 Suggested Activities

➤ Suggested activity 1

Work as a partnership group, using the questions in STEP 1 on page 11 as a basis for discussion. You may not be able to answer all of the questions in full at this stage but your discussion and reflection will help you to begin to identify what further information you might need and what issues you may need to address as a Consortium. Make a note of these in a format that suits you (e.g. flip charts, mind mapping, TDA School Improvement Planning Framework tools).

From engaging with the questions above, you are likely to identify several key areas of focus for 'finding out what's needed' for example:

1   Existing local data from LA or partnership sources

2   Review of identified priorities from local plans (e.g. Children and Young People's Plan, Local Area Agreement, Primary Care Trust priorities)

3   Data from consultation (e.g. with children and young people, parents/carers, partner organisations, staff and other providers and the wider community)

4   Data from audits of existing provision against the core offer

➤ Suggested activity 2

Working in pairs or small groups, share and map out the information you have. You may find it helpful to use the four example focus points just listed. For each category decide:

▲   What data already exists and is easily accessible

▲   What analysis has been done and what has happened as a result

▲   What further data you need and what steps you need to take to access that information

▲   What the most suitable methodology might be, for example for consultation, bearing your target audience/s in mind, what is the most appropriate method e.g. surveys, questionnaires, 1:1 conversation, working through existing professional staff or peers

Bring this information back to the whole partnership group in order to prioritise next steps.

Guidance, Audit and Planning Tool
Appendix 2 Step 2 Audit against the Core Offer
1a A Varied Menu of Activities (including Study Support and Play) and Childcare

A partnership between schools and childcare providers to enable access to childcare, safe environments, study support and play appropriate to the age of the child (for requirements for Primary and Secondary Phases see Core Offer, page 2).

Varied Menu of Activities (including Study Support and Play)

Study Support (sometimes called Out of Hours Learning) is defined as: *Learning Activity outside normal lessons which children and young people take part in voluntarily.* Study Support is part of the VMA and includes extension activities (building on the curriculum), Enrichment activities (offering new and different learning experiences) and Enabling activities (building learning skills). It can be utilised as a key strategy for personalisation and developing progression routes. Playing for Success (PfS) is also a key provider of Study Support. There is a degree of cross-over with play, youth work, learning outside the classroom and other VMA activities.

Play may be defined as: *A physical or mental leisure activity that is undertaken for enjoyment or amusement but which may assist learning and self development.*

PLEASE SEE FOLLOWING PAGE FOR GUIDANCE

WHAT activity takes place?	WHO is it for/targeted at?	WHERE What sites and facilities are used?	WHO delivers/provides the activity?	WHEN does it take place? how frequently?	WHY has it been put on?

Varied Menu of Activities - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO FOR?	WHERE?	WHO BY?	WHEN?	WHY?
Homework Clubs Booster/revision classes ICT, Literacy, Numeracy Playing for Success Curriculum subject clubs Team sports Unusual sports Games clubs Trips and residentials Special interest clubs e.g. chess, gardening, bird watching Mentoring schemes Vacation schools Summer University etc Play opportunities Youth provision	Open to all KS1, 2, 3 or 4 Boys/girls SEN GCSE C/D borderline Gifted and Talented Minority groups Disaffected young people etc Young carers Children and young people in public care	School sites i.e. classrooms science labs playground sports facilities hall library PfS centre Library Museums/galleries Residential centre Community venues Faith venues	Teachers Teaching assistants Learning mentors PfS centre staff Coaches Partner providers College/university staff Young people e.g. Peer mentors and Peer tutors Summer University University of the First Age (UFA) Business partners Parents Volunteers	Before school Lunchtimes After school Weekends Holiday periods Daily Weekly Half termly Termly Annually Ongoing Set number of weeks	To increase A*-C GSCE passes; To develop independent learning skills; To develop and record Key Skills; To develop young people's ownership; To develop social skills; To motivate disaffected young people or raise self esteem; To tackle attendance or behavioural Issues for targeted groups; To offer additional accreditation or career pathways

1b Childcare and Safe Environments

Childcare is defined as 'any form of care for a child' including 'education… and any other supervised activity' (this excludes: in-school-time curriculum provision from KS1 onwards, care provided by parents/carers and relatives, care provided by a children's home, care home, residential family centre, hospital, young offenders institution etc.) Childcare Act, 2006, Section 18

WHAT activity takes place?	WHO is it for/targeted at?	WHERE What sites and facilities are used?	WHO provides the care?	WHEN does it take place? how frequently?	WHY has it been provided (if known)?

Childcare and Safe Environments - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO FOR?	WHERE?	WHO BY?	WHEN?	WHY?

Childcare opportunities including:
    Crèche
    Pre-School Training
    Messy play
    Play Group
    Toy Library
    Access to VMA
    Chill Zones
    Youth Clubs
    Wrap Around -
    Childcare Services
    Extended Day Care
    Breakfast clubs
    After school clubs
    Holiday care
    Childminding
	0–3, 0-5, 5–8, older children, children registered to a school or nursery
	drop in
		Community crèche
		
		Pre-school/nursery
		
		Early Years Centre
		
		Children's Centre
		
		Local voluntary
		
		Community groups
		
		School sites
		
		In the home
			School Nursery staff
			
			School staff
			
			Children's Centre
			
			Private provider
			
			Voluntary/Community Provider
			
			Registered Childminder
				8am–6pm
				
				48 weeks per year
				
				Term time only
				
				Summer holidays
				
				Before school
				
				Week days
				
				Weekends
					Lack of suitable childcare places in the area
					
					High numbers of families with both parents working
					
					To encourage women back into the workforce
					
					To provide better access to pre-school experiences
					
					Demand for crèche facilities

2 Community Access

Access to facilities for the community and learning opportunities including Adult Education through extended opening times of schools and other sites and partnership working.

PLEASE SEE FOLLOWING PAGE FOR GUIDANCE

WHAT activity takes place?	WHO is it for? targeted at?	WHERE What sites and facilities are used?	WHO delivers/provides the activity?	WHEN does it take place? how frequently?	WHY has it been put on (if known)?

Community Access - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO FOR?	WHERE?	WHO BY?	WHEN?	WHY?
Academic Qualifications Focussed Learning e.g. Adult Education Child Minding Courses GCSEs, NVQs, 14 – 19 Diplomas Learning for basic skills development e.g. ESOL, ICT basic skills, careers advice, back to work advice, opportunities for volunteering Informal Learning/ Leisure Opportunities e.g. Dance classes, Cooking for pleasure, Specialist interest club, Community events, Brownies/Guides/Scouts Community events e.g. Open days, Christmas party, summer fayres	All Members of the Community e.g. Young people Adults Families Elderly Ethnic groups Religious groups	Primary/Secondary Schools College facilities CLCs Children's Centre Museum/Gallery Community Centre Public leisure facilities Faith facilities	Adult Education School/College staff Voluntary providers Private contractors	Day time Evenings Weekends Holiday periods	Basic skills development Skills for work Improved career and life chances Special interest opportunities Community cohesion Intergenerational relationships Engaging hard to reach communities

3 Parenting Support

Parenting programmes using structured, evidence based activities as well as more informal opportunities for parents/carers to engage with schools, partners and each other. These could include: *Family Learning sessions, information sessions, signposts to national and locally available information, advice and support.*

WHAT activity or support takes place?	WHO is it for/targeted at?	WHERE What sites and facilities are used?	WHO delivers/provides the activity or support?	WHEN does it take place? how frequently?	WHY has it been put on (if known)?

Parenting Support - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO FOR?	WHERE?	WHO BY?	WHEN?	WHY?

Engaging with parents & families through:
    PTA
    Parents forum
    Induction Programmes
    Open Days
    Coffee Morning
    Celebratory Event
 	
Structured Communication & Accessibility through:
    Newsletters
    Websites
    Telephone and Texting
    Home/School Partnership
    Family Lending Library
 	
Family Learning:
    e.g. Lads & Dads
    Literacy, Numeracy, ICT
 	
Family Support
    Parenting/Childcare
    Courses
    Access to Advice
    Information & Guidance
	Open to all
	Hard to reach families
	Those needing extra support
	Particular ethnic, religious, language groups
	Parents/carers
	Parents with their children
	Grandparents
		School Sites
		Colleges
		Libraries
		Children's Centre
		Public Arts and Sports facilities
		Voluntary and Community facilities
		Playing for Success centre
			Primary Care Trust
			Voluntary/Community sector
			Private provider
			School/College staff
			Outreach workers
			Family Welfare and Liaison officers
				Daytime
				Certain days of the week
				Evenings
				Weekends
				One off event
				Ongoing support
				6 week course
					Improve home/ school relationships
					
					Increase parental involvement in children's learning
					
					Support families in need
					
					In response to requests for specialised support
					
					Family cohesion
					
					To address behavioural issues

4 Swift and Easy Access to Targeted and Specialist Services

Schools in partnership with statutory services, the voluntary and community sector focussing on early identification and support for children and young people who have additional needs or who are at risk of poor outcomes (*including: Behavioural, Emotional, Health and Special Educational Needs*). Processes should be in place to identify these vulnerable groups and staff and providers should be familiar with the Common Assessment Framework(CAF).

PLEASE SEE FOLLOWING PAGE FOR GUIDANCE

WHAT specialist services?	WHO are the Partners?	WHERE is this provided?	WHEN does it take place?	WHY have referrals been made/services offered?

Swift and Easy Access - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO BY?	WHERE?	WHEN?	WHY?
Specialist Health Related Services: 　e.g. smoking cessation 　alcohol abuse 　healthy eating 　sexual health 　mental and emotional 　well-being Safer Schools Partnerships: 　e.g. anti bullying programmes 　reducing crime 　anti-racism CAF: CAF Panels	SENCOs Primary Care Trust School Nurses Health Visitors Speech Therapists Police Youth Offending Team Social Care and Health Social Services Specialist Voluntary organisations: 　e.g. Young Carers 　CAMHS 　Youth Service	Clinics Faith venues School sites Community venues	Referral or signposting as required upon identification of need Anytime drop in (e.g. clinics) Specific courses over pre-determined time	To meet specific ECM outcomes e.g. Being Healthy, Staying Safe To tackle obesity, substance abuse, teenage pregnancy . To reduce anti social behaviour, crime rates To ensure comprehensive 'joined-up' services

Guidance, Audit and Planning Tool
Appendix 3 Step 5   Case Study

CASE STUDY – An example of how to use the themes of the QDF to assist action planning using a fictitious Consortium

The area for this Consortium, through the census, has been designated as socially and economically deprived. Through the initial audit, it has been identified that there is not much activity across the Consortium around parental engagement and support. Partners have indicated that there is low attendance at parent induction, parents' evenings and celebratory events. The Children Centre offers some parental support programmes but these are also poorly attended. The only example of consistent, high engagement by parents is through a local Faith venue. Consultation with parents, however, has identified a need for help with parenting skills and access to advice and guidance services. The key priorities for the LA include improving school attendance to 95% across the Authority, reducing minor vandalism and anti-social behaviour and raising achievement at Key Stage 3.

The Consortium recognises that securing greater parental engagement as part of a strategy for addressing the above priorities cannot be achieved in the short term and requires a medium to longer term plan.

Before beginning to plan direct programmes and interventions, the Case Study Consortium begins to think around the 'how' and the 'why' of their actions in order to embed quality from the start. Themes from the QDF are used by the Consortium to determine the most appropriate approach and determine measures of success from the outset. (The questions below are taken or adapted from the *Questions to Ask* and *Testing the Evidence* in the QDF and examples such as a Critical Friend might give are included).

Section 1 - Having Purpose

▲ What are the intended benefits for parents/carers and families and the community within which they live? (Examples; more parents/carers attending parents' evening, parents who feel better equipped to deal with the demands of parenthood, a safer environment for the community)

▲ How do purposes relate to local priorities and the priorities of the organisations and agencies involved? (examples: improving school attendance, lowering incidents of anti-social behaviour, improving results at KS3)

▲ How will you know how successfully provision is addressing purposes and priorities?(examples: monitoring systems to determine outputs, such as attendance and participation, longer term measures of outcomes, such as less incidents of anti-social behaviour, improved attitudes to learning on entry at KS3, parents re-engaging with education and the world of work (whether through quantitative and/or qualitative methods))

Section 2 – Finding out what's needed

▲ What is the process of consultation and review? (examples: is your current information up to date and representative? Do you know why parents/carers are not engaging? What are the best means of talking to and consulting with parents/carers?)

