National College
for Leadership of Schools
and Children's Services

Emerging patterns of leadership: co-location, continuity and community

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Resource

Local leaders have taken hold of the opportunity created by co-location not just to deal with an immediate problem, but also to transcend that with an even better offer to children and their families.

Contents

Introduction

This report shares the experiences of school leaders, children's centre leaders, children's service staff, third-sector workers, local authority officers, parents and children who have been involved in the co-location of one or more services for children. They have taken time to share their experiences and tolerated having them dissected, analysed and published so that their peers can avoid some of their pitfalls but above all learn from their evident successes.

This report describes how co-location and continuity are working in 11 distinctive communities around the country.

Education and other children's services have a long history of sporadic co-location, of perennial attempts to improve continuity at various points of transition and of uncertainty about whether to treat local communities as the problem or the solution. It is timely to reflect on all three while considering the variety with which they are engaged to meet local needs.

– **Co-location** is one of the ways in which schools, children's centres and other children's service providers have responded to recent developments in patterns of organisation and service delivery.

• **Our definition of co-location** is a place where a school or a children's centre shares its site with a school of a different type or with another service and where there is a strong link across governance, leadership and management which is intended to be enduring.

– **Continuity** is often one of the aims of co-location.

• **Our definition of continuity** refers simply to the arrangements made to ensure the wellbeing and attainment of young people who move within the co-location.

– **Community** is both a contributor to and a beneficiary of co-located activity and services.

• **Our definition of community** includes both the community of young people and adults who congregate daily on a site and also the community that lives and works around the site.

The report provides **a cameo for each of the 11 locations** and outlines the **5 common themes** that have emerged so that leaders in schools, children's centres and other services can reflect on the potential benefits and challenges for similar approaches in their localities.

Content

As the accounts from the visited sites demonstrate, co-location is a tool which has been employed with great effect on a variety of challenges and issues, creating organisational solutions. To show the diversity, the report is arranged in two parts:

- **The first part,** pages 6–11, contains a short cameo for each site illustrated with a paragraph of text and a visual model.

- **The second part,** pages 12–32, contains a summary and illustrations for each of the five key themes introduced on the next page.

The cameos (pp 6–11)

Each of the cameos includes a paragraph saying where the site is, describing which organisations are co-located and outlining what leadership and governance arrangements have been introduced. There is also a pictorial model for each site which visually represents the organisations and the structural arrangements that bind them. The models have been designed using the National College's Models of Leadership Toolkit. **www.nationalcollege.org.uk/modelsofleadership**

The 11 sites include nursery, primary, secondary and special schools. Some of them are co-located with one another. Six of the sites involve the co-location of a children's centre and a school and several include other services or community facilities. The leadership and governance arrangements are varied and range from the casual to the legally binding. They also include not-for-profit company arrangements outside the usual school and public service governance structures.

In addition to the cameos, more information can be found by accessing:

- a summary of key issues from each site in the National College's case study format via **www.nationalcollege.org.uk/colocation**

- a vignette of each site with more detailed descriptions of the work and some of the personalities via **www.nationalcollege.org.uk/colocation**

- the contact at the site, whose email address is placed at the end of each cameo and vignette

- the Models of Leadership Toolkit via **www.nationalcollege.org.uk/modelsofleadership**

The five common themes (pp12–32)

The second part of this report summarises and analyses information gathered on visits to the co-locations. It proposes five key themes for leaders in schools, children's centres and other children's services to take into account when considering the benefits and challenges of co-location. Each of the themes is illustrated by examples from the visited co-locations. In broad terms the five themes are:

– **Co-location ought to be considered by local leaders and planners with an interest in cross-sector service improvement.** Co-location, appropriately planned and well implemented, can improve the experience of children and families by creating synergy and coherence between schools, children's centres and other services. It can create opportunities for liaison and staff development that raise the morale of service providers. It can improve service efficiency and outcomes for young people. Leaders do not set out to co-locate their organisations: they are primarily concerned about improving their offer to children and see co-location as one way they might achieve that.

– **Co-location is more likely to be coherent and successful if the leaders of the school, children's centre and other services are very closely involved.** This is best done from the very earliest thinking and then continuously through every planning stage and into implementation.

– **Co-location requires robust and enterprising governance.** Leaders benefit as much as anyone from robust governance and can make important contributions to its design. Enterprising governance stretches the horizon of governors beyond single institutions or services and beyond narrow performance indicators. It allows service providers to operate inside frameworks for accountability which match the joined up activity they are putting in place.

– **Providing evidence for the benefits of co-location is a challenge.** This is partly because most of the 11 co-locations were only one or two years old, partly because of the wide range of prevailing variables and partly because the readily available attainment data did not match improvements in wellbeing and community cohesion to which many sites aspire.

– **Senior leaders and other practitioners at the visited sites showed a repertoire of leadership and management skills.** This combination and selection of leadership and management were deployed sometimes inside their own part of the organisation, sometimes across the co-location and sometimes with the community outside.

The visited sites

Summary case studies of these sites and longer vignettes describing the work and personalities of each site in more detail can be accessed via **www.nationalcollege.org.uk/colocation**

Visited sites:
1. Asterdale Primary School, Derby
2. Burnley Campus, Burnley
3. Guildford Grove Primary School and Children's Centre, Guildford
4. Ladybridge High School and Rumworth Special School, Bolton
5. Loughborough Primary School and Children's Centre, Lambeth
6. Children's Centres and Primary Schools, Merton
7. Saltburn Learning Campus, Saltburn by the Sea
8. St John Vianney Roman Catholic Primary School, Hartlepool
9. The Bridge School and Hungerford Primary School and Children's Centre
10. The Samworth Enterprise Academy, Leicester
11. Walton Lane Nursery School and Children's Centre, Nelson

Asterdale Primary School, Derby

Asterdale, a small one-form entry school on the outskirts of Derby, serves a largely white, working-class community with little mobility into, or out of, the area. The primary school, its nursery and children's centre share the site and are joined by a short covered walkway. The children's centre has its own management board and the school has its own governing body. The school's headteacher and the chair of governors sit on the management board with the local authority's integrated services team manager and the childcare and children's services manager.

The local contact for this site is Cliff Perry at **cliffperry@usa.net**
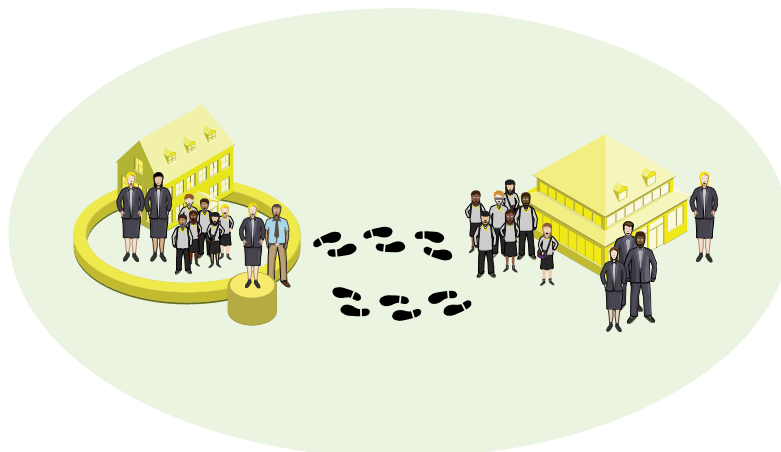
Burnley Campus, Burnley

Burnley Campus includes nursery, primary and special schools with a children's centre and a school sixth form as well as a public library, a community café, a faith centre and indoor and outdoor sports facilities. The schools have formed a social enterprise company with the campus manager and headteacher of each school as directors. The social enterprise pools funds from each school to run the campus and extended services. The site is about two miles from the centre of Burnley, a former cotton town now polarised along ethnic lines and scoring highly on indices of deprivation. The campus is in a largely Asian, working-class area.

