

A Study of the Extended Schools Demonstration Projects

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Executive summary

Introduction to the study

The Department for Education and Skills (DfES) is currently promoting the concept of 'extended schools'. These are schools which act as a focal point for a range of family, community services, such as childcare, health and social services, adult education and family learning, study support, ICT access, sports or arts activities.

As part of this work, DfES funded pilot projects in three local education authorities (LEAs) to run between early January and the end of March 2002. Some of the schools in these areas which already had a commitment to extended approaches used the additional funding to explore how they could develop their activities further. Their work was evaluated by a team from the Special Needs Research Centre, University of Newcastle. It is this evaluation which is reported here.

Key findings

- There are schools and LEAs across the country which are already committed to extended school approaches, or are keen to develop in this direction. It seems reasonable to assume that a more wide-ranging initiative to facilitate extended activities would be met with a positive response.
- There is robust evidence to suggest that involvement in extended activities, *properly managed*, is entirely compatible with a school's maintaining high standards in its 'core business' of raising students' attainments. There is also evidence that targeted interventions with 'at risk' groups in the school and the community stand a good chance of fulfilling objectives such as raising attainments and re-engaging disaffected groups with education.
- Involvement in extended activities may have a positive impact on the cultures of schools and their communities, particularly in terms of how learning is viewed and of some notion of community cohesion. These impacts are particularly important if education is seen as being about more than simply raising attainments.

- On the other hand, involvement in extended activities *can*, particularly where schools already experience challenges, impose burdens on heads and other teachers which distracts them from their 'core business' responsibilities.
- A relatively modest injection of funding can stimulate a range of extended activities in committed schools and LEAs. This is particularly the case if there is someone associated with the school who has responsibility for maximising funding for extended activities. Where this happens, the combining of funding sources, legitimated by the dual use of facilities, generates more and better facilities than might otherwise be available to schools. On the other hand, the instability of funding for extended activities and the need to pursue multiple funding sources can impose burdens on schools and may distort the sorts of activities which are actually undertaken.
- Small-scale and school-focused extended activities can be managed by schools without any significant restructuring of their leadership systems. However