▲ Are there agencies and individuals who can bring additional insights and expertise to the planning process? (example: the faith group who are successfully engaging parents/carers)

Section 3 – Getting the ethos right

▲ What should a first time user feel when he/she comes through the door? (examples: How do you make the physical environment warm and welcoming? How do you encourage positive and inclusive relationships?)

▲ How well are different physical, social, emotional and learning needs catered for? (examples: do you know what sort of experiences your parents/carers had at school? Are there issues around accessibility due to physical needs, transport and timings?)

Section 4 – Getting the best from resources

▲ Which staff are involved, or could be involved, from within the Consortium and Partner Agencies? (examples: Family Liaison Workers, parenting champions, other outreach workers)
▲ What physical and financial resources are available and what further resources might be required? (examples: appropriate venues, funding held by partners for specific projects)

Section 5 – Involving the community

▲ In what ways do parents/carers play a part in informing others? (examples: parenting champions, PTAs, Faith Forums, parents as interpreters)
▲ How easy is it for parents/carers to get involved and what opportunities do they have to put forward ideas and influence decisions? (examples: parental forums and representation through governing bodies across the partnership, evaluations and surveys, parents/carers as lead learners and providers)

Section 6 – Letting People know

▲ What are the most effective media for communication with the different parent/carer audiences? How is information targeted at harder-to-reach/vulnerable groups? (examples: written, face to face, notice boards, newsletters, websites, texting, different community languages)
▲ How can Consortium and multi-agency partners help with publicity? (examples: electronic notice boards at a variety of venues, posters in the community, word of mouth)

Section 10 – Developing the programme

▲ What is the balance between learning activities and support and provision for parents/carers? (examples: parenting skills course, up-skilling parents in understanding the curriculum, access to advice, guidance and services such as behaviour management, respite care)
▲ How will the planned activities address the key priorities identified in 'The Big Picture';?

Section 13 – Measuring the difference

▲ How will you define and measure your intended outcomes? (examples: greater parent/carer engagement in their children's learning measured by higher attendance at parents' evening and open days, attitudinal data taken from young people and their parents/carers, improved economic well being and life chances measured by uptake of courses, qualifications, career pathways)
▲ What kind of baseline data will you need? (examples: current rates of participation, unemployment rates, information from parental/carer feedback)

NB – not all of the themes of the QDF are included in this example but similar questions could be asked for each one

Quality Development Framework for Extended Services

2. Quality Development Framework (QDF)

Notes on the Layout of the QDF

Each of the fifteen themes within the QDF is set out over a two-page spread and includes the following elements:

Theme (Text commentary) *This consists of a short introduction to the theme and an explanation of its significance to the process of extending services.*

Questions to ask

These are suggested questions that should be addressed to ensure that relevant issues, principles and values are examined. The questions are arranged in ascending order of challenge. At Emerged level it is expected that answers can be provided for the first few questions. At Advanced level all questions should be answered with confidence.

Evidence to show

This offers examples of the kind of evidence, quantitative, qualitative, written, visual etc. that might be used to illustrate self assessment when answering the questions. It is not intended as an exhaustive list. Neither should a Consortium feel it must have all of the types of evidence – it is not a prescriptive, tick list.

Testing the evidence

This gives examples of questions that might be used to test whether the evidence supports the judgments made through self-evaluation. The questions may be asked of one or more groups of stakeholders, including school-based staff, management teams, young people and other service users, multi-agency partners and members of the wider community.

Emerged
(Descriptor)

A broad description of what good practice at each of the three levels might look like across a range of ES and different contexts

Established
(Descriptor)

Advanced
(Descriptor)

Key Indicator	Key Indicator	Key Indicator
These provide the criteria against which to measure practice.		

Exemplar	Exemplar	Exemplar
These provide 'case study' examples which illustrate *some* of the key principles in action at each level		

Section 1: Having purpose

Schools and their partners develop ES for a range of purposes, informed by national priorities, including the integration of children's services to meet Every Child Matters (ECM) outcomes. They will also reflect ongoing local priorities identified by needs analysis. Growth will depend in some measure on the level of whole-organisational engagement within the consortium and whether goals are explicit, public and shared. Agreeing, sharing, refining and reviewing purposes should encourage as wide a dialogue as possible between stakeholders including: school staff, young people, parents/carers, multi-agency partners and the wider community. Management teams and governing bodies will be aware of their roles and responsibilities in developing ES. The true test of commitment to these goals will be gauged through the shared language that people use to talk about them, the way they are written down, and the approach taken to formulating policy and guiding, monitoring and evaluating practice.

Questions to ask

▲ Why have the current ES been introduced?

▲ What LA or other local data have been used to help identify priorities and purposes?

▲ What analysis of community need has taken place? How has it been used?

▲ What are the intended benefits for: young people, the consortium, parents/carers and families, the wider community?

▲ How do current purposes for ES relate to ECM outcomes?

▲ How are governing bodies involved?

▲ Who else has been involved in discussing the purposes and setting goals?

▲ How do purposes relate to local priorities e.g. the Children and Young Peoples Plan (CYPP) and the priorities of the organisations and agencies involved?

▲ How do people find out about the purposes and potential benefits?

▲ How are purposes discussed, analysed and reviewed by stakeholders and multi-agency partners?

Evidence to show

Examples of documentary evidence might be:

▲ joint vision or mission statements; policy statements

▲ joint development/improvement/business plans

▲ action plans

▲ School and Children's Centres' SEFs

▲ local audits, evaluations, needs analysis, area reviews, consultation documents

▲ posters around the Consortium in community locations/other agencies

▲ newsletters sent to a range of stakeholders

▲ media reports

▲ success criteria or performance indicators

▲ records of meetings, including governors' meetings

▲ LA strategy documents/policy links

▲ Service Level Agreements

▲ Local Area Agreements

▲ proposed impact measures

▲ statistical tools

Testing the evidence

Questions to ES co-ordinator/management team/governors/key stakeholders/partners:

▲ Tell me what you see as the main purposes of ES for: young people, parents/carers, the wider community

▲ Which groups have been consulted about ES?

▲ Where can I find out about your purposes? Which planning and policy documents would I need to see? Which LA documents would be relevant e.g. CYPP?

▲ Give me an example of how planning helps to address ECM outcomes

▲ Show me how ES support the Consortium development priorities.

▲ How do they link with wider partnership agendas?

▲ What does analysis of your evidence tell you about how provision might be changed/developed in the future?

▲ How will you know how successfully provision is addressing purposes and priorities?

▲ Who does not share your priorities and purposes? What needs to be done about this?

Having purpose

Emerged

ES development may still be evolving but they have, nonetheless, a clear sense of direction and purpose. While ES may have started up without long-term planning, perhaps beginning life in response to identified need, there is an agreed development plan that clearly sets out the main purposes of ES, describing what they are and whom they are for. Attempts will have been made to recognise and clarify some longer-term goals in consultation with key stakeholders, partners and the wider community, as part of an ongoing review process. Policies will have been developed to reflect this.

Established

The purposes of ES are embedded in development planning, which have been informed and agreed by the Consortium and other key partners. Purposes are conveyed in a variety of ways and in language that is accessible to a wide range of possible users, including young people, parents/carers and the wider community. Plans describe how purposes are translated into practice and are shared and kept under review. Established Consortia continue to develop ES through ongoing dialogue as part of self-evaluation processes, which enables them to respond to changing priorities, local needs and national strategies.

Advanced

Advanced practice keeps purposes and policy under continuous review as an integral part of an annual self-review process. Purposes are discussed not only by staff in schools, children's centres and partner organisations, but by young people, parents/carers and the wider community and with the Children's Trust. Development time is set aside to re-examine purposes and priorities, widening the scope and direction of ES along with stakeholders and multi-agency partners. Advanced Consortia have a structured, ongoing dialogue with their communities and other schools, clusters and providers, provide leadership and direction in the development of ES. There is a clear understanding of the purposes of different agencies and how these might be complementary to the Consortium's core purposes and practice.

Key Indicator	Key Indicator	Key Indicator
Responding to needs and clarifying purposes and policies	**A strategic response to reviewing and communicating purposes and policy**	**Keeping purposes, policy and practice informed through critical analysis**

A suburban Cluster has placed extensive consultation and data analysis at the heart of planning as the area is perceived as affluent and 'low-challenge' in terms of issues. The Cluster priorities have therefore been formed in order to address the 'hidden' issues that have been identified such as a lack of activities for older children and the childcare needs of professional parents. The action plan was put together by a multi-agency steering group and links closely into the priorities identified in the Constituency Community plan.

A City Cluster designs, develops and delivers ES to meet the Core Offer through a co-ordinated response in line with the ECM Outcomes Framework. This response includes the identification of vulnerable children, young people and families and their needs and in turn, provision of appropriate and effective solutions to address and fulfil these needs. The emphasis is on breaking cycles of deprivation by empowering communities to achieve their goals and prosper in all areas of their lives. There is a well established Multi-Agency Steering Group which works to agreed Terms of Reference. ES planning has become an integral part of the individual schools' Improvement Planning with specific sessions focussed on identifying what schools see as blockers to achievement and how ES provision can underpin existing strategies to remove these.

A rural secondary school and sixth form centre keeps ES at the heart of the school's core business through embedding purposes in planning and management structures. There is a model of distributed leadership covering five specialisms: Learning team, Student team, Staff team, Organisation team and Extended School team. The Extended School team and student team have responsibility for different elements of the Core Offer and liaise with the other teams as necessary. Teams link into departments, student voice, parent groups and stakeholders in order to review and develop the provision.

Section 2: Finding out what's needed

ES provision varies across the country. This is because needs and contexts differ and what is needed and works in one place may not work somewhere else. Simple copying or transplanting of practice may not be appropriate. The local context should be reflected in the development of ES – for example, the availability of childcare in the local community. The first step is to consult young people, parents/carers and the wider community about their needs, expectations and aspirations. The development of ES should be based on a careful analysis of what already exists and identification of what needs to be developed making use of data sets. Consortia with existing provision will need to be aware of other activities and services in the locality. They will need to work with other Consortia, the LA, other agencies and wider partners to develop ES that meet local needs and priorities. Consortia are likely to be made up of different schools and agencies. Within a partnership, different organizations are likely to take a lead role in particular aspects of the Core Offer and other ES depending on their areas of expertise, the resources and facilities available and different patterns of need in the local communities.

Questions to ask

▲ What are the identified needs and priorities? For which groups? Which data sets have informed identification?

▲ What resources, activities and services already exist in the area? How well do they meet local needs and address the core offer? Where are the gaps in provision?

▲ How have young people, parents/carers, key partners and the wider community been consulted about needs?

▲ How do the Consortium's ES address ECM outcomes and local priorities?

▲ Who are the groups and individuals most in need and how have they been identified? What has happened as a result?

▲ What is the process for consultation and review?

▲ Which agencies and individuals can bring additional insights and expertise to the planning process?

▲ Who leads on different aspects of provision?

▲ How does the Consortium work with other partners to share data on needs and plan provision together?

Evidence to show

Examples of documentary evidence might be:

▲ Consortium development plans, action plans

▲ organisational or local area statistical data analysis e.g. School, PCT, Police, Social Services

▲ audit of current provision, showing types of provision and levels of take-up

▲ surveys/questionnaires/focus group findings from young people, parents/ carers and the wider community

▲ notes/summaries of meetings – e.g. with community groups, multi-agency partners, employers, LA officers

▲ letters to parents/carers or community members and their responses

▲ reports/evaluations

▲ cost-benefit analysis

▲ LA consultation documents

▲ Local Area Agreements

▲ needs analysis from different agencies

Testing the evidence

Questions to young people, parents/carers and community members:

▲ Tell me what there is to do around here – for example, after school, at weekends, during holidays. What are facilities and services like?

▲ Do you take part in activities provided by the Consortium? What activities/services would you like to see provided that are not available at present?