The local contact for this site is Janet Brennan at **j.brennan@thomaswhithamsixthform.lancs.sch.uk**
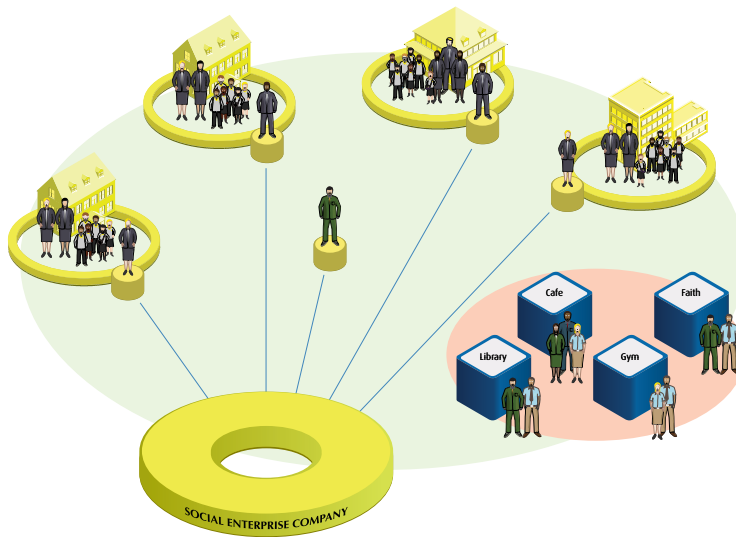

Guildford Grove Primary School and Children's Centre, Guildford

Guildford Grove is a community school in Guildford, with 360 pupils aged 3 to 11 years, co-located with a children's centre and serving an estate where poverty is common and where aspirations are low. When the school opened in 2001 as the amalgamation of two previously failing schools from hostile corners of the estate, the local authority agreed to build a children's centre on the site, which opened in 2009. The school governing body provides governance for both the school and centre. The headteacher line manages the head of the children's centre who, in turn, is a member of the unified senior leadership team.

The local contact for this site is Amanda Smith at **deputya@guildfordgrove.surrey.sch.uk**
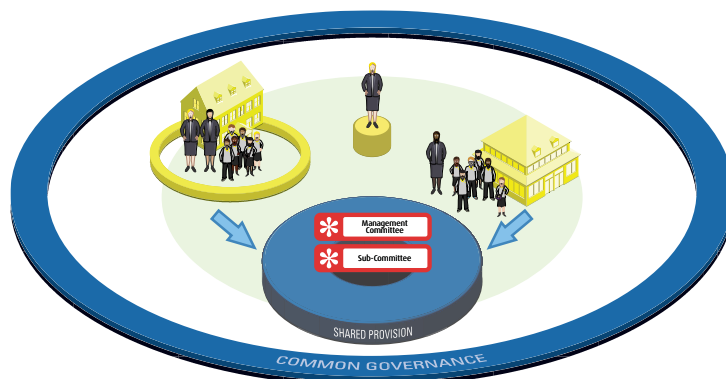
Ladybridge High School and Rumworth Special School, Bolton

Ladybridge High School and Rumworth Special School are co-located in the buildings of a former comprehensive school in Bolton. Ladybridge, a specialist sports college with approximately 780 pupils aged 11 to 16, is currently a Manchester Challenge Keys to Success school. The current head was appointed in 2007. In its December 2009 Ofsted inspection, the school, described as 'improving rapidly' gained five judgements of 'outstanding'. Rumworth's 'outstanding' Ofsted report in July 2009 has been reinforced by its designation as a national teaching school. Rumworth has specialist school status in communications and serves 178 children and young people aged 11 to 19 who have severe and moderate learning difficulties and/or disabilities.

The local contacts for this site are Hilary D'Arcy and Bill Bradbury at **hilary.darcy**@**ladybridgehigh.co.uk** and **head**@**rumworth.bolton.sch.uk**
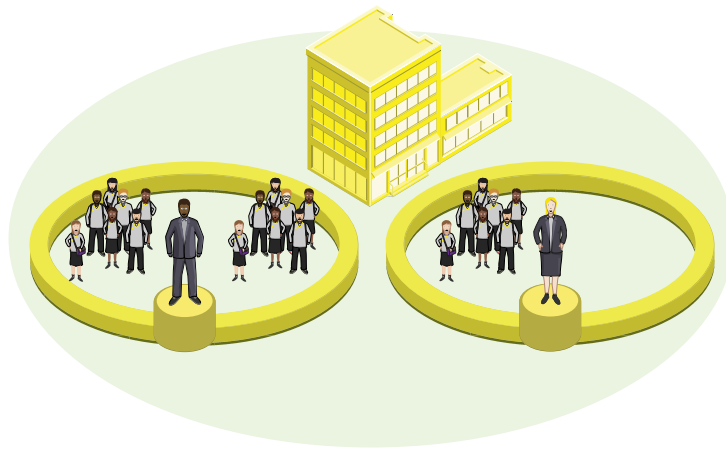

Loughborough Primary School and Children's Centre, Lambeth

Loughborough Primary School is located in a challenging inner-London setting with a purpose-built children's centre adjoining the original 1970's structure. The local authority's policy is to place children's centres on primary school sites. There is a single governing body, the school's, with a dedicated subcommittee whose sole remit is to oversee the children's centre and extended service activities. The subcommittee membership represents the relevant staff and parents.

Employees at the centre are employees of the school. The site is led by two heads in a job share who are also accountable to the governors for the children's centre. In turn, the children's centre manager is accountable to the two heads.

The local contact for this site are Jo Eade and Elena Mauro at **admin**@**loughborough-jun.lambeth.sch.uk**
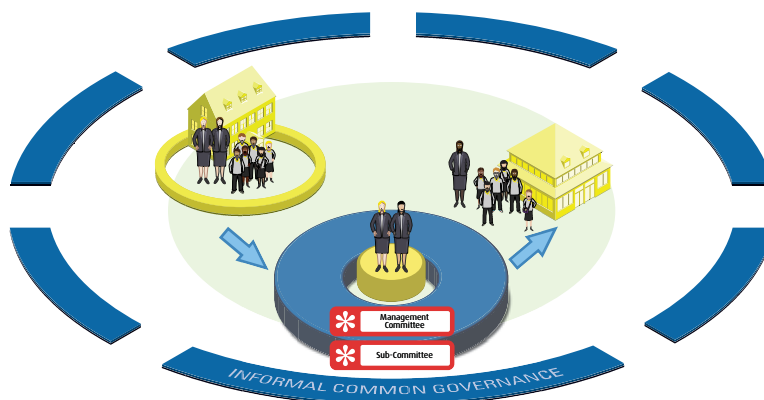
Children's Centres and Primary Schools, Merton

Merton local authority has purposefully co-located 10 of its 11 children's centres alongside local schools. Governance for each centre is distinct from the school's and provided by the management board for each site. The children's centre services are commissioned and the budgets held centrally by the local authority. Day-to-day management at each centre is undertaken by a centre manager who is also responsible for leading on extended schools activity for the host school. Each children's centre manager is performance managed by the local authority adviser for extended services.

The local contact for this site is Janet Martin at **janet.martin@merton.gov.uk**
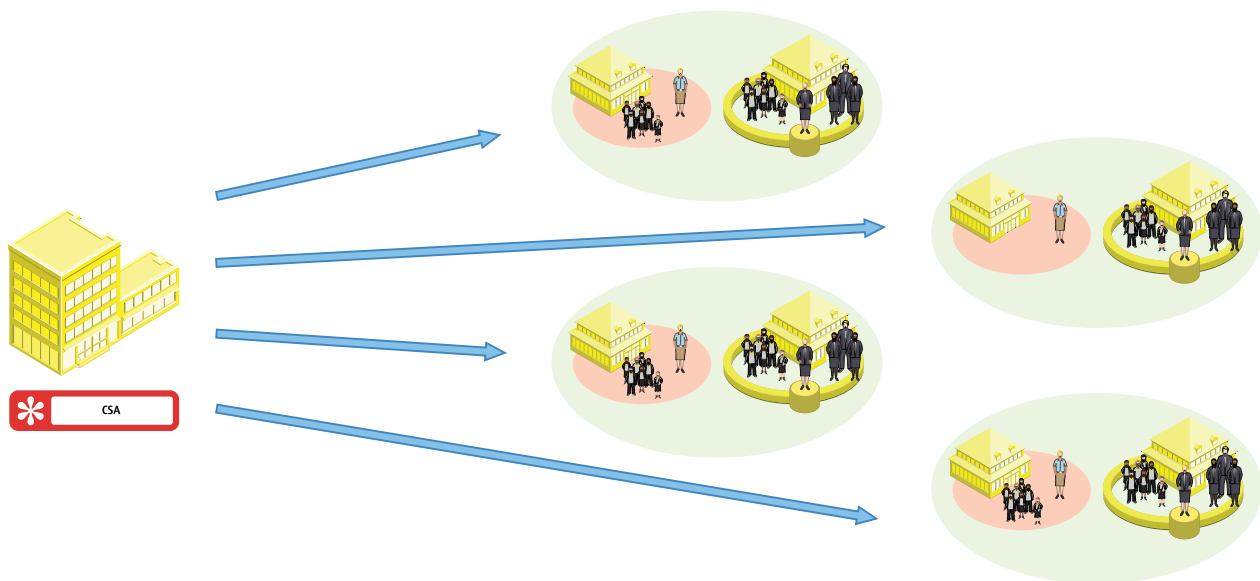
Saltburn Learning Campus, Saltburn by the Sea