▲ Have you ever been asked what you would like to see provided for young people, parents/carers and the wider community? What happened as a result?

Questions to providers:

▲ What activities/services do you provide?

▲ What data do you have on community needs and gaps in provision? In what ways do you share this with the extended consortium?

▲ Give me some examples of your input into joint initiatives. What is the process for ongoing evaluation, data sharing and review?

Finding out what's needed

Emerged

The importance of developing appropriate provision is recognised. Young people, parents/carers, key stakeholders and the wider community are consulted about their needs, expectations and aspirations. Patterns of current provision are known and gaps identified through a range of data sets are utilized to form a more complete picture of needs and priorities. Planning for sustained development takes place as part of the process of finding out.

Key Indicator
A process for finding out

An urban cluster of schools with a Children's Centre uses a range of methods to gather information. The Children's Centre uses questionnaires and face-to-face interviews to test the suitability of services and the evaluation officer ensures parents' and young people's views are taken into account when planning future activities. The schools consult through questionnaires and student councils and use PASS (Pupil Attitude to Self and School) as an evaluation tool. Priorities identified through consultation are considered alongside data for the area provided by the PCT and LA.

Established

There is continuous consultation and review to which ES provision responds as local and national priorities emerge and change. Managers, team members, providers and multi-agency partners are keen to develop their expertise in using needs analysis and other data. Young people, parents/carers, and the wider community are fully involved in the debate. Both users and providers have a voice and have structured opportunities to inform the planning and development process. Priorities are informed by multi-agency strategies.

Key Indicator
Continuous consultation and review

The co-ordinator of a City based Cluster of schools is an active member of a variety of community groups such as childcare forums, parents associations, school sport co-ordinators, church councils and youth clubs There is also close working with the constituency. This enables a partnership approach to auditing provision, consulting with the community through a variety of approaches and to accessing a variety of existing data. The main steering committee and its sub groups meet on a half-termly basis to share information from consultation and to review provision, using feedback to inform priorities for development.

Advanced

Advanced practice brings with it a culture of continuous improvement, which places a premium on listening to stakeholders, including young people, staff, parents/carers, multi-agency partners and the wider community. Needs analysis is integral to development planning. Advanced consortia build intelligence networks that are able to respond to the needs and views of the wider community including the most disenfranchised and vulnerable groups.

Key Indicator
Needs analysis built into the culture

A Community College in a deprived area has an underpinning culture of encouraging openness and discussion. There are both staff and student College Improvement Groups which investigate numerous aspects of college life and extended services. College involvement on a range of multi-agency groups ensures a regular dialogue and has led to a number of joint initiatives addressing identified needs and contributing towards the targets and priorities of the partner organisations. Community members and students feel empowered to approach senior management with ideas and proposals and the college is extremely flexible in accommodating these, for example developing a GCSE in circus skills to meet the needs of a SEN student.

Section 3: Getting the ethos right

A positive ethos is rarely accidental. It is carefully created to reflect a set of values and beliefs. It is the ethos of an Extended Consortium that brings people and groups in and encourages them to participate. It is the feeling of the settings, measured by a sense of well-being, and by the ease and informality of relationships. Ethos has two main elements – the physical and the human. The most important aspect of ethos is the human side. It is about how people are treated and how they talk to and interact with each another. The scope for personal freedom and a feeling of support and mutual respect are of key importance and feedback from users is vital in creating and sustaining them. Thought also needs to be given to whether physical spaces are 'fit for purpose' and cater for the needs of a variety of users and delivery of a range of services and activities. While physical space may not always be ideal, it is important to consult users and take external advice on how to make the most of the physical environment. Its use should reflect beliefs about learning and working relationships as part of a culture which is underpinned by shared values.

Questions to ask

▲ What should a first-time user ideally feel when he or she comes through the door?

▲ What range of opinion has been sought and who else might be asked about the development of ethos?

▲ How well are different physical, social, emotional and learning needs catered for, e.g. for people with physical disabilities?

▲ How are shared values within the Consortium agreed and communicated to engage different groups?

▲ What has been done to increase understanding of ethos – for example, through visiting other organisations or studying models of ethos?

▲ How does the ethos of the Consortium promote learning or engagement for a range of individuals/groups?

▲ How might a positive ethos contribute to the outcomes of ECM, e.g. being safe, enjoying and achieving?

▲ What evidence is there that the ethos is appropriate and effective?

▲ What has been learnt that provides criteria for evaluation of ethos and can inform policies?

Evidence to show

Examples of documentary evidence might be:

▲ plans, drawings, sketches, models, videos, photographs

▲ mission/vision statements

▲ minutes

▲ equal opportunities policy/procedure

▲ discussion papers on aspects of design

▲ comments from suggestions box

▲ solicited or unsolicited testimonies

▲ letters

▲ displays – e.g. work produced as a result of ES or photographs of events

▲ evaluations by visitors – both formal and informal

▲ surveys of users and non-users, using criteria or 'ethos indicators'

▲ evidence of changes and developments made in response to consultation with users

▲ reports to stakeholders/community groups

Testing the evidence

Questions to young people, parents/carers, other stakeholders:

▲ Do you access any of the activities/services provided by this Consortium? If yes, can you say why? If no, what are the barriers?

▲ Would you encourage your child/parent to take part in activities/services? Would you encourage your friend/neighbour to take part in activities/services?

▲ What is attractive or exciting about the sites, resources or human relationships? Is there anything that would exclude certain groups or individuals?

▲ Are there ES you would like to see offered differently? What would make them more attractive?

Questions to co-ordinator/management team:

▲ How do you know what creates the right ethos?

▲ Can you identify indicators that a visitor could use to measure the ethos of the Consortium?

▲ Show me how you share your ethos and sets of values and beliefs within the Consortium and with others.

▲ Show me some changes you have made to improve the ethos within ES. Tell me what brought these changes about.

Getting the ethos right

Emerged

Emerged Consortia recognise the importance of a shared set of values and beliefs, which are reflected in human relationships and the use of physical space. Some thought has been given to the kind of places that would attract people of different ages and be user-friendly. Spaces are suitable for purpose and there is a sense of warmth and welcome and an informality of relationships. Consideration is given to ways in which provision might be more differentiated to take account of different needs, including access and provision for people with physical disabilities and the importance of different role models. There is an awareness of the need to be inclusive.

Key Indicator

Adapting to a variety of needs and uses

A Cluster of schools in the East Midlands offers an open door policy for parents/carers and volunteers. There is a commitment to inclusion which is addressed through close working with Children's Centres in order to signpost families effectively. Different cultures and languages are celebrated through events and catered for in a variety of ways, for example newsletters and signage in Polish and a Polish play worker for those schools with a large Polish population. There are special access arrangements for people with physical disabilities and the diversity of groups using services and accessing activities is tracked.

Established

People are able to speak about ethos knowledgeably because it is not accidental but something that has been thoughtfully created and maintained. The needs of a range of user groups are catered for in the design and use of space, and how and when activities and services are offered. Team members share underlying values and beliefs about learning and working relationships and are committed to creating and maintaining an ethos that embodies these. There is a willingness to explore and respond to new ideas in partnership with other agencies. Young people, parents/carers and the wider community contribute to the ethos and have an increasing sense of ownership.

Key Indicator

A shared responsive ethos meeting differentiated and changing needs

In a London Secondary School, commitment to a positive ethos is explicitly shared at Parental Support Group meetings where the Family Support Workers explain their methodology and shared values such as 'building commonalities', 'being non-judgemental', and ' listening'. Provision has been developed to meet different needs, for example ESOL classes, support for dyslexia and Family Support Workers using a variety of communication methods sensitively to respond to different learning needs.

Advanced

There is a well-developed understanding of ethos in physical and human terms. ES take account of the needs of a wide range of different users at different times, including hard-to-reach and vulnerable groups. Provision is differentiated and able to respond to changing needs and circumstances, offering innovative solutions. An Advanced Consortia is not afraid to experiment, take risks and pioneer new ideas. Users, providers, multi-agency partners and other stakeholders have a strong sense of ownership of ES and are part of a culture of shared values and vision. The Consortium is passionate about communicating these ideals and values to others.

Key Indicator

A proactive and innovative culture of differentiated services

A specialist Performing Arts College in the South East enshrines in its mission statement the commitment to innovative and inspirational development in order to lead students and the local community in maximising their economic, cultural and social potential. The College has become a resource centre for people with a range of complex needs, working with partners to lead services linked to teenage pregnancy, travelling families, ethnic minorities, children in care and hearing impaired. The emphasis on open dialogue enables the college and its multi-agency partners to be responsive, constantly reviewing and evolving provision.

Section 4: Getting the best from resources

Extended Consortia will have a range of valuable resources that can be opened up to users. These include people and their expertise, access to material resources, new technology and facilities. Consideration needs to be given to ways in which access to resources can be made more cost-effective – for example, through making the most of existing community resources. Effective collaboration between schools, Children's Centres, other agencies and the wider community will optimise the use of existing resources, including staffing, in order to meet identified needs and address resource gaps. When recruiting staff and providers, the power of involving young people and members of the community as leaders of learning and mentors should not be underestimated. Potential access to funding is increased through collaborative approaches from the Consortium and other partners – for example, by submitting joint bids as part of an agreed strategy. As ES develop and grow, planning for sustainability becomes a crucial part of the process. Consortia will need to regularly review available funding streams, for example through Building Schools for the Future (BSF), Community Regeneration projects and Local Area Agreements.

Questions to ask

▲ What resources (human, physical and financial) are available for ES?

▲ What are the implications for site security, health and safety and child protection and how can obstacles be overcome creatively?

▲ How have community resources been successfully shared or pooled? What further resources might be identified within other schools, Children's Centres, agencies, businesses and groups?

▲ How effective is the Consortium in securing ongoing resources and funding?

▲ What structures are in place to help deploy human resources appropriately and sensitively e.g. matching skills to needs, maintaining work-life balance?

▲ How have Consortium staff and unions been involved in discussions?

▲ How are young people, parents/carers and the community involved in generating new resources? What role do governors play?

▲ How have shared resources impacted on identified priorities and addressed needs?

▲ How is sustainability planned for and what exit strategies exist?

Evidence to show

Examples of documentary evidence might be:

▲ audits/surveys of available resources in the Consortium and other organisations

▲ costings – for example, of provision, security, caretaking

▲ bids for funding, business plans, planning applications

▲ minutes of meetings, including governors' meetings

▲ evidence of training/induction and continued professional development

▲ surveys of current resource usage

▲ patterns of supply and demand

▲ resource needs analysis for different user groups

▲ joint bids/plans showing collaboration with other organisations

▲ staff policies, workforce reform/remodelling agreements, performance management

▲ evaluations/impact evidence

▲ evidence of uptake and other outputs

▲ Local Area Agreements

Testing the evidence

Questions to co-ordinator/management team:

▲ What are your policies and practices for health and safety, child protection and site security?

▲ What additional resources does the community have access to as a result of ES?

▲ Who do you share resources with and what are the benefits for the consortium, partner agencies and the wider community? What impact evidence do you have?

▲ What are the resource gaps? Which individuals or organisations might you approach to try to address this?

▲ Give an example of resources within the Consortium or community, which you would like to use but to which you cannot get access.

▲ What plans do you have to gain additional resources from funding or sponsoring bodies, such as charities or businesses?

▲ Which staff are involved in ES from within the Consortium organisations and from partner agencies? What can they offer and why are they involved?

Getting the best from resources

Emerged

Concerted attempts are made to ensure that the deployment of personnel and the provision of shared resources match identified user needs as closely as possible. Thought has been given to work–life balance and there are increasing opportunities for a range of Consortium based staff and multi-agency partners to be involved in ES. The use of physical space and the management and use of resources is planned and monitored with an eye to improving provision in the future. The Consortium is beginning to exploit a range of funding opportunities. Feedback from users is valued and resource use is reviewed accordingly.

Established

Efforts are made to ensure that resources are appropriate and used to optimum effect. Time and energy are invested in exploring, managing and developing the resources that are available within the Consortium and the community, as part of change management. Resource provision is responsive to changing needs and priorities. New ways of opening up resources to provide wider and more flexible access for young people and the community are identified and multi-use spaces are the norm. The bank of human resources is broadening to maximize the expertise of key stakeholders including young people, voluntary sector partners, volunteers and multi-agency professionals and CPD is offered as appropriate.

Advanced

There is a multi-agency approach to resources and impact is carefully measured. Robust management ensures that resources within the Consortium and the wider community contribute to the continuous development and invigoration of provision. Resource management is a key contributor to future vision. Team members are well trained and/or qualified and resources are multi-purpose and contribute to multi-agency priorities. The potential of new technology is maximised and provision is cost-effective. Financial planning is undertaken as part of the annual review to ensure long-term sustainability of provision.

Key Indicator

A planned and measured approach to resource provision and use

Key Indicator

A creative approach to maximising and sharing resources

Key Indicator

Effective, distributive leadership developing diverse and sustainable resources

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A Cluster group of Primary schools with one High School endeavours to maximise the resources available across the group. For example, the newer build schools can offer meeting rooms, sports facilities and a spacious library. One school has a business suite that can be used by other schools and the community. Funding has been secured for a new Foundation Unit. Skills audits have also been done amongst staff and parents/carers have been trained to support children's reading.

A Language College has been involved in community projects for a number of years and has been able to attract significant funding. The development of the ICT Testbed project and a purpose built City Learning Centre on site has enabled the College to become a base for the Grid for Learning, Community Languages, Primary Languages, a range of community projects and a nursery. The test bed has enabled the development of personalised learning through virtual classrooms which can be accessed from home and other venues. Community partnership has resulted in Police and Health professionals being available on the school site.

A rural school in the South East has a range of excellent facilities on site including a working farm, conservation area, a nursery, a library, and a vocational centre which includes a restaurant and a theatre that are open to the community. ICT facilities are also available with technical support on hand. The resources are innovatively managed in order to maximise benefits both on and beyond the school site, for example, young people showing animals at the county show, links with an agricultural college, school childcare students working with nursery children in the library and pre-theatre meals provided by food technology students. The resulting ethos is that of a Learning Campus.

Section 5: Involving the Community

Involving young people, parents/carers and the wider community in assessing needs and planning provision gives them a stake in the extended consortium from the beginning. The effectiveness of ES is tested by the degree to which everyone feels that they can affect decisions and influence ethos and development. In turn, this contributes to the personal and professional development of providers, enabling them to develop high-quality activities and more effective services and to learn alongside their client groups. However well established, programmes benefit from continuous review and sometimes restructuring in the light of participants' satisfaction with provision or their changed needs, expectations and aspirations. While initially, sections of the community (such as young people, parents/carers, local residents etc.) are likely to be involved mainly through audit and consultation, they will increasingly become engaged in planning, delivery, promotion, evaluation and review. Access to training and additional qualifications is a further investment in the community through the upskilling of the future workforce.

Questions to ask

Examples of documentary evidence might be:

▲ How do you define your community?

▲ How have individuals and different community groups been consulted about the purposes and content of the ES?

▲ In what ways do different community members play a part in informing others about the purpose and range of ES on offer?

▲ Which sections of the community are less involved or harder to reach? How might this be addressed?

▲ Who has the opportunity to influence the learning or care environment?

▲ What is the role of the third sector and multi-agency partners? In what ways do they have an input into ES?

▲ How are users/learners and stakeholders given ownership through involvement in planning, delivery, budgeting, promotion or administrative decisions?

▲ How are users/learners and stakeholders involved in measuring the impacts of the ES?

Evidence to show

Examples of documentary evidence might be:

▲ consultations and audits

▲ attendance records and analysis of patterns of participation

▲ agendas and notes of steering/advisory meetings

▲ evaluations from users and participants

▲ responses to community ideas and input

▲ community involvement in newsletters, fundraising posters, and other ways of promoting ES

▲ joint action plans showing community contributions and roles – e.g. taking part in planning, delivery, management, evaluation

▲ reports/case studies showing individual and community contributions

▲ joint bids or development plans showing community involvement

▲ funding bids with community involvement

▲ service level agreements

▲ Local Area Agreements

▲ minutes from school councils, youth parliaments, parent forums etc.

Testing the evidence

Questions to young people, parents/carers and community members:

▲ What activities do you get involved in? How many of your friends/neighbours also come along?

▲ How easy is it to get involved? Are your ideas welcomed? How are you able to influence decisions and take the initiative?

▲ What benefits and/or skills have you gained through involvement in ES? Where would you like to take this next?

▲ How are you involved in promoting ES within the consortium or community?

▲ Give me an example of ES that exhibits community ideas or influence.

▲ Are there opportunities for you to contribute as a tutor, a mentor, a facilitator, a course deliverer or a manager of ES?

▲ Which community groups are involved and how do they help shape what is offered?

Involving the Community

Emerged

There is a growing recognition of the importance of community outreach. Those who access provision are consulted and have an increasing involvement in planning activities and services and a say in what happens on a day-to-day basis. Consideration is given to ways in which greater responsibility might be given to individuals and different community groups in the future. Structures are in place that encourage the engagement of different groups particularly the vulnerable and hard to reach.

Key Indicator
Structures and systems which encourage engagement and involvement

A Primary school in the East Midlands opens up its facilities in order to link with different sections of the community and explore mutually beneficial relationships, for example, an elderly ladies' group which meets in the Adult Education room and also helps out with school productions, a community café run as a social enterprise by an ex-parent who has been supported by the Catering Manager and Budget Officer. The local community has also been extensively consulted on a new build which will be used by the school and as a community resource.

Established

There is evidence of community members, including young people, taking the initiative and making decisions. Procedures are in place to increasingly involve users and community stakeholders in planning, delivering and reviewing provision. Young people and adults recognise that exercising responsibility enhances skills which will benefit and empower them throughout their lives. There is routine involvement of a widening range of community groups representative of the local context.

Key Indicator
A community empowered to make decisions and exercise responsibility

A London Borough special day school consults with the community through a variety of means such as meetings, surveys, school council and briefing meetings. Adults who participate in activities are asked to influence the learning environment through regular feedback. This has led to a powerful group of deliverers who deliver activities in school and in the community. Close partnership with community based providers has led to an expansion of services, for example the school's hair and beauty salon which is open to the community and offers OCN qualifications for young people and adults.

Advanced

The community is visibly empowered and has confidence in its roles and responsibilities, clearly deriving energy through its ownership of ES. Young people, parents/carers and community members understand that taking initiative, teamwork, decision making and responsibility for others are core skills of lifelong learning; this awareness is integral to purposes and development planning. Leadership and management are devolved enabling all users/learners and community stakeholders to shape and drive ES forward with a sense of shared accountability and purpose.

Key Indicator
Community ownership promoting a culture of lifelong learning

A Primary School in a deprived area has fully involved the community in the planned building of a community building on the school in response to consultation. The steering group includes parents/carers, pupils, staff, governors, a residents' group and neighbourhood renewal. Stakeholders have been involved in publicity, action research, funding proposals and development of plans over time to develop a Children's Centre. Pupils have taken ownership of this development helping to design the building, producing presentations of their plans and working closely with the architect. Their input has highlighted ideas for making the building accessible and eco-friendly and they have given presentations on behalf of the project group.

Section 6: Letting people know

It is important for people to know not only what ES exist and when they are available, but also who they are targeted at. The message which goes to young people, parents/carers and wider community groups has to be one that is attractive and inviting and should tune into people's needs, interests and aspirations. The community should be increasingly involved in the promotion of ES and the development of their information strategy. The development of ES will be accompanied by increasingly sophisticated methods of communication, including the use of new technologies, and by a growing understanding of the most appropriate methodologies for communicating with different groups. There is also a wider policy-making, political and media audience which needs to be informed of the purposes, successes and impact of ES. Sustained growth and access to resources will depend on good communication with multiple audiences.

Questions to ask

▲ What are the communication structures within the consortium and with partner agencies?

▲ Who are the target audiences for different kinds of information?

▲ What are the most effective media for communication with different audiences? How is information targeted at harder-to-reach/vulnerable groups?

▲ How is new technology used to publicise ES and share information?

▲ How accessible is the information to wider community groups? Which groups are not being informed?

▲ What are the different aims of publicity – e.g. attracting attendees, informing stakeholders, celebrating success, fund raising? What other purposes might be served by reporting outcomes to a wider audience?

▲ How can multi-agency partners help with publicity? What can be shared?

▲ What role do young people and community members play in sharing good practice e.g. through workshops and conferences locally, regionally or nationally?

Evidence to show

Examples of documentary evidence might be:

▲ posters/art work/displays/publicity in schools and other community settings

▲ flyers, newsletters – e.g. to staff, partners, young people, parents/carers and the wider community

▲ minutes of meetings with community members/groups

▲ minutes of meetings with extended services personnel such as family liaison officers, health care/youth workers, children's centre staff

▲ partners' or joint publicity

▲ websites

▲ news stories/features in local and/or national newspapers

▲ examples of different media or methodologies for different groups

▲ advertising on local/national radio

▲ mention on local/national television

▲ inclusion in good practice guides or publications by, for example, the local authority

▲ annual reports and development plans

▲ presentations or workshops at conferences/seminars

Testing the evidence

Questions to young people, parents/carers or community members:

▲ What do you know about ES? How did you find out?

▲ How much do your friends/parents/carers/neighbours know about ES?

▲ What would you say are the best kinds of publicity for ES? Can people you know access them easily?

▲ How are you involved in letting people know?

Questions to co-ordinator/management team:

▲ What groups of people don't engage in ES? What has been done, and might be done, to attract these groups?

▲ What advice would you give to someone about to set up an ES who doesn't know how to encourage participation?

▲ Show me some examples of interactive technology used in marketing your ES.

▲ What developments or growth have come about as a result of sharing success and disseminating impact?

Letting people know

Emerged

There is clear recognition of the importance of publicising and promoting activities and services in order to encourage participation. The importance of letting different sections of the community know about ES is acknowledged and steps are taken to find attractive, accessible and appropriate ways of keeping community groups informed and increasingly involved. Different media and technologies are being explored and efforts are being made to publicise success to a wider audience.

Key Indicator
Publicising and promoting activities and services

A two-form entry Primary School in London has an information strategy which uses a variety of means and mediums to inform a range of audiences about activities and services. These include targeting well-established user groups as ambassadors, an Earlystart newsletter, representation on the Earlystart Providers Forum and letters and timetables home in a variety of languages. The Study Support co-ordinator visits each class and holds information meetings and good practice is disseminated through local press, radio and national conferences. The school is also developing the website as a more effective tool for promoting Extended Services.

Established

Opportunities are taken to publicise ES in different ways as part of an agreed and regularly reviewed information strategy. Young people and a range of community groups are involved in publicising, disseminating and evolving strategy. Local and/or national media are used wherever possible. All stakeholders and a wider audience are kept informed of the purposes and impact of ES. Feedback mechanisms are in place and information is used to inform practice and development.

Key Indicator
An information strategy

An Extended Secondary School has a dedicated marketing manager who oversees all aspects of marketing from the school web site to posters and press releases and leaflets distributed around the community. The school also has a middle management group charged with developing communication. They have developed a student information system, a series of large LCD screens around the school which announce activities and results, messages and dates to all the student body. As an award winner for the Leading Aspect Award the school features on the Leading Aspect website and has been used as an exemplar of training for the future in DCSF brochures. Phoenix club students and Young Mums to Be produce newsletters and there is a radio station run by pupils.

Advanced

Every opportunity is taken to use information dissemination as a learning experience through the active leadership of young people and community groups. Good practice is shared through case studies and other publications. Sophisticated technologies are used across communities, locally, nationally and, in some cases, internationally, to disseminate what has been learnt and the Consortium takes a lead role in training and supporting the development of leading-edge practice.

Key Indicator
Information dissemination as a learning experience

An Extended School on an urban/rural border uses a variety of media to disseminate a range of information. A synopsis of potential stories is shared with a nominated journalist from the local press and the local council, the county council, volunteering service, the Health Authority and other partners are all involved in shared dissemination. A multi-agency intervention project for young people has resulted in a series of case studies. Students are encouraged to get involved in public relations as a learning experience and sit on local, regional and national forums. The school has also featured on Teachers TV.