Saltburn Primary School and Huntcliff Secondary School occupy one modern, purpose-designed, crescent-shaped building serving Saltburn, a small resort on the north-east coast. The headteachers' offices are adjacent, the staffroom shared and the work collaborative. The schools have their own governing bodies which operate in a formal, legally constituted soft federation. The collaborative committee, composed of key members of the two governing bodies, holds formally delegated powers to make decisions relating to the co-location and occupation of the single building. The single campus office is the hub of the administrative, financial and facilities operation for both schools.

The local contacts for this site are Janet Richardson and Ruth Mayes at **j.richardson@saltburn.rac.sch.uk** and **rmayes@huntcliff.rac.sch.uk**
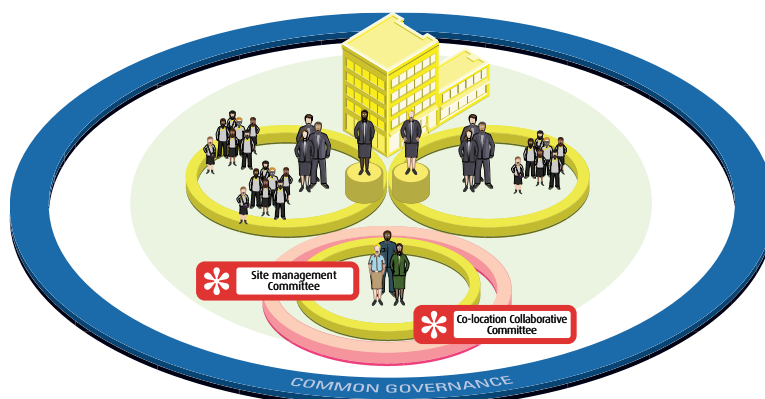
St John Vianney Roman Catholic Primary School, Hartlepool

St John Vianney Primary School (SJV) is a voluntary-aided, Roman Catholic school serving a disadvantaged estate in the north-east former industrial port of Hartlepool. When the local authority asked SJV to host one of its five children's centres and a day-care facility, a broad partnership agreement was drawn up with the local diocese. The school governors are employers of all the staff based on the site, including the centre

manager, and the headteacher is the line manager. Governance of the children's centre and other extended services is through a subcommittee of the governing body, which is the de facto management committee for the centre.

The local contact for this site is John Hardy at **HeadTeacher.StJohnVianney@school.hartlepool.gov.uk**
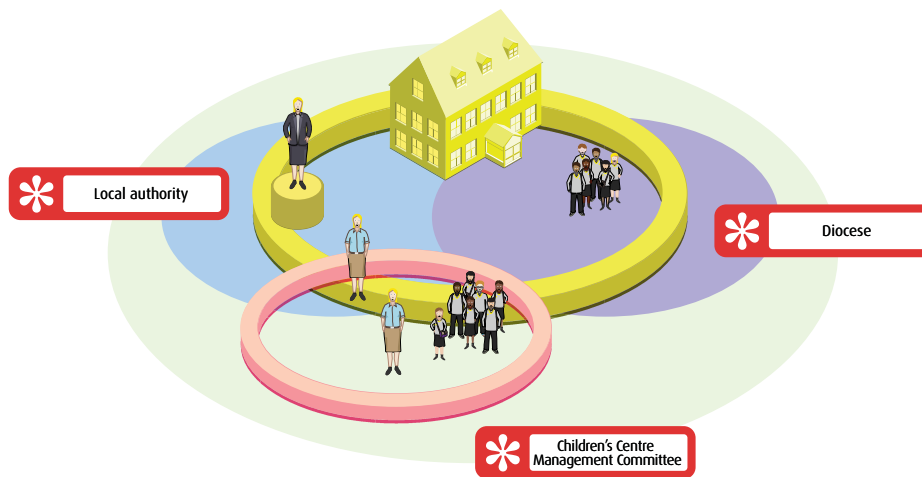
The Bridge School and Hungerford Primary School and Children's Centre

Bridge Special School's modern, purpose-built accommodation is built into the classic Victorian-period school board buildings at Hungerford Primary School in a bustling corner of Islington. It soon became clear that the original co-location plan would miss a great opportunity by creating two separate institutions which just happened to be back to back. There are no joint governance arrangements and there are no plans to move in that direction. The new-build environment

has become the physical manifestation of the synergy which permeates the site. Staff and governors at both schools think that there is a strength in separateness and specialism which underpins their shared work.

The local contacts for this site are Penny Barratt and Brian Bench at **pennybarratt@thebridge.islington.sch.uk** and **b.bench@hungerford.islington.sch.uk**
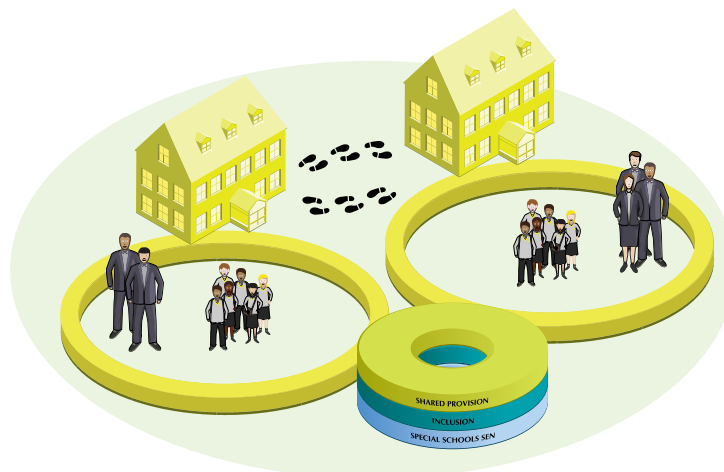
The Samworth Enterprise Academy, Leicester

Samworth is a purpose-built, all-age academy in Leicester, still growing and in 2009 catering from nursery to Year 9. Over half its students can claim free school meals and about a fifth come from ethnic minorities. The academy is co-sponsored by the Church of England and a businessman, Sir David Samworth. The parish church is co-located inside the school site. The academy is one school with a single governing body and 14 governors. The academy and church offer a range of extended services and hot-desk facilities for local agency teams including social care.

The local contact for this site is Libby Wigginton at **libby.wigginton@samworthenterpriseacademy.org**

Walton Lane Nursery School and Children's Centre, Nelson

The community served by Walton Lane Nursery School and Children's Centre on the edge of Nelson, Lancashire, is high on deprivation indices and clustered along ethnic lines. The school governing body is responsible for both the school and the children's centre. The two organisations are linked by their integrated strategic plans, shared personnel and a senior leader who is both headteacher and centre manager. There is also a not-for-profit limited company which, by commissioning, can add to the range and coherence of services and facilities in the locality for children and families.

The local contact for this site is Audrey Wilson at **audrey.wilson@walton-lane.lancsngfl.ac.uk**

INFORMAL COMMON GOVERNANCE
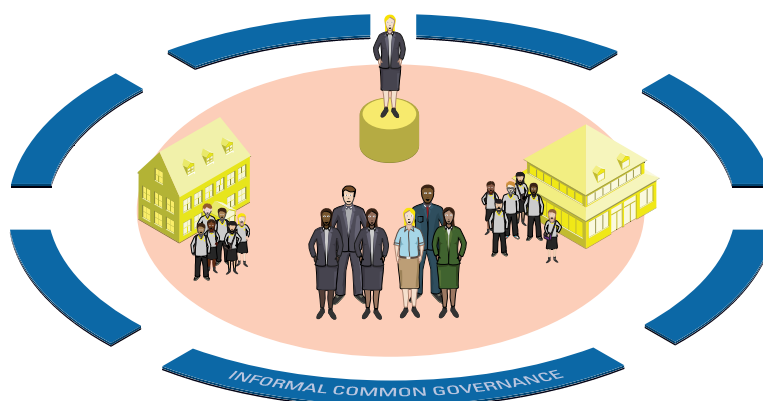
Theme 1: Improving cross-sector services

Co-location ought to be considered by local leaders and planners with an interest in cross-sector service improvement.

School leaders, children's centre leaders, service providers or planners do not decide one morning that it would be a good idea to 'do co-location' and then set out to find some co-location partners. The opposite appears to be the case. Across the sites visited and in the surveyed literature, leaders and planners were tackling an enduring problem or had spotted a new opportunity and, in due course, arrived at co-location as the right approach. Reaching that conclusion was a longer process in some contexts than others and happened more or less methodically and more or less fortuitously. It is evident from these stories that co-location is an option that can contribute significantly to service improvements and better outcomes. It merits consideration as a response to a very wide range of challenges.

This enquiry has explored co-locations where:

– a school and a children's centre share the same site or where a school shares its site with a school of a different type or with another service

– there is a strong link across governance, leadership and management which is intended to be enduring

Cross-phase schools that operated under a single governing body were included only if they were also co-located with another kind of organisation.

The link across governance and strategic leadership is of central interest to the study, and is what distinguishes these co-locations from any number of ad-hoc arrangements that happen to be in

neighbouring buildings. The commitment of individuals is also an important thread running across the sites visited. It has often been the key catalyst in local developments. What distinguishes the work in the 11 sites is the use of co-location to re-engineer the relationships between individuals and organisations in the interests of children, young people and their families in an enduring model with equitable responsibility. This report describes the remarkable variety of ways in which people construct local governance and leadership arrangements corresponding to their locality. The detail of those arrangements is described later; here, it is sufficient and important to note how clearly they point to **the value of co-location where problems are complex, multi-disciplinary and historically symptomatic of intransigence between professionals or their organisations.**

Co-location might also be expected to contribute to improved continuity in the experiences of children and young people. Continuity has many dimensions, not least between the experiences of children in the families or communities where they spend the larger part of their time and their experiences in the more formal settings offered by nurseries, children's centres and schools – in effect, continuity between home and institution. However, the emphasis in this enquiry has been on the continuity of experience offered to children moving between the co-located organisations. In particular, is the wellbeing of children, especially (though not only) vulnerable children, improved by the continuity created in co-located sites? Research (Sanders et al, 2005) has shown that for these pupils 'the best adaptation takes place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time.'(p iv)

So, were those three factors, similarity, communication and timing, improved by co-location and is continuity one of the issues that co-location is being deliberately used to resolve? Overall, the findings on continuity are that:

– continuity was rarely a prime mover in the development of a co-location

– the expectation that co-locations should improve continuity and that continuity should improve outcomes was widely shared across the sites

– the widespread assertion that co-location improves continuity was occasionally but not always based on robust evidence

The simple list in the following paragraph provides a quick summary of the range of some of the community problems, on site or off site, to which co-location was the local response. It does not do justice to the local endeavour and opportunism behind each example. The cameos earlier in this publication and the vignettes on the website **(www.nationalcollege.org.uk/colocation)** describe sites where local leaders have taken hold of the opportunity created by the co-location not just to deal with an immediate problem but to transcend that with an even better offer to young people. The leaders use the co-location and its working practices to represent the values and relationships they are offering to and expect of local children and families. The means do become part of the message.

The list of initiating problems that led to a co-location solution reported in our conversations included:

– improving outcomes for young people
– finding sites for children's centres
– developing extended services
– providing school places efficiently
– building community cohesion
– creating continuity of provision
– overcoming barriers to sharing expertise

Our 11 sites all contained elements of all these 7 drivers though there were variable weightings across the sites.

Improving outcomes for young people was a universal motive for the leaders and planners at the 11 sites. For many, but not all, the improvement needed to take their organisation away from a history of relatively poor outcomes. In some cases the focus for improvement was mainly at a particular school or neighbourhood while in other cases there was a wider locality or community focus. Again, each of the 11 case studies contains traces of both those kinds of focus.

Local leaders use co-location as an added impetus when things are going well or as a lever to create momentum when they were not. A wider range of facilities and personnel on one site is not always welcomed by everyone at first. However, willing and enthusiastic service leaders take the chance to work in new and better ways with children from an earlier age. They also value the opportunities to work with families over a longer period, to build constructive relationships across providers and to develop shared accountability.

Illustrations of theme 1: improving day-to-day services

When Audrey Wilson, headteacher at **Walton Lane Nursery School and Children's Centre** also took on the post of manager for the co-locating children's centre, the school was taking the opportunity to build on its seven decades of early years provision and strong community commitment, work described by Ofsted as 'outstanding'. At **St John Vianney Roman Catholic Primary School** the head and governing body saw the local authority's interest in creating a children's centre and day care on site as one more contribution they could make to the quality of family and community life for their pupils. The school's buildings are now an archaeological record of the history of single regeneration budget and Sure Start funding. At **Asterdale**, another primary school with a strong record in a challenging area, the headteacher, Cliff Perry summed up what many of the other leaders had said:

"I was very taken with the idea. It was the sort of thing I was waiting for... [engaging with] parents when they are at their most receptive."

A different local perspective on outcomes contributed to the co-location of children's centres at both **Loughborough** and **Guildford Grove primary schools** where the regeneration of a school and its community was a strong local driver. **Loughborough** had been in special measures and a Fresh Start school before a new headteacher, Richard Thornhill, began to lead its improvement and the children's centre was incorporated. At **Guildford Grove**, Elizabeth Corlett, who arrived on the amalgamation of two difficult and mutually hostile schools, made the co-location and leadership of the children's centre a non-negotiable element in her plans. She says:

"The point is to help our families believe that they can control their lives because they get into a spiral where they lose control. They lose control of their homes, their children, their eating, their tempers and their relationships. We try to show how parents can help their children's education and to raise the parents' aspirations."

A community or even authority-wide focus on improvement contributed significantly to the co-locations at the **Burnley Campus, Merton local authority, Saltburn Learning Campus and The Samworth Enterprise Academy**. Each of these four represents a unique response to community need and regeneration, moulded around very particular local requirements and opportunities. Leaders from two of those sites reflected what others said about choosing the right model for the right place:

"We decided that to be a success we needed to work together, we needed to work collaboratively, we really needed to bring together all of the services to save money and to make sure that services are of high quality and affordable. That's where the [social enterprise] model came from."

Dionne Holdsworth, the campus manager at **Burnley**.

"We made choices because of the known need. Our children's centres are located in the area of highest deprivation... We made sure that the spread was right."

Jan Martin, **Merton's** head of education.

In both **Islington** and **Bolton**, special and mainstream school leaders saw the co-location of their schools as the chance to provide shared experiences for staff and students from both phases. They believe that this will contribute to higher attainment and other improved outcomes for both groups of young people. Hilary D'Arcy, the head at **Ladybridge Secondary School** in Bolton, says the potential was obvious to her and Bill Bradbury, head at **Rumworth Special School**, as soon as she arrived on site:

"We both thought it could be a fresh start... we had a long discussion and talked about how we could work together. There's a whole team of experts through those doors just as there are here."

Illustrations of theme 1: responding to strategic opportunities

Service improvement and better outcomes should always be at the core of a co-location but the catalyst will sometimes be the strategic development of services or community regeneration in the local area. The need to open and locate children's centres has been a significant factor of that kind, but not the only one.

Merton's authority-wide approach to locating centrally managed children's centres on school sites is, for example, a step towards developing the capacity of schools to understand more about service commissioning and engage in it on their own behalf.