Section 7: Selecting providers and building the right team

ES provide opportunities for learning and access to services in a range of ways. The selection of the right people to deliver them is therefore crucial. A range of education and multi-agency professionals, young people, parents/carers, employers, voluntary (third sector) personnel and volunteers bring complementary skills and experience. Equally important are their attitudes and beliefs. Providers are likely to be employed by a number of different organisations and agencies, but should understand their role within an overall structure of provision and show a commitment to shared values, goals and ethos and a willingness to learn from colleagues, young people and community members. The recruitment process should be informed by what the consortium is trying to achieve, the tasks to be performed and the qualities needed.

Questions to ask

▲ What can professionals from different backgrounds, disciplines and agencies offer?

▲ How are change teams involved in planning the staffing structures for ES?

▲ What appointment procedures are in place, such as child protection, health and safety, equal opportunities?

▲ What kinds of skills, abilities and qualities are needed?

▲ How are team members (paid and voluntary) recruited, deployed and mentored?

▲ What are the criteria for the selection of team members for different purposes?

▲ What guidelines are in place for rates of pay?

▲ How are selection and recruitment policies agreed and shared with other agency partners?

▲ How are governors, young people and community members involved in the selection process?

▲ How are new team members inducted? How are they encouraged to learn about, and contribute to, shared values and goals?

▲ What performance review or supervision arrangements are in place?

▲ What professional development opportunities are available to develop and grow the workforce?

Evidence to show

Examples of documentary evidence might be:

▲ list of staff/providers with relevant experience and expertise

▲ feedback from young people, parents/carers and the wider community

▲ questionnaires, surveys or needs analysis, evaluation analysis

▲ selection criteria, job descriptions, person specifications

▲ audits of the interests, skills and talents of staff, young people, governors and parents/carers

▲ policies and procedures on: equal opportunities, health and safety, child protection, rates of pay, grievance and discipline

▲ workforce remodelling agreements

▲ policies and procedures for monitoring a match between users and providers

▲ induction procedures/performance management

▲ Partnership and/or Service Level Agreements

Testing the evidence

Questions to co-ordinator/management team:

▲ How do you ensure consistency across the selection process?

▲ Do the expertise, skills and approaches available meet identified needs and priorities? Where are the gaps?

▲ What procedures are in place if there is a concern about a provider or a complaint is received?

▲ Are there examples of young people or community members being involved in selection or induction procedures?

Questions to team members from the consortium or partner agencies:

▲ What were the selection and induction processes like?

▲ Who are your colleagues in the ES team?

▲ What support and performance reviews are you offered?

Selecting providers and building the right team

Emerged

Clear guidelines and procedures are in place to recruit team members with appropriate skills and expertise, and to match these to identified needs. Policies and procedures are in place for child protection, equal opportunities, health and safety, insurance and workforce remodelling. Consideration has been given to the use of volunteers and how they might be supported and developed and to the range of agencies and individuals who might contribute. Clear guidance for rates of pay exists.

Established

An effective Extended Consortium team has been established within which clear roles are defined. Clear criteria for recruitment, selection, appointment and retention reflect varied roles. The scope of thinking has expanded to include a wide range of providers from different backgrounds and with different methodological approaches. There is a programme of induction for paid and voluntary staff and a structure for their professional development. There is a shared understanding of purposes, values and goals. ES increasingly provide opportunities for developing and learning together.

Advanced

The Extended Consortium team is diverse and committed to continually evolving ES to meet identified priorities. It has expanded as a result of effective monitoring and continually improving links with other organisations and partners. Training for team members is part of review and development planning and includes a range of opportunities for professional development. Diverse ways of recognising, rewarding and accrediting the various contributions are in place. Consortium-based staff and multi-agency professionals learn, adopt and adapt innovative practice with and from each other and are able to take a lead in supporting and training others.

Key Indicator
Clarity of criteria for selection of providers

A Cluster group in a large city identified the need for a cluster co-ordinator. The person specification was put together by the steering group and advertised through the City Council. The Cluster builds teams for both shorter term and longer-term activities and identifies specialised skills that are appropriate for the project or activity. Children are asked to feed back on the quality of providers. The aims of particular activities also help to determine the selection of providers, for example, secondary and primary staff working together on transition schemes.

Key Indicator
Clarity of roles within an Extended Services team

A London School has a clear management structure with clearly defined roles and responsibilities for Extended Services. School based staff run lunch-time and after-school clubs and the home school liaison worker focuses on parents and community activities. Agencies with appropriate expertise are bought in to supplement Study Support and activities for parents and offer specialist services to children with specific needs. External partners are either part of the LA team or have appropriate qualifications and school based staff are mentored by the senior management team. Volunteers attend induction and are mentored by the home school liaison worker who is also the Volunteer Co-ordinator.

Key Indicator
A multi-agency commitment to quality development and innovation

As part of their extended offer to address personalisation and skill development an East Midlands Secondary School developed a 'Big Job' team. The team researched the skills' needs of the area and made links with several sector skills' councils through the LA Training Network, including Textiles, Construction and the Automotive industry. Training providers were required to have a proven record of successful training and the commitment to work both with young people and the community. All training partners receive an induction to the structures and expectations of the school, which is reciprocated by the training providers who induct students and staff into their workplace. Courses are double staffed to ensure continuity of provision and shared expertise.

Section 8: Developing Partnerships

Strong partnerships are integral to ES. As provision develops, thinking is expanded and boundaries are extended. Sources of additional support in cash and kind are considered and the potential of wider collaboration is recognised. Effective development of partnership working needs to take account of the range of stakeholders, services, agencies and organisations that are able to contribute to ECM outcomes and identified priorities and enrich provision through their particular skills and expertise. They may already support children and young people's learning in formal or informal contexts or be acting as a community resource. Healthy intelligence networks and strong links within an authority enrich provision through the pooling of expertise. The quality of the provision is directly related to the strength of partnership working demonstrated by shared beliefs, goals, and working ethos. Active partnerships with shared goals and value sets are the key to long-term sustainability.

Questions to ask

▲ Which partners are members of the Consortium? What do they bring to the partnership?

▲ Which wider partners do, or might, the Consortium link with?

▲ How are appropriate partners identified, approached and engaged?

▲ What do partners need or want from a relationship with the Consortium? How can prospective partners make an approach?

▲ How are parents/carers and other stakeholders involved as partners?

▲ How do partnerships address local needs and reflect purposes, priorities and ECM outcomes?

▲ What are the communication structures for the Consortium and Partners? How do different governing bodies work together?

▲ How is joint work planned and managed and how are joint decisions made? Who leads this?

▲ What is done to help all partners gain the maximum benefits from joint resources and expertise?

▲ How is work with partners celebrated?

Evidence to show

Examples of documentary evidence might be:

▲ steering group/advisory board minutes

▲ development plans and strategy documents

▲ action plans

▲ joint applications for funding

▲ joint advertising or media coverage

▲ notice boards with letters, commendations

▲ displays, photographs, sponsorships

▲ contracts

▲ Service Level Agreements

▲ joint training and development programmes

▲ minutes of meetings with different partners

▲ evidence of joint programmes/services

▲ partnership newsletters

▲ communication strategies

▲ associate membership of governors on relevant groups

▲ membership of Consortium staff in local partnership, community or LA groups.

Testing the evidence

Questions to co-ordinator/management team:

▲ Describe how you identify and approach possible partners.

▲ Show aspects of ES that are a direct result of a partnership approach, or that might benefit in the future.

▲ Explain what value has been added to your work by your partners. Give an example of what they got out of their involvement with you.

▲ Give some examples of jointly-delivered activity. How do you address problems and review progress together?

Questions to partners:

▲ What do you expect from your partnership with the Extended Consortium?

▲ What are your purposes and how many of these are shared by the Consortium and link to the outcomes of ECM?

▲ How are you involved in resourcing, decision making, delivery, evaluation and review?

Developing Partnerships

Emerged

The Partners that make up the Consortium, have clear structures for management and co-ordination and are clear about what each can offer and the benefits of working together. Some Wider Partners have been identified and the value of Partnership is recognised in supporting key aspects of the Consortium's work and addressing identified gaps in provision. Joint activities take place and the training needs of staff and volunteers are considered. The contribution that parents/ carers and wider community groups can make is acknowledged and discussion is taking place about the potential benefits of wider collaboration.

Key Indicator
Identifying partners and benefiting from working together

A Cluster group of schools, nurseries and a Children's Centre has formed partnerships with Health, Adult Education, Leisure Services, sports clubs, the Police, Libraries and the Fire Service. Activities are monitored to ensure that partners' targets are being met as well as the ECM and Core Offer outcomes. An example of effective partnership working has been StreetSport with the Local Area Young People Planning Group, Police and schools working together to address distinct but complementary targets: to encourage safer neighbourhoods, reduce crime and support transition pupils moving to secondary school.

Established

Established Extended Consortia experience the benefits that embedded partnerships bring. They are part of a local network, where needs are identified, priorities agreed and expertise pooled in order to develop provision for a range of community groups. Information is exchanged on a regular basis, resources are shared and joint planning, training and delivery takes place. Some evidence of joint bidding for funding and other resources exists. There are structures in place for Partners to contribute to planning, developing and reviewing the programme.

Key Indicator
Embedding partnership networks within the community

A Cluster group in a deprived urban area has formed a management committee with representation from schools, Children's Centres, the Police, Childcare agencies and a variety of other agencies. In addition the cluster is working closely with a Stronger, Safer Communities Fund for a local estate which is managed by a multi-agency team. Impact has been seen in terms of people finding employment, adult education opportunities and a rise in GCSE attainment. The mutual benefits of partnership are being fully explored, for example Study Support run by school based staff in the Muslim Centre with staff from the centre providing craft workshops during holiday activities at the High School.

Advanced

Long-term plans are in place as a result of joint development planning and identification of future needs. Multi-agency partners are an integral part of the Extended Consortium, supporting it in applications for funding, in wider networking and in information exchange on a national and sometimes international basis. Innovative ways of working with partners are explored. Collaborative leadership is fully embraced, and this is reflected in management structures that enable the Extended Consortium to operate an effective multi-agency approach.

Key Indicator
Developing innovative partnership through a multi-agency approach

A High School which works as part of a campus federation has a range of partners which support the Extended Services offer. Just one example of innovative partnership is with the Youth Team. Initially one youth worker was based on site to work with targeted young people. This has now developed into a unit staffed by the Youth Team, with four youth workers supported by Learning Mentors from the school. A range of day-time and after school provision is available and the unit also undertakes outreach into the local community to try to tackle anti-social behaviour in the evenings.
Youth Team staff and school based staff have benefited from sharing expertise and learning from each other.

Section 9: Managing improvement

Effective Extended Consortia are well led and managed, with an underlying clear vision, strategy and direction. Visible and sustained support from senior management, across organisations, is essential to long-term success. Consideration will need to be given to mechanisms for wider communication, collaboration and partnership working across a range of agencies and community groups. The community-facing nature of ES requires a greater distribution of management. The voluntary nature of many of the activities calls for a lighter touch and a more collaborative approach than might be possible within a compulsory framework. This does not remove the need for rigor and accountability; in fact, it requires a strong sense of how that can be achieved through partnership working and community engagement in planning and decision making. Multi-agency partners need to work within a framework of shared values and targets, performance indicators and impact measures related to ECM and the core offer of Extended Services.

Questions to ask

▲ Who leads, co-ordinates and manages ES?

▲ What criteria were used to select the co-ordinator or management team? Is the management approach still appropriate?

▲ Where does the co-ordinator or management team fit within the wider management structure of the consortium? Is there, for example, a steering group?

▲ What are the levels of freedom and responsibility?

▲ What are the principles of management of the consortium? How transparent and open to discussion are they?

▲ What structures exist to create a distributed system of management? How readily can management respond to changing needs and circumstances? Is there a change team?

▲ How collaborative is the management of ES? How are shared purposes, values and direction reflected in development plans and key policy documents?

▲ In what ways does the Consortium and multi-agency team respond to criticism, threat, change and opportunity?