The **Burnley Campus, Saltburn Learning Campus and Samworth Enterprise Academy** are each the product of locally nuanced responses to central government initiatives or funding streams. In **Saltburn**, a target capital bid and capital receipts from two declining school sites created the funding base for a single building project for two schools. **Samworth** is part of the Academies Programme. In **Burnley**, the local authority aligned a Building Schools for the Future PFI initiative with a housing renewal programme and with the regeneration of its library services in response to the national strategy Framework for the Future: Libraries, Learning and Information.

In both **Islington** and **Bolton**, a range of factors contributed to the co-location of special and mainstream schools. Among these, the need to find places was a powerful factor in both developments, neither of which initially anticipated a close professional connection between the schools.

Theme 2: Leadership, coherence and success

Co-location is more likely to be coherent and successful if the leaders of the school, children's centre and other services are very closely involved.

Cohesion – the way in which co-located organisations stick together in ways that work better than more informal connections – owes a great deal to the governance and accountability arrangements explored in Theme 3.

Coherence – the extent to which the co-location makes sense to children, families, communities, staff and other providers – appears to owe almost everything to the insight and activity of school, children's centre and service leaders on the ground. In some cases, they had been able to bring their influence to bear in the very early planning, perhaps even conceptual, stages of the co-location. In other cases, they came into the picture at a later stage, perhaps because of the timing of their appointment, perhaps because the co-location was put to them at a more advanced phase of development.

In every case, it was characteristic of these leaders that they inserted themselves, at invitation or by force of will, as active agents in the design from the moment they became aware of its emergence. Sometimes, of course, the leaders were the cause of the co-location's emergence. Typically, many of the leaders drew the Children's Services Authority (CSA) into a negotiation; from there, they created a de facto commissioning role for the CSA and a provider role for their organisations. That negotiation was, in effect, to agree a service specification and the creation of a more or less formal and more or less detailed contract. Sometimes both sides understood that commissioning was the basis on which they were moving forward, though others did not necessarily think about the process in anything like those terms.

Some of the local leaders attribute part of the success in their co-location to the contribution made by the local authority. Others claim that progress was in spite of the local authority. The enquiry did not usually obtain both sides of the story and because a reasonable judgement cannot be made, that argument is avoided in this report. It does though appear that success is associated with local leaders – who might be school leaders, children's centre leaders, service leaders, local authority officers and/or community leaders – who have a clear view about what they want to achieve and a very determined approach to their work and working relationships.

In different ways and to different degrees, the interviewed leaders purposefully weave three key threads to create a strong cord of local capacity:

– governance
– leadership energy and creativity
– technical expertise

Governance

Brief mention needs to be made here to the contribution that many of the leaders made to the design of the governance arrangements described in Theme 3. These leaders have not been neutral about their lines of accountability. Recognising the value that robust and enterprising governance adds, most made sure that they contribute to its design and quality with as much priority as they gave, for example, to the design and quality of the built environment or the

service they lead. Most leaders reported realising in the early stages of the development or planning of the co-location that they had an ethical and a practical interest in the lines of accountability.

- **The ethical dimension** is their commitment to ensuring that the communities they serve have an account of their work so it can be challenged, developed and supported in appropriate ways.

- **The practical dimension** is that the framework for the governance and the leaders' relationship with the people occupying that framework should be one that adds value to the co-location and does not inhibit it.

Illustrations of theme 2: trust transcending governance

Collaborative leadership can transcend any formal or the absence of formal governance and accountability arrangements (though it should not need to). It is the leaders themselves who, in the words of two of them, 'paper over the cracks' by ensuring that their relationship is strong and their respect is mutual.

At **Asterdale**, Cliff Perry describes making it through a snowstorm to discover that the children's centre leader was stranded. With both the school and the centre down on staff and the weather worsening, Cliff had to decide to close both. In those extreme circumstances, nothing else would have made sense but our interviews were littered with similar, apparently casual references to the very high levels of trust and interdependency with which these leaders operate.

On the sites shared by **The Bridge Special School** and **Hungerford Primary School** in Islington and by **Ladybridge High School** and **Rumworth Special School** in Bolton the collaborative activity is driven by a shared vision, trust and working together.

"There's a whole team of experts through those doors just as there are here, in terms of sharing leadership ideas, sharing best practice from teacher to teacher and sharing training. We didn't put an action plan together as such, we let it evolve."

Hilary D'Arcy, Ladybridge High School

Leadership energy and creativity

Local leaders can use both the authority of their role as well as the influence of their personality to cut across some of the common barriers to successful co-location. Typically, the barriers were described as:

- personal and institutional protectionism
- money, particularly separate funding streams and budget reporting
- lack of supportive local or national leadership
- wrangles over land ownership
- health and safety
- bureaucracy

The most commonly expressed frustration about leading in co-locations was the inability of local leaders to resolve what they describe as inequities and paradoxes in the terms and conditions of service of staff. Staff in children's centres, depending on their role and employer, may be employed on teachers' terms and conditions or on what are often called Soulbury or Green Book terms and conditions. These last are shorthand for national agreements covering other local authority staff which do not carry the guarantee of non-contact time or limits on directed time enshrined for teachers. Although the pay, hours, holidays and working arrangements for staff from school and non-school backgrounds often feel irreconcilable, that has not prevented some imaginative, sympathetic and therefore off-the-record solutions being explored.

Across the 11 sites, the leadership's focus on what the adults should do in the best interest of the children allied to self-belief and determination demonstrated that any and all of those barriers can be manoeuvred aside. The levers of energy, creativity and expertise were sometimes literally in the hands of the leaders and their service colleagues.

Illustrations of theme 2: leadership energy and creativity

The local authority injected significant leadership energy and creativity into the very early gestation of the **Burnley Campus** as a feature of its regeneration work. That was then taken on enthusiastically by the four schools and other partners which were to amalgamate and that played leading roles in the consultation which led to the eventual design. Pupils, staff and governors joined architects and consultants in design festivals. A MySpace site set up to communicate with local young people about the project eventually had hundreds of 'friends'.

Merton, another local authority, has put its energy and creativity into creating coherence of entitlement through equity. The borough's officers, school leaders and service providers have worked to match location and provision to need. Jan Martin, the borough's head of education explains the centrally led model:

"Our children's centres are located in the highest areas of deprivation and spread across five clusters. We wanted coherence in our commissioning and that would have been difficult if 11 separated centres were negotiating with our partners."

At **Walton Lane Nursery,** continuity and coherence for children and families are maintained by the single governance framework. Energy and creativity for school head and centre manager Audrey Wilson and her senior leaders are, they say, focused on meeting education targets, making the core offer of extended services and engaging with a far broader range of stakeholders. Audrey describes her role with an unusual metaphor:

"I feel as if I'm almost like a department store. I've got my team and I've got my departments. I've got my department for education, I've got my department for employment, I've got my department for health and family support… With the independent not-for-profit element to what we do, I have responsibilities for commercial balances and people's employment. We know though that it works."

In **Bolton** and **Islington,** two co-locations where a special school and a mainstream school share a site, the energy and creativity for the joint enterprise drew primarily on the school leaders and then on their school teams. The school leaders and their colleagues overtook the initial planning expediency of the co-location and then tapped its potential for improved teaching and learning. Hilary D'Arcy, headteacher at **Ladybridge High School** in Bolton, reported that on her first visit to the co-located schools she realised that there were experts in adjacent rooms who were either side of an additional, metaphorical wall, the gap between the two schools. She and Bill Bradbury at **Rumworth** didn't so much put a plan together as make the connection evolve by regularly modelling their sense of responsibility for one another's pupils.

Technical expertise

Sometimes, leaders needed to assemble groups to bring in the energy, creativity and expertise they could not provide personally. This was one of the priorities into which most of them put evident effort, sometimes by influence and sometimes by direct management. Their emphasis also varied at different times across different patterns of expertise, including:

- a team that could design and provide the core activity around teaching, learning, childcare, family support and other on-site services

- a team that could provide robust and enterprising governance

- a team that could design the built environment ('choose your architect well' was a common piece of advice)

Leaders were not always in direct control of the assembly of these teams but they were never neutral, always influential and sometimes surprised even themselves with what became possible.

Illustrations of theme 2: technical expertise

At **St John Vianney Primary School,** John Hardy realised that his leadership team, governors and he needed to raise their expertise if they were to have the energy and creativity to co-locate more services on their site. This was outside the school team's previous experience and though superficially appealing was a big decision for a school which, through the diocesan authority, had control of its own personnel, site and premises. In turn, this de facto commissioning from a voluntary-aided school was a big decision for the authority. Not everyone was immediately convinced. John and his chair of governors used their networks to identify sites around the north of England where co-location was already established and which they could visit to learn the lessons. With that evidence, they could begin the staff and governance development that led to the integrated buildings and services now on the school site. They could also engage personally with planners and policymakers, confident that their own ideas were well informed. Good briefing raises the confidence of all the parties.

At **Saltburn Learning Campus,** the two headteachers, Janet Richardson and Ruth Mayes, describe a professional engagement with their architect which opened new thinking on all sides. Funding streams and capital grants were the dominant external drivers to the location of their schools on a single site and both feared that the opportunity to bring a profound change to teaching and learning was going to slip away. They say they were fortunate enough to be allocated an architect who listened to their ideas and who, with them, began to reveal to the planners that the project could be so much more than a side-by-side building programme. A well-designed single building would not only encourage but literally represent the way they wanted to work across the phases. Fortune may have played a part in that but no one who hears the two headteachers outlining their aims and their work together will doubt that it would not be difficult for an architect to be convinced that they know their job and that the architect's role was to service their expertise.

At **Hungerford Primary School,** Islington, Brian Bench, the deputy head, tells a similar story. When the local authority first proposed that a special school could be built within the primary school site, the thinking was to create two separate institutions which just happening to be located back to back. It soon became clear to Brian and his colleagues that adjacent separation would be a woeful educational decision. Brian became a key player in the consequent rounds of planning and design which led to linked buildings whose differences and compatibility are an iconic representation of the relationship between the two schools.

Merton has planned the infiltration of another kind of expertise into its co-locations using the borough's supporting families team. This team is deployed across all Merton's children's centres to support the borough programme by providing individual or group sessions which include: mentoring or coaching on training, employment, benefits and childcare, housing support and advice, parenting information and support, children's behaviour, domestic abuse, financial support, children with additional needs and signposting to support services.

Theme 3: Expanding the horizon for governors

Co-location requires robust and enterprising governance.

Leaders of schools, children's centres and other children's services want and need to be accountable to the families and communities they serve. The arrangements for that – the governance frameworks – were organised in a remarkably wide variety of ways across the 11 sites. There were similarities between some but none were identical. This reflects the flexibility that legislation now allows in the construction of governance arrangements to match local requirements. To an even more important extent, it appears to reflect the capacity of local leaders to configure the arrangements around the local service landscape and their own judgement about what would work. The leaders created, or at the very least contributed significantly to the creation of, arrangements that were fit for local purpose.

There is no national template, no 'one size fits all' to be distilled from these localities. The emerging success of their governance is an invitation for people everywhere to work out and implement what works in their place. Local variation, it is clear, is not the same as complexity. None of the 11 co-locations had over-complicated the structures; simplicity had been a good starting point for most.

The principles that appear to operate in our studied sites are that governance, leadership and management should be aligned in two ways.

– **The structure should align.**
 It should be agreed and clear who is accountable to whom for what. This does not require fine detail and dense service level agreements – only consensus and clarity.

– **The working relationships should align.**
 There should be a common thread of trust combined with ambitious expectations and strong sense of responsibility.

The arrangements should also operate with two particular qualities:

– **They should be robust.**
 They should have clear responsibilities and powers distinct from the managerial role of the executive leaders. They should be capable of and intended to hold service leaders to account on behalf of the community at large.

– **They should be enterprising.**
 This does not mean perilous, but it does mean active and willing to take risks. It means finding structures and people to offer leadership that is focused on great outcomes, takes disciplined and well-informed risks to achieve them and is prepared to be unpopular when that is necessary.

Illustrations of theme 3: governance that is informally linked

Asterdale Primary School typifies co-locations where a school has its own governing body and the children's centre has its own management board. Cliff Perry, the headteacher, sits with his school's chair of governors on the centre's management board along with the local authority's integrated services team manager and the childcare and children's services manager. This arrangement allows for the necessary alignment of strategic decisions; day-to-day coherence depends on the professional relationship of the headteacher and centre manager – a subject for section 4 below.

In **Merton,** the Children's Services Authority has applied a single governance model for co-located children's centres across the borough. In a model similar to the parallel governance arrangements at **Asterdale,** governance for each children's centre on a school site in **Merton** is provided by a management board. The children's centre services are commissioned on a central basis by the local authority and the day-to-day oversight is undertaken by the children's centre manager. That manager is also responsible for leading on the extended schools agenda for the host school. Each children's centre manager is performance managed by the local authority adviser for extended services and the local authority also line manages the two multi-agency teams created to work with and across all of the children's centres.

In **Islington** and **Bolton,** there is no statutorily shared governance and little formally shared leadership at either of the two co-locations involving a special school with a mainstream school. At one of the two,

the **Bridge** in Islington, staff and governors of both schools attribute some of the success of the partnership specifically to the separateness of the governance arrangements. This, they say, is because each discrete governing body has developed an expertise in and understanding of the needs of its own particular school. There is some cross-representation on governing body subcommittees but nothing more binding than that.

Illustrations of theme 3: governance that is formally connected

Walton Lane Nursery School and Children's Centre has a single governing body with oversight of both the school and the children's centre. Membership of the full governing body reflects the children's centre interests. The school headteacher, Audrey Wilson, is also the centre manager. Additionally, before the children's centre was proposed, some governors at the school formed a not-for-profit limited company to offer extended services. That company provides childcare and local employment in an area of high deprivation, commissions a wider range of services and provides greater coherence across the range of children and family services.

At **Guildford Grove** and **Loughborough primary schools,** the single, school governing body has oversight of both the school and the children's centre. The headteacher line manages the children's centre manager. Here, a dedicated subcommittee generally holds a delegated remit to oversee the children's centre and perhaps other extended service activities. The subcommittee represents the relevant staff and parents to create a balance between professional

expertise and the voice of the principal users. Employees permanently at the children's centres are employees of the school, appointed by the governors. In effect, the school governing body has been commissioned by the local authority to deliver the associated services.

St John Vianney Primary School uses the same model of unified governance with a dedicated subcommittee for the children's centre to accommodate the school's voluntary-aided status which provides ownership of its site, employment of its staff and some independence from the local authority. The co-location operates under a broad partnership agreement reached between the diocese and the local authority and outlining in general terms the commitment to co-operate. The headteacher, John Hardy, says that detailed contracts and the fine print of service level agreements could never have matched the flexibility that he and his staff required. The needs of children, families and community, he says, don't arrange themselves neatly and they were never going to fit inside a tight bureaucratic framework.

At **Saltburn Learning Campus,** a dedicated subcommittee was again the solution adopted by the co-located schools. Technically, the schools formed a statutorily based collaboration, more familiarly known as a soft federation. There was just no time, the two headteachers and their governors concluded, to become embroiled in the thinking, consultations and debates that amalgamation or closer federation required. The planning and funding timelines for their co-location demanded that every spare moment was focused on the design of a fit-for-purpose built environment. So the collaborative committee in

Saltburn is composed of key members, including the headteachers, of the two governing bodies. That committee has been given formally the powers to make decisions relating to the co-location and occupation of the single building. Those decisions range from how to organise shared staffing appointments to apportioning the heating bills and much more of an essentially educational nature.

Illustrations of theme 3: governance using not-for-profit company arrangements

Burnley Campus's nursery school, children's centre, primary school, special school, sixth form, library, faith centre and other community facilities alighted on a not-for-profit company as a way to align or integrate aspects of its work without losing the unique identity of the main organisations. Dionne Holdsworth, the campus manager, explains:

"We looked at informal partnerships and arrangements but they didn't seem to quite fit, so that's why we picked the model and it's a legal limited company. It formally brings together the partners and gives us a real purpose and vision.