Evidence to show

Examples of documentary evidence might be:

▲ job descriptions

▲ aims, values, mission statements

▲ policies, development plans/ SEFs/communication strategies

▲ diagrams showing the structure of the management team and governing body

▲ minutes of meetings at all levels

▲ evaluations, feedback, and self-assessment by co-ordinators/managers

▲ letters, memos of commendation

▲ complaints, complaints procedure

▲ impact evidence

▲ responses to problems or crises

▲ rolling plans and review cycles showing innovation and development over time

▲ Service Level Agreements, risk assessments

▲ trust agreements/arrangements

▲ clear accountability structures

Testing the evidence

Questions to the co-ordinator/management team:

▲ Show me examples of how the management of ES is reflected in policy documents.

▲ When do groups meet and what are the individual and group responsibilities?

▲ Which Partner Organisations are represented? Is there a multi-agency team? Who leads on different aspects of planning, delivery and review?

▲ Give me an example of how management has responded to change.

▲ How are purposes and values shared within the team?

▲ What would you say is the most challenging issue you have had to deal with as you have developed ES? How was this resolved or progressed?

▲ Whose input might be missing from the team?

Managing improvement

Emerged

Activities and services may still be developing but the significance of co-ordinating provision has been considered. This might include the appointment of a co-ordinator/cluster manager with a clear remit, accountability and support. Alternatively, it may be a collective responsibility co-ordinated through existing Consortium management structures. The Consortium will be actively seeking partnerships and the involvement of other stakeholders in order to broaden the management of ES to meet key priorities. Management structures will reflect the ethos of the Extended Consortium.

Key Indicator
Clear responsibilities and management structures

Within a Cluster Consortium in the South East, the Headteacher of each school was asked to nominate an Extended Services representative. The role was clearly defined and the project plan clarified the commitment attached to the position. Where the representative is not a member of the Senior Management Team (SMT) within the school, a strong line of communication has been established back to the school management. Core Offer Local Advisors (COLAs) support the ES provision across the district. These roles are viewed as professional development opportunities and the COLAs are able to provide direct support for areas of the Core Offer which individual schools cannot meet.

Established

Management has developed beyond structure and role to become more concerned with creating and maintaining a culture of shared vision and responsibility. Stakeholders, including governors, young people, multi-agency partners, employers, the voluntary sector and volunteers, are encouraged to take responsibility and influence what happens. There is collective accountability and systems are in place for feedback and review between the Consortium, parents/carers, young people, multi-agency partners and community groups. This is reflected in development planning to meet priorities against ECM outcomes, related to purposes.

Key Indicator
A culture of shared responsibility

A three-school cluster has developed its steering group to include community members and young people. A Community Focus Group has been established and there are three sub-groups focusing on specific areas of the Core Offer. The Cluster has developed a range of shared policy documents for use by the three schools which is helping to ensure consistency and signpost families and community members to the facilities and resources available. Programmes and services are continuously reviewed by facilitators and users and input from the Community Forum and sub-groups is used at strategic planning level.

Advanced

Advanced practice has a capacity to handle innovation and change. It seeks new ways to become more effective through a strong sense of common purpose and a collaborative leadership model where young people, parents/carers, multi-agency team members and community groups are fully involved in management and development, supported by CPD and progression routes. A Consortium at this level responds positively to challenges and has the structures and self-confidence in place to take risks. There is a strong system of evaluation to support its claims.

Key Indicator
Managing change through collaborative leadership

A campus in the South incorporates a Nursery, a Primary School, a High School and Adult Education all on one site. The schools share a governing body and the two Head Teachers work closely with the Campus Principal and an extensive Extended Team. The leadership team is committed to ongoing development of provision and to innovative ways of working which reflect beliefs and values about learning and the role of the campus in the community e.g. an elite sports academy, flexible curriculum, youth workers on site, community outreach and a Year 7 unit which focuses on developing independent learning skills and actualising learning.

Section 10: Developing the programme

The Extended Services agenda aims to raise achievement and improve life chances through services and programmes that support young people and their families. The balance of extended learning and leisure opportunities, together with community support and provision through childcare and family support, contributes to the raising of aspirations and enhances the quality of life. Thought needs to be given to what the priorities are for the Consortium and the community it serves, and how these fit within wider local authority strategies and link to key national drivers related to ECM outcomes and the Extended Services Core Offer and beyond. A quality programme depends to a large extent on how well services and activities reflect the needs, expectations and aspirations of the community, how they are thought through and how they are evaluated and reviewed on an ongoing basis.

Questions to ask

▲ What range of activities and services is provided? How were the ES decided on and why? Where are the gaps?

▲ How far are you addressing the Core Offer and what more needs to be done?

▲ What is the balance between learning activities and support and provision for the community?

▲ What is provided by the consortium and what is provided in partnership with other agencies?

▲ How do activities and services address local issues and national strategy?

▲ What evidence is there of Extended Sservices meeting needs? What is done to ensure that the programme is being monitored and that it contributes to agreed priorities?

▲ How does the community, through representatives, help to review and shape the programme?

▲ What impact have ES had – for example, on participation, school attendance, engagement/re-engagement with learning, attainment, health targets, parental engagement?

▲ What mechanisms are there for the development and renewal of Extended Services over time? How are other agency partners involved in planning, delivery, development, evaluation and review?

Evidence to show

Examples of documentary evidence might be:

▲ timetable/s of activities

▲ published programmes/menus of activity

▲ webpage showing programme

▲ action/development plans showing activities and services

▲ analysis of audits, uptake of activities and services, providers, resources

▲ summaries, reports and analysis of monitoring and evaluation across the programme

▲ outcomes/impact data

▲ external accreditation/quality awards

▲ learners' own profiles of goals achieved, progress and future targets

▲ data tracking systems and data analysis

Testing the evidence

Questions to co-ordinator/management team:

▲ Show me your programme/s of activities and services. How is the programme planned and reviewed?

▲ Which one activity or service provided by the Consortium is most attractive to users?

▲ What would you like to see more of and less of? Why?

▲ Which multi-agency partners have an input into the programme? What is that input?

▲ Describe some of the successes from the activities and services you have developed (for example numbers engaged, attainment against baselines, accreditation and qualifications, health and social targets met) .

▲ Who could I approach from the community about their involvement in programme planning?

▲ Describe how you ensure the quality of the provision

▲ What would users say were the benefits of the provision for them? How does this match with the purposes of the ES?

Developing the programme

Emerged

Programmes actively reflect the ways that ES contribute to key priorities as part of development planning. Activities and services relate to identified needs, and success criteria have been considered. Programmes are discussed and reviewed in the light of uptake, usage and feedback. Providers take time to observe and discuss the effectiveness of activities and services. Consideration is given to finding a balance between freedom and structure, community direction and Consortium constraints. The importance of continuing community engagement is recognised and young people and adults are consulted and actively involved in the activities and services offered.

Key Indicator

Meeting the needs of young people, families and the community

A city based Cluster plans its programme around priorities identified in the action plan to meet ECM outcomes and the Core Offer. Data Analysis and consultation has informed the activities and services offered, for example, data showed high levels of domestic violence and, as a result, domestic violence awareness training has been offered to all schools in the cluster. In a similar way the 'Off the Streets' project, is being delivered in targeted areas to tackle anti-social behaviour. There are also a growing number of learning enrichment activities being provided after school for children and young people. Evaluation and review helps to inform the ongoing development of the programme.

Established

Programmes significantly address the priority areas of Extended Services and the Core Offer is met. The Consortium times of opening are extended to meet the 8am – 6pm and holiday requirements, and there is a wide range of activities and services which meet a range of local community needs. Academic, social and emotional intelligence developed through activities provide support for lifelong learning and progression routes can be identified. Stakeholders, including young people, parents/carers, multi-agency partners, employers and the voluntary sector have an input into reviewing and developing activities and services.

Key Indicator

Evolving new approaches to learning and the consortium's role in the community

A London 11- 16 school has developed its programme to achieve a balance between learning activities and community provision and between meeting the needs of working families through after-school childcare whilst providing more learning opportunities for young people during holiday Study Support. Greater links have been made between sports lettings after 6pm, which were previously separately managed, and 3pm – 6pm provision for young people. Supplementary Schools have been introduced in partnership with the Voluntary Sector for Arabic children and Somali adults and children.

Advanced

There is the self-confidence to experiment with new ways of learning, to be self -critical, to share ideas and to constantly evolve and improve programmes in the light of new developments, impact findings and research. The Consortium and its partners are accessible to the community through year-round extended provision which addresses all priority areas and is a key strand of local strategy for delivering the Core Offer and addressing ECM outcomes. Team members, young people and community members work together pro-actively engaging in action research, reviewing activities and services and play an integral role in devising new approaches to learning. The programme is owned by all stakeholders and is continually developed through shared leadership structures.

Key Indicator

Continual improvement, driven by research and stakeholder input

The effective use of consultation, evaluation and data analysis has enabled an urban Secondary School to continually evolve and develop their programme over a number of years. What was originally a holiday revision activity has grown into a sophisticated programme of Study Support provision during school holidays and a residential experience. It has broadened to include primary pupils and Family Learning and some sessions are delivered by ex pupils and parent volunteers. Similarly a programme of informal and social events has been successful in encouraging community members, many of whom were uncomfortable in a school environment, to get more involved in the life of the school which has led to a growing programme of family learning opportunities and accredited adult learning.

Section 11: Learning together

Several elements of the ES core offer specifically relate to learning; Study Support and some other activities within the Varied Menu of Activities, family learning as part of parental support and Adult Education as part of Community Access. In addition, access to specialist services, programmes of parental and family support and good quality childcare provision will all have a bearing on learning through opportunities to develop skills and a greater readiness for learning. It is important to recognise that everyone is a learner, including young people, families and professionals delivering ES. Discourse and research around learning are integral to moving the learning agenda forward. The varied range of provision and opportunities to lead learning enables engagement with action research. The wider community, young people, parents/carers, ES team members and multi-agency partners are able to learn alongside from each other and gain an ownership of their learning. The more learning is shared, the greater the capacity for Consortia to become collaborative learning organisations. Management structures and processes will increasingly reflect the inter-dependence of schools and communities, demonstrating the link between learning and community regeneration.

Questions to ask

▲ What time is set aside for revision and discussion between providers and between providers and learners?

▲ How do providers review their own styles and approaches in the light of observation and feedback from learners and colleagues?

▲ How are learners engaged in their own learning? How are they supported in planning their future progression?

▲ What opportunities are there for learners and providers to find out more about individual learning styles and needs?

▲ What targets have been set to read, research, network and learn more about ES?

▲ How are providers and learners enabled to experiment with new ways of learning and delivery and to review these together? What impact has this had?

▲ What opportunities do young people and community members have to teach others or deliver programmes? How might providers learn alongside them?

▲ What opportunities are there for school-based personnel and professionals from other agencies to share practice and learn together?

▲ How have ES had an effect on mainstream school or FE activities? How has pedagogy been enriched?

Evidence to show

Examples of documentary evidence might be:

▲ learners and providers evaluations, self-assessment, diaries, logs and portfolios of work

▲ outcomes of joint reviews

▲ development of ES learning programmes over time

▲ quality awards that recognise learning achievements e.g. QiSS

▲ evidence of visits, learning exchanges

▲ evidence of young people and community members leading learning

▲ changes in practice, as a result of joint working or action research

▲ job descriptions, including young people and community volunteers

▲ training programmes around learning e.g., learning styles, different intelligences

▲ research and study opportunities or courses

Testing the evidence

Questions to young people/parents/carers/community

▲ As learners, what help have you had from providers in making your own learning easier and better?

▲ How have you benefited in terms of learning or through access to support services?

▲ What opportunities do you have to influence decisions about the learning programme or to lead learning?

Questions to consortium based staff and agency partners:

▲ Describe some things you have tried to deliver in new and different ways

▲ What have you learned about learning and the impact of ES on learning?

▲ How do you share your skills and knowledge with others?

▲ Give an example of a training session you attended and what you got out of it

Learning together

Emerged

Opportunities exist for collaborative learning. By observing practice and talking about how they work, providers gain insights into different approaches and delivery styles and how these match with individual learning styles and needs. Learning becomes more effective and provision more appropriate through this shared approach. There is an understanding that Consortium staff and other agency providers are able to learn from each other, with and alongside young people and community members. Shared values and objectives around learning are reflected in development planning.

Established

There are procedures in place for team members to share information and discuss how and why activities and services work. Providers see themselves as learners and create a climate in which community members feel free to share and contribute to discussions about learning. Different learning and teaching techniques and styles are explored and structures are in place to facilitate multi-agency and community engagement in the management of learning development. Learners are engaged in the learning process and can articulate how they have benefited and progressed. There are opportunities for young people and community members to lead learning.

Advanced

The effectiveness of learning across activities and services is a priority. Time is set aside to examine materials, discuss ideas, attend training sessions, visit other settings and experiment with new techniques. Strategies for improvement are under constant review and systems for the sharing and management of learning are firmly in place. Consortium based staff and multi-agency partners understand how the lessons learned about learning through ES can be used to inform mainstream practice. Young people and community members feel empowered to direct their own learning and to contribute as lead learners and tutors. There is a demonstrable understanding that learning and community regeneration are intrinsically linked and inter-dependent.

Key Indicator	Key Indicator	Key Indicator
Sharing and developing values and approaches to learning	**Community awareness and confidence in shaping the learning agenda**	**Clear and demonstrable insights as a learning community**

A School Cluster Group has developed a network of Community Learning Workers who work closely with the schools in the Cluster and liaise with families and community partners. They have developed a number of projects, including adult education courses some of which are accredited. The CLWs meet on a weekly basis to share their learning which is also taken back into their individual schools. The results being gained and the lessons learned through shared projects are being shared with a wider local and LA wide audience.

An urban Secondary School has developed a 'Friends of the School' Association which is taking an increasing ownership of Extended Services activities. In order to increase their understanding of learning, the group has invited input from the school on, for example, teaching and learning in KS3, maths and science and literacy skills. Along with the student council, this group has been involved in shaping the BSF vision, projecting how learning will take place in 2020. Parents/carers and pupils also attended a QCA seminar with the school to look at the changing needs of the curriculum.

A campus of Federated Schools along with nursery and adult education provision has gained considerable insights into learning at different levels through the collaboration. The governing bodies have been combined and governors testify to the learning and shared expertise that has taken place as a result. One Governor takes the lead for Extended Services. Secondary school staff have provided training for primary colleagues around subject specialisms and the expertise of primary staff has been used to develop the innovative Integrated Learning Project for Year 7 students which is experimenting with new approaches to learning.

Section 12: Developing teams and team members

A key aspect of a team approach is the quality of the relationships developed. ES offer opportunities for professional development through exploring different methodologies and approaches and from working alongside professionals from other disciplines. At the same time, the sharing of multi-agency specialisms and expertise leads to greater respect between professionals and contributes to the ongoing improvement of the ES offer. Multi-agency partners welcome a voice in the way the ES are being developed and their views should be regularly sought, valued and acted upon. For school-based professionals, ES are likely to be most meaningful when they are seen as an extension or enrichment of current work in school and an opportunity to develop relationships with others. Consideration needs to be given to work-force reform agreements and ensuring work–life balance, through flexible approaches to timetabling, time off in lieu, direct payment, volunteering and the contribution that can be made by young people and parents/carers, volunteers and external providers. Training and professional development will become increasingly structured as part of ongoing evaluation and review.

Questions to ask

- ▲ Who is part of the Extended Services team?
- ▲ What support systems are in place for the ES team?
- ▲ How is the work of the ES team given value and recognition across the consortium?
- ▲ How are common purposes and values shared amongst the team?
- ▲ What mechanisms are there in place to ensure that both Consortium staff and other providers feel part of a team? How do they contribute to the development of ES?
- ▲ How are the needs of Consortium staff and other providers identified? What professional development opportunities are provided?
- ▲ What support is there to help team members work effectively together?
- ▲ What opportunities are there for professionals from different disciplines to share knowledge and skills?
- ▲ What evidence is there of collaborative training and/or access to accredited courses for school based and multi-agency staff?

Evidence to show

Examples of documentary evidence might be:

- ▲ audits of training needs
- ▲ analysis of team roles
- ▲ analysis of the range of providers involved
- ▲ logs of external providers
- ▲ guidelines/policies for pay/time off in lieu/remuneration
- ▲ involvement and turnover of school-based staff
- ▲ training programmes
- ▲ joint training opportunities
- ▲ minutes of team meetings
- ▲ feedback from evaluation analysis
- ▲ accredited training programmes
- ▲ performance management
- ▲ person specifications and job descriptions
- ▲ evidence of successful outcomes – e.g. impacts of professional development courses, attainment on accredited courses
- ▲ Service Level Agreements

Testing the evidence

Questions to extended services team members

- ▲ What is your background and area of expertise?
- ▲ What is your role within the Extended Services team? Why did you get involved? What do you feel you have gained?
- ▲ Why do you think some Consortium or other agency staff do not want to get involved?
- ▲ Tell me about the kinds of support and training opportunities you get. How useful and effective have these been?
- ▲ Are there any issues in terms of workload, work–life balance and appropriate areas of responsibility? What are they and how might they be addressed?
- ▲ Can you give any examples of effective team working? Why were they successful?
- ▲ Which activities and services are jointly delivered by Consortium and other agency providers?
- ▲ Have you had opportunities for formal recognition of your contribution e.g. remuneration, awards, accredited courses?

Developing teams and team members

Emerged

Opportunities for team members to discuss issues and the impact of ES are likely to be informal. Training tends to be largely 'on the job', arising in response to demands from users and providers. However there is a growing awareness of the need for planned professional development. Structures are in place for team members to feed back. Thought has been given to workforce reform and to a system of incentives and/or remuneration. An increasing range of multi-agency providers input to Extended Services.

Key Indicator

Attending to professional needs

A Junior School in the South East has gained the Investors in People Quality Mark and is committed to staff training in order to maximise benefits for the children. The majority of staff are trained in First Aid and all who take part in ES activities have had behaviour management training. Breakfast Club staff have Hygiene Certificates and the Family Liaison Officer has had a range of training including Healthy Schools and working with SEN children. The ES co-ordinator has taken part in workshops, Study Support training and fundraising and financial management courses.

Established

Established practice is characterised by team members who feel well trained and confident in the delivery of ES. Staff development policies are implemented and training opportunities meet professional needs. ES are taken into account as part of performance management. The ES team includes a wide range of providers from other agencies and from across local community groups. Team members meet together regularly to review progress and develop working relationships. Consortium staff and other providers are aware of who is part of the team and of the roles of team members and their roles are clearly valued, supported and recognised by the organisations involved.

Key Indicator

A structured approach to professional development and team working

A City Cluster provides a range of training opportunities including Peer Learning through Cluster Co-ordinator meetings and training for family workers through the Children's Centre. A local EAZ also provides a literacy training day and CAF training has been organised for the multi-agency teams supporting the cluster. Counselling is also available to support the social and emotional development of staff and parents. Young people are involved in feedback about providers and young people, parents and local employees are increasingly taking up roles in organising and delivering activities.

Advanced

Professional development through ES is embedded in Consortium planning, organisational learning and the community context. There are ongoing training and development opportunities, which include opportunities for external accreditation, for both paid providers and volunteers, including young people. There are thriving partnership networks with other schools, agencies and organisations beyond the consortium. Providers are actively engaged in assessing and evaluating their own practice and have opportunities to improve and share their knowledge of leading-edge developments through professional networks.

Key Indicator

Creating and extending professional networks

An 'Investors in People' Secondary School has developed a coherent and transparent structure for continuous professional development. All staff have opportunities to participate in ES training and new staff always accompany the school on the annual student activity holiday abroad. They are involved in planning, risk assessment and delivery and are supported by more experienced staff. Non-teaching staff have been involved in developing their own appraisal system. Pupil Peer Tutors are involved in new appointments and the induction programme. The school also places great emphasis on 'growing our own' e.g. lunchtime supervisor to family liaison officer, ex-students returning to mentor or teach. School staff and multi-agency partners access joint training opportunities together.

Section 13: Measuring the difference

Before collecting any data, it is vital to know what it is for, what will be done with it, how it will be analysed and how much time it will take. It should do nothing to compromise the ethos and spontaneity of work relationships. Stakeholders and learners need to be clear about purposes and potential benefits. Evaluation should be carried out in a climate of trust and purposefulness. If progress is to be measured, it is useful to have a baseline that will tell you where you were when you started. Baseline measures of attitudes, rates of participation, levels of attainment and wider achievement, crime rates, health problems and social and economic indicators are examples of the kind of data that will be needed in order to measure the impact of programmes to address these areas. Externally funded programmes of activity or services are also likely to have key targets which will form the basis of evaluation and impact analysis. Outcomes for vulnerable and disadvantaged groups are likely to be of particular interest. In evaluating the impact of ES as part of the improvement process, a range of qualitative and quantitative methods should be used, customising tools and instruments as appropriate.

Questions to ask

▲ How are intended outcomes defined and measured? How do they link with purposes?

▲ Who is involved in setting targets?

▲ What data is already collected? What use is made of it – e.g. to measure achievement, or progress towards ECM outcomes?

▲ What have been the outcomes against targets?

▲ How is evidence collected? Who is involved? How reliable, valid and useful is the evidence?

▲ What new systems may need to be established to complete the picture?

▲ How are the purposes of baseline assessment discussed, shared and agreed? By whom?

▲ How is data shared and analysed across the consortium and with wider partners?

▲ How is evidence used in a systematic way to improve the range and quality of provision in the future?

▲ How might the skills of stakeholders, young people and community members be developed through their contribution to the evaluation process?

Evidence to show

Instruments for data collection might be:

▲ user questionnaires – e.g. on attitudes to learning or accessibility of facilities

▲ tracking and recording systems

▲ baseline data

▲ reports and evaluations

▲ LA statistical data

▲ evidence of target setting and outcomes

▲ minutes of strategic planning meetings

▲ photographs, videos prior to innovation or development and afterwards

▲ analysis of data – e.g. participation patterns, correlations with achievement

▲ uptake of provision by target groups

▲ customised evaluation instruments, including those by users and stakeholders

▲ development plans informed by statistical data

▲ improving results linked to input

▲ rates of external accreditation.

Testing the evidence

Questions to consortium contact/co-ordinator/ management team:

▲ What instruments have you used to gather data?

▲ Explain how data was gathered, who was involved and how it was analysed.

▲ What alternative types of evidence have you gathered or might you gather in the future?

▲ How useful is your baseline data and how can it be improved upon in the future?

▲ What opportunities exist for data to be shared and discussed? Who is involved?

▲ Give an example of how evaluation has been used to inform future planning.

▲ What are some of the key findings? Explain how they relate to purposes and targets.

▲ How has the data been used in self-review as a diagnostic and developmental tool?

▲ How are stakeholders, young people and community members involved in data gathering?

Measuring the difference

Emerged

There is recognition of the importance of collecting baseline data as part of a process leading to measuring the impact of a range of ES. There are structures for the monitoring and evaluation of activities and services and there is a supportive climate for the gathering of data and other evidence. Stakeholders, partners and users are clear about the values and purposes of data collection. The Consortium and partners are able to learn from the process and use evidence to inform future provision.

Established

Evaluation is highly valued and a strong emphasis is placed on informing practice. The collection of robust data is seen as part of a partnership approach to the evaluation of provision and learning. Organisational structures, at Consortium and Partnership level, are in place and draw upon this information source as part of the review and development process. Analysis of data and a targeted approach are used to develop further impact measures for a range of ES.

Advanced

Consortia at this level will know what it is they value and will find effective ways to measure this through a cross-partnership approach. Young people, parents/carers, team members, multi-agency partnership and wider community groups see the exploration of data as a significant learning opportunity. They find opportunities to customise tools and instruments that reflect their own purposes and priorities. This shared engagement in planning, data gathering, monitoring, reviewing and recording leads to more effective learning. All partners/agencies are able to identify how ES have supported the achievement of their own and each other's targets and purposes.

Key Indicator

Collecting data and using evidence

An Inner City Primary School collects data in the form of questionnaires, course feedback and verbal feedback to course providers. Results from pupil questionnaires are measured against pupil enjoyment, attitudes to school, attendance and progression. Study Support has been shown to have a positive effect on behaviour, attendance and achievement. Attendance at parent courses has resulted in a greater involvement by parents/carers in their children's learning and there has been a marked increase in participation in school events and in offers to help in the classroom.