Each of the headteachers and myself are directors of the company, so we set the vision, each department has their own aspect within the business plan. It allows us to be a lot more flexible because we can instantly meet the needs of our local community and partners."

The Samworth Enterprise Academy also has a charitable company, albeit in yet another kind of arrangement, as a key feature in its governance

arrangements. This all-age school is co-sponsored by the Church of England and co-located with the parish church within the school site. The other co-sponsor is Sir David Samworth, a businessman connected to the baked food industry. The academy is a single, all-age school with a single governing body and 14 governors at present. Governors are appointed by a registered charity whose trustees are nominated either by the Secretary of State or by Sir David and the Rt Rev T J Stevens, Bishop of Leicester. The principal activity of the charity is to advance education in Leicester, in effect by maintaining the academy. The nominated governors represent a range of interests including the local community.

Theme 4: Demonstrating impact

Providing evidence for the benefits of co-location on outcomes is a challenge.

It is one thing to believe that co-location really ought to lead to improvements in service delivery and eventually to improvements in outcomes for children, families and communities. Proving that co-location has worked in those ways is another matter.

Jan Martin in Merton summarised this succinctly:

"The things that you can count and measure, in some ways that's the easy bit. What you really want to see is what difference it's made to individual families."

In its co-location toolkit (DCSF, 2005), the Department for Children, Schools and Families lists three kinds of potential benefits. These are improvements to the users' appreciation of the service, to the outcomes for young people and for service efficiency (see following bullet points).

This research adds a fourth type of benefit to DCSF's trio: increased staff morale and satisfaction. Practitioners from across the range of services reported that their work was more enjoyable and more effective because of their contact with colleagues from different professional backgrounds. Shared understanding, increased trust, mutual support, swapped tips, better deployed skills and, perhaps above all, a growing confidence that co-location might improve outcomes for children and young people, lay behind the increased pleasure that practitioners could take in their work.

Every visited site showed some of these benefits and at most sites that meant all four. DCSF's three kinds of benefit are précised hereafter.

From the user's perspective:

- a one-stop shop of accessible public and voluntary services
- a more welcoming and positive experience
- a more modern approach to the delivery of public services
- community participation leading to more fulfilled, skilled and healthy people
- an increase in take-up and a broader range of services and activities
- greater community participation in the life of the centre and community
- acceleration of the delivery of services
- greater customer satisfaction with services

Improved outcomes for different service users:

- services that are more outcome- than provider-based
- greater educational attainment
- better preparation of young people for life and the world of work
- more joined-up services which are tailored to children's needs
- better links between local authority and health-led services in the early years
- whole-site approaches to healthy eating, healthy lifestyles and smoking cessation
- improved attendance at parents' evenings
- a wider range of leisure- and work-related courses and skills improvement
- greater employment opportunities
- support for adults encompassing physical and mental wellbeing
- greater family learning opportunities
- improvements to community cohesion, regeneration and reinvigoration

Efficiencies, increased effectiveness and economies for the service providers/enablers includes:

- greater sharing of information
- sharing of procurement costs
- sharing of administrative costs and greater staffing operational efficiencies
- economies of scale including reduced building overheads
- increased income through greater use of assets
- closer working relationships and integrated service development
- transmission and sharing of multi-provider skills, capacity and capability
- learning lessons for future co-location projects and joint working

The 11 visited sites all confirmed that these, including staff satisfaction, were the kind of benefits for which they were hoping and which they generally believed were accruing. However, evidencing those benefits and demonstrating that they were leading to improved outcomes for children and young people encounter four particular difficulties.

- **The first difficulty was that most had been in operation for only a limited amount of time, a matter of a year or two at the most.** To identify any improvement, still less a trend, is not yet easy. This was a particular difficulty where the co-location had been created following the closure of other schools and services. The interviews raised issues about the difference, importance and measurement between short-term outputs (the establishment of services and working practices) and long-term outcomes (changes in the behaviour or attainment of young people and their families).

- **The second difficulty was to establish cause and effect with any confidence.** In effect, too many variables in addition to the co-location were in play at these sites. Complicating factors included the weakness of historical comparisons where completely new organisations had been created, the effect of new buildings in their own right and the impact which individual leaders would have in any context. In the context of these operational services it appears most important at this stage to describe the on-site processes associated with good outcomes for children.

- **The third difficulty was to decide what constituted evidence and which measurements of impact to use.** The co-located organisations were clear about the evidence for outcomes around their core activity: broadly, teaching and learning for schools, early learning and childcare for children's centres. Once a wider perspective on outcomes was taken, evidence became more difficult to define. This is not an isolated matter and schools participating in the National College's public value project report similar challenges (Leadbeater & Mongon, 2008, National College). Ofsted has also reported that gathering evidence on outcomes for children was, according to leaders and their local authorities, the most challenging aspect in the inspection of children's centres (Ofsted, 2009).

– **The fourth difficulty was in tracking the careers of some children after points of transfer.** Two factors came into play as some children left and new children arrived.

  • Some of the children did not transfer from the one co-located unit to the next. Most systems are not yet sophisticated enough to distinguish whether the internally transferring group is in any way distinctive from the group that moves elsewhere.

  • Some new children enter at the point of transfer with no experience of the other co-located provision. In some cases, of which the primary–secondary transfer at Saltburn is an example, the incoming group then forms the majority of pupils.

Although cause and effect are hard to measure, leaders at the visited sites were acutely aware of the importance of knowing and understanding impact. Overall, they and their staff at the sites feel that co-location is helping them to create improvements across the range of outcomes. Despite the difficulties described, the schools are tracking and can begin to show:

– increased community engagement (mainly in narrative accounts)

– staff morale rising (through absence and turnover data)

– pupils' and students' outcomes improving (by narrative, personal accounts and data)

Illustrations of theme 4: knowing the effort has been worthwhile

At **Asterdale Primary School,** Cliff Perry and Claire Siddon, headteacher and centre leader respectively, refer to their own experience and Ofsted judgements as evidence of the co-location's impact. The school's 'excellent' 2009 inspection commented directly on how the combination of a children's centre, nursery and school was helping curriculum development and continuity 'particularly in the Foundation Stage'. Claire says that works both ways:

We've been able to ensure that what we do with the 0–3 childcare reflects what they do 'up there'. Using the same records means that when pupils reach the end of the Foundation Stage all the adults can see the children's progress from nought.

Cliff describes the organisation as "much stronger in terms of safeguarding" because of the range of professional contacts the co-location supports. He points to increased contact with families as a particular bonus:

"Families are happy with the centre being on a school site; it makes school more familiar and less threatening. There's been a big impact on parental attitude and parental involvement. I now have more parents of both older and younger children employed at the school or being involved in governing and the PTA for example than we ever had previously."

At **Walton Lane Nursery School and Children's Centre,** school head and centre manager Audrey Wilson provides a similar account of impact benefiting from continuous contact with children and their families from age nought to five. Early identification of any presenting issues for children or families contributes to continuity and raised achievement in the nursery which received outstanding grades for all aspects of its provision in the most recent Ofsted inspection.

"We're strong on safeguarding because practitioners are picking up issues and those are being dealt with straight away whether it's by a practitioner or by a lead worker. All children have their own files, all issues are recorded and monitored and it's a strength across the centre and school... If there are issues we've got a good bank of agencies to call upon to support us that way."

Burnley Campus, opened in 2008, illustrates the challenges of proving impact quickly and of separating processes from products. The short-term process targets of creating the campus, establishing commercial viability, gripping public perception and raising sixth form recruitment are complete and celebrated. Product in terms of impact on young people is yet to be proven. For the new primary school, the 2009 Key Stage 2 results are the first available baseline. Tracking will be difficult: nursery children do not necessarily go on to attend the co-located primary school and all the pupils go somewhere else in the town for their secondary education.

Saltburn Learning Campus faces similar challenges with the addition, the headteachers point out, that attendance, behaviour and student surveys of happiness historically show such very good outcomes

that margins for further improvement may not be statistically significant. Tracking children coming into the secondary school from outside the co-location will be a priority to make sure that everyone is benefitting from the stability and connections that the co-location creates. In the meantime, staff and students have good and valid stories to confirm the processes are in place. Year 5 and Year 6 pupils who eat their lunch in the secondary dining hall before the rush from older pupils are becoming familiar with the routines of that environment. Year 8 pupils are developing their mentoring, buddy skills and their confidence by listening to Year 5 pupils reading. The cross-phase music group meets during or after school in the safety of a single building.