Key Indicator

A collaborative approach to gathering and using data

A Midlands Cluster recognises that the evaluation of its activities and services is as central to its business as delivering the programmes themselves. As such, clear reporting structures have been in place since delivering the first action plan. These structures have evolved over time to become more stringent and provide better quality, robust data as part of the Cluster's ongoing reflective practice. A planning, delivery and evaluation flowchart shows the process from planning to evaluation and how this, in turn, feeds back into the planning process. Reporting structures ensure all stakeholders and potential providers are aware of expectations with regard to measuring impact against the desired outcomes and evaluation feeds into the 'End of Year Report' for the Local Authority. Clearly demonstrating the positive impact of ES on the community also enables the Cluster to secure further funding.

Key Indicator

Using data for more effective learning and development

An urban CE High School has tracked the impact on results at GSCE, when compared with predicted grades, for young people involved in peer tutoring and has also been able to demonstrate a clear impact on grades for those attending Easter School when compared with a similar control group that did not attend. The school also measures the gains made against a number of other criteria e.g. impact of the peer led APAUSE and drugs awareness training on incidents of teenage pregnancy and substance abuse. A Skills Passport scheme is used to capture key skill acquisition across a number of projects.

Section 14: Getting and demonstrating results

Extended services are part of a wider agenda and are expected to contribute to national and local strategies for Children's Trust arrangements, ECM and community regeneration. There is also a close link with the standards agenda. It is important to identify, record, celebrate and reward the impact that ES are having on ECM outcomes and targets for social and economic regeneration, community cohesion and educational attainment and achievement. Demonstrable benefits might include the following: raised achievement for young people, more adults engaging in learning and training, career pathways, more quality childcare places, increased access to services, neighbourhood renewal, additional opportunities for the accreditation of learning and progression routes into further and/or higher education. In order to help sustain young people's and adult's motivation and self-confidence, providers will seek ways of recognising, celebrating and rewarding both short-term achievements and progress over time using a range of recognitions which could include certification and accreditation. As a result young people, team members, parents/carers, employers and the wider community recognise the broader values and measures of achievement including the development of personal transferable skills.

Questions to ask

▲ What have been the outcomes of the ES to date?

▲ How well have outcomes linked to purposes? Were results as expected? Were there unforeseen or unexpected outcomes?

▲ How is achievement and success publicised and celebrated?

▲ What has been the impact of ES on ECM outcomes – e.g. on teenage pregnancy rates, fitness levels, access to FE and HE, attainment?

▲ What is the impact of extended learning on the organisations within the Consortium?

▲ What is the impact of additional childcare and family support provision? On whom?

▲ What opportunities are there for users to gain access to accreditation from a variety of external and local awarding bodies?

▲ What efforts are made to identify new ways of recognizing and recording achievement?

▲ What opportunities are there to enable the Consortium and multi-agency partners to review impact against their different agendas and priorities and identify how these results are interlinked?

Evidence to show

Examples of documentary evidence might be:

▲ public examples of achievement, for example certificates, public celebrations, displays, awards ceremonies

▲ evaluations by young people and adults

▲ data on attendance and on patterns and range of community participation over time

▲ evidence of target/goal setting for learners, in consultation with tutors and/or peers and outcomes

▲ press releases/newsletters

▲ examples of success stories, learning profiles and records of achievement

▲ awards from a range of external accreditation routes

▲ case studies and reports

▲ data against ECM outcomes and local priorities e.g. correlations between participation and achievement, career progression and training routes, crime rates, health data, number of childcare places

Testing the evidence

Questions to consortium contact/co-ordinator/ management team:

▲ What evidence is there of learning gains made as a result of involvement in ES?

▲ What systems are in place to ensure awareness across the Extended Consortium about achievements gained?

▲ Which target outcomes have you had most impact upon? Which ones the least? Does your data indicate why that might be?

▲ What incentives, awards and recognition systems work best and which are least effective?

▲ How many learners have gained recognised accreditation?

▲ What has changed for young people, parents/carers as a result of childcare, family support and swift and easy access etc? How do you know?

▲ What examples are there of how you have shared and disseminated your results?

▲ What have you and your partners learnt about your provision that will inform future planning?

Getting and demonstrating results

Emerged

The importance of recognising measurable gains in learning and provision is understood. Learners are encouraged to reflect upon their own learning against set targets/goals. Achievements and progress are monitored and successes are celebrated. The impact of a range of services is assessed against intended outcomes. Incentives, rewards and certificates are used to encourage participation. Mechanisms exist for reporting to parents, partners and the wider community.

Key Indicator

Evidencing and celebrating progress and success

A Secondary School that has been recognised as a leading school nationally for family learning has put particular emphasis on basic skills as local needs analysis identified this as an issue. Certificates recognising learning and progress are given to learners of all ages to recognise achievement. Success is also celebrated through regular events for young people, parents/carers and community partners. Young people involved in learning with family members have shown improved motivation at school.

Established

Systems for monitoring, recording, rewarding and certificating achievement are in place. External certification is explored and used as appropriate. Achievement is recognised and the outcomes and impact of a range of extended activities and services are documented and disseminated across the community and to a wider audience. Results are discussed with stakeholders, including young people, parents, community groups and partnership agencies. Careful analysis of results informs future planning and provision.

Key Indicator

Recording and rewarding achievement and demonstrating impact

The Headteacher of a London Secondary School joined other colleagues to present the case for sustaining and embedding Extended Services at LA level through showing the impact activities and services have had on raising young people's achievement, increased parental engagement in learning, more childcare places, greater access to support and additional opportunities for the accreditation of adult learning. Back in school achievements are celebrated through ceremonies and certification for Saturday school, family learning and summer school in addition to Record of Achievement evenings for young people and adults on Basic Skills courses. Published testimonies, case studies and a 'School-Home Support Impact Report' have also been produced.

Advanced

Advanced practice provides a broad range of opportunities for young people, parents, partner agencies and the wider community to experience success and improved well being through curriculum/leisure opportunities, community outreach and family and multi-agency services. Wherever possible, achievement is supported by a variety of accredited courses. Individuals are offered greater scope and responsibility for their own learning pathways and the development of personal transferable skills. All stakeholders understand impact results within the context of a range of service areas and recognise the links between improved health and well being, economic opportunity, learning and achievement.

Key Indicator

Broadening the opportunities for the recognition of achievement and progression

A Primary School in a deprived area is committed to the belief that the school should provide opportunities for pupils, parents/carers and community members to achieve and experience success. There is a range of rewards and recognition schemes including certificates, demonstrations, performances, publicity and recognition of pupil, parents/carers and staff achievements in assembly. Two of the school's trained peer mentors were recognised for outstanding service in the County Volunteer of the Year awards. Pupils and parents complete Children's University modules together and there is a range of courses, accredited and non-accredited, for adults in basic skills, parenting and self-help.

Section 15: Getting a return on investment

There are resource implications in providing ES, in terms of capital, revenue and time. Making the most of existing resources helps ES to be cost-effective. ES thrive on commitment and draw energy from the goodwill and enthusiasm of Consortium staff, young people, parents/carers, multi-agency and other partners. This investment of time and energy represents a real cost and, as such, there must be realistic monitoring of input and expenditure, financial forecasting, transparency in accounting and honest evaluation against targets and outcomes. Workforce remodelling agreements will take account of workload issues for school based staff and planning in respect of the range of professionals who invest time and expertise in ES. Financial planning and projections provide a baseline against which returns can be measured. An open approach to cost benefit analysis which involves all stakeholders is important; it is more likely to increase a sense of ownership and accountability, leading to longer-term sustainability. A case can be more convincingly presented to external funders and backers, where a systematic record of input, costs, results and benefits is used to discuss, disseminate and creatively manage ES, and where a clear return on investment is demonstrated.

Questions to ask

▲ What are the real and hidden costs of ES? What return is expected from that investment?

▲ Who invests in ES in terms of time, expertise, funding or resources? How is this costed? What return do those stakeholders stipulate or expect?

▲ What systems and processes are in place to ensure that activities and services are cost-effective?

▲ What is the evidence of success? How are purposes and outcomes achieved and measured against input and cost?

▲ How is the sustainability of activities achieved through the effective use of human and physical resources and financial planning?

▲ How might resources be alternatively invested to give a better return?

▲ How is evidence of impact used with policy makers, funders or other stakeholders?

▲ How is reinvestment for the future achieved? How are stakeholders involved in securing reinvestment?

Evidence to show

Examples of documentary evidence might be:

▲ business plans, costings, budgets and bids

▲ workforce remodelling agreements

▲ cost and benefit analysis

▲ financial records

▲ minutes/notes of planning meetings

▲ development plans

▲ successful funding bids

▲ stipulated targets or outputs

▲ data or evaluations against targets

▲ reports to a range of investors and stakeholders

▲ photographs or videos taken in and around the school at different stages of development

Testing the evidence

Questions to consortium co-ordinator/management team:

▲ Is there a business plan and what does it show in terms of funding ES? Why do you give ES such a priority in your planning?

▲ What audits have been conducted in terms of staff time, resource availability and budgets?

▲ Explain how you use data to demonstrate value for money and successful outcomes.

▲ Describe for me how you go about the process of fundraising or gaining sponsorship.

▲ How do you plan to sustain ES?

Questions to multi-agency partners and community groups:

▲ What do you input into ES – for example, in terms of funding, resources, delivery, evaluation or review?

▲ What return do you expect on your investment? What have been the outcomes so far?

▲ Explain how you are involved in evaluation and data analysis and how this information is shared.

▲ What future investment will you make in ES?

Getting a return on investment

Emerged

Costings of ES have been carried out, taking into account both real and hidden costs. Consideration is being given to how these might be set against benefits and how spending on ES might be justified in comparison with other possible initiatives to raise achievement and impact on ECM and community cohesion. Some form of evaluation procedure will be under way, which will help to evidence the value and effectiveness of provision. Some external funding/support has been obtained.

Key Indicator

Monitoring real and hidden costs

A two-form Infant School weighs the health and well being of children and families against the financial viability of activities and services when assessing success. Best value principles are applied when budgeting and some activities are self-financing. The main cost is in terms of paying staff and providers and CPD and an appraisal system is used to ensure the ongoing development of skills and matching of expertise to need. Several parents/carers who have contributed as volunteers have attended training courses and subsequently been employed by the school.

Established

ES are an integrated aspect of Consortium development planning, budgeting and evaluation. They are cost-effective and make a vital contribution to school, family and community life. Managing costs and sharing of resources and expertise are investigated in wider collaboration with multi-agency and other partners and community groups. Data is collected and used to demonstrate the effectiveness of Extended Services provision.

Key Indicator

Matching costs and effectiveness and planning clearly for sustainability

In order to provide the necessary range of ES at a Special School, building a larger staff team has been a priority for development and sustainability. Other projects with parents and the community have been funded entirely through successful bids to external partners including Business Partners, Voluntary Organisations and LA run schemes. As a result, the school is able to offer free courses covering tutor costs, management and administration, accreditation costs, resources and, in some cases, crèche costs. Use of different funding streams has maximised income to the school, for example, the funding for 'Community Interpreting' courses included room hire charges; this income has been used to maintain the community room for ES use.

Advanced

The value and effectiveness of ES is known and widely accepted by parents/carers, team members, pupils and other stakeholders in the Consortium and the community. ES expenditure is embedded in financial forecasting. Information on costs and benefits is disseminated widely and ideas are invited on how to improve cost-effectiveness. As a result, additional awards, funding and sponsorship are forthcoming. Evaluation is used to demonstrate impact linked to investment within longer-term business planning.

Key Indicator

A stakeholder community of shared interest demonstrating a clear return on investment

A mixed Comprehensive School in a deprived area views maximising of funding as a continual process. The school's presence in the community has an influential impact on the amount of funding the school can generate. Reports are provided for all stakeholders and provision is monitored and evaluated in order to continuously develop the offer. Income generated by certain projects is re-invested into the programme. Many providers acquire their own funding as part of their contract with the school. The National Children's Bureau has evaluated the cost effectiveness of school-home support services and showed that the service was effective in tackling attendance issues, building professional networks and building positive home/school relationships.