At **Guildford Grove, St John Vianney** and **Loughborough primary schools,** where all three co-locations have integrated leadership and governance, the leadership teams are getting to grips with the challenges in describing impact in the short- and the longer term. The continuity of governance and therefore of accountability for outcomes does appear to contribute directly and positively to this collection and use of information.

At **Guildford Grove,** Elizabeth Corlett is pleased with of her team's success in reducing the number of young people on a child protection plan from 16 to 1 and the number of young people identified as being in need from 38 to 10. This she attributes to the quality and quantity of social care provision they can now offer. Behaviour, her team confirms, is improving and exclusions are reducing. They are confident that the continuity of, for example, approaches to behaviour and bullying is building children's confidence,

developing their independence and encouraging them to express ideas and feelings. The team is developing an Every Child Matters (ECM) tool to measure the impact of its work across the five ECM outcomes so that the improvements can be measured accurately and comprehensively for feedback to staff and governors.

At **St John Vianney,** John Hardy and the governors would include in their evidence of success the industry and enthusiasm of staff who provide countless anecdotes about why co-location is good for them, good for the community and good for the children:

"We can sense what we are achieving and tell you stories about that. That's validated by Ofsted's confirmation that because we value personal development, our pupils' self-esteem rises and they approach their academic learning positively. Or we can do it by numbers if you want."

The school tracks and analyses a range of data which is beginning to show a premium from extended services in children's personal as well as academic attainment. The entry profile for school's Foundation Stage is beginning to show the incremental value of the childcare setting. The data consistently shows that children who have accessed the on-site childcare provision are showing a much higher entry profile on combined scores for personal, social and emotional development (PSED) and communication, language and literacy (CLL) than comparative groups with no access.

At **Loughborough School** in Lambeth, the leadership team and governors use a combination of data and

family case studies to monitor institutional and individual processes and outcomes around the co-location. Indicators include language and communication measures and early years indicators, all of which are consistently showing a significant positive impact from the work of the centre. Other, sometimes less direct, evidence is also used: standards have risen in Key Stage 2 over last two years, staff retention rates have improved and pupil mobility rates are down. There is an effective Common Assessment Framework (CAF) strategy encouraging early intervention when necessary. The co-location has also affected parents who report increasing confidence in the system and what it offers them when they need support with their parenting. The school also uses parental surveys and the key messages received are that the centre supports successful transition and has transformed parents' views on what school is about.

In **Merton,** having just established the borough system, Jan Martin and her team are weighing up what critical evidence they should interrogate to judge systemic as opposed to neighbourhood progress. At that level, critical referral rates, the engagement of both children and adults in extended services, the role of headteachers as community leaders, parent and pupil satisfaction surveys and, from spring 2010, Ofsted judgements on the quality of children's centres, will be key criteria.

Theme 5: Leadership repertoire

Senior leaders and practitioners at the visited sites showed a repertoire of leadership and management skills.

The accounts given in sections 1–4 describe leaders on the 11 studied sites showing a complex and versatile approach to their role:

– within their organisation
– in their partnership with co-located colleagues
– in their engagement with the wider children's services system

On these co-located sites, senior leaders and practitioners deployed the core characteristics of good leadership which have been extensively explored in other publications and which are summarised in the bullet points towards the end of this section. However, they deployed those characteristics beyond the traditional boundaries of a single institution and across a partnership of services. This deployment operated, as the following four paragraphs illustrate, within the framework of the other four key themes identified in this study.

Cross-sector service improvement
These leaders had a clear view about the improvements in both outcomes and processes that they want to achieve. The leaders in this study saw an opportunity or identified a need to improve outcomes for young people. Working in a different way with colleagues from a different background was one route to that ambition and co-location was a means. Having seen the opportunity, they promoted it relentlessly.

Close involvement and sound relationships
Having nurtured the opportunity, most of these leaders were able to insert themselves into the processes which were designing and engineering the co-location. The longer and more deeply they were involved, the more effective and sustainable the co-location seemed to be.

Robust and enterprising governance
These leaders do not step away from accountability, they step up to it and use it. Alongside the leadership they showed to establish the co-location and its momentum, they introduce robust accountability for themselves and for their staff. The former appears to be better when it is designed to ensure that accountability for the leadership of each institution or service is sufficiently well aligned with accountability for the integrity of what the co-location is intended to achieve.

Commitment to using sound intelligence
Effective leadership and management require purposeful commitment to using sound intelligence, including numerical data, to inform service development and operation. These leaders are good at that for their home organisations and for their core work. Individually and collectively, they are equally committed to demonstrating the effectiveness of their co-location. They are beginning to reveal the ways in which some of the softer outcomes can be described and to show a chain of convincing coincidence, if not connection, between some processes and outcomes.

The range of activity and insight used by the co-located leaders had profound echoes of the approaches, characteristics and skills reported in three other National College publications: *Building effective integrated leadership (National College and Children's Workforce Network, 2009), Leadership for public value (Leadbeater & Mongon, 2008, National College)* and *Leadership for narrowing the gaps and reducing variation in outcomes (Mongon et al, 2010 forthcoming, National College)*. Summarising the findings in this study and in those other three publications, effective integrated leadership in complex, multi-agency settings is characterised by leaders who:

– **ensure leadership sponsorship by** taking responsibility, freeing staff to act, creating a no-blame culture and emphasising 'our' not 'your' children

– **create and sustain relationships by** building a common language, nurturing trust and belief, seeking views and establishing common ground

– **focus on outcomes** by gathering knowledge, using information, interrogating data, being clear about what makes a difference and linking strategy and practice

– **create interdependence and see the big picture by** having an ambitious vision, planning strategically, recognising service connections and building robust frameworks for the work

– **facilitate others** by making space and time for others to plan, actively listening irrespective of status and creating equity in conversation

– **show courage and commitment and build trust by** being honest, taking risks, admitting mistakes, asking for advice, demonstrating empathy and dealing with issues not personalities

– **manage internal resources by** ensuring that the core work of their own service is done as well as it can be, and accepting established outcomes and attainment as the measure

– **draw more resources from within the community by** mobilising local people, skills, facilities and technology in support of the core activity of each service and in support of a collective endeavour

– **reach out to the immediately involved social networks and families by** investing resources in the locality, employing local people and commissioning local organisations

– **invest some resources to create social capital and capacity in the locality by,** for example, running adult learning classes, providing facilities for voluntary groups, creating credit unions and offering on-site Citizens' Advice Bureaux

– **make resources available as the basis for community activities** by providing space for community group meetings, classes, self-help schemes and cultural events

Sites and research team

Sites

The sites were identified through the research team's professional networks and by the National College's network of system leaders. From the list these produced, 11 sites were selected to provide a wide geographical spread and a range of different co-location designs.

The sites, for whose contribution we are deeply grateful, are:

– Asterdale Primary School, Derby
– The Bridge School and Hungerford Primary School and Children's Centre
– Burnley Campus, Burnley
– Children's Centres and Primary Schools, Merton
– Guildford Grove Primary School and Children's Centre, Guildford
– Ladybridge High School and Rumworth Special School, Bolton
– Loughborough Primary School and Children's Centre, Lambeth
– Saltburn Learning Campus, Saltburn by the Sea
– St John Vianney Roman Catholic Primary School, Hartlepool
– The Samworth Academy, Leicester
– Walton Lane Nursery School and Children's Centre, Nelson

The research team comprised:

Denis Mongon: Visiting Professor, London Centre for Leadership in Learning

Tracey Allen: Senior Lecturer, London Centre for Leadership in Learning

Lesley Farmer: Principal, Hailsham Community College

Claire Atherton: Vice Principal and ECM Manager, Hailsham Community College

At least one member of the research team visited each of the sites and each visited at least two sites. A range of staff, governors, other providers and parents was interviewed, depending on the site and the availability of key people. Information from Ofsted reports and the schools' websites has been used to supplement those interviews.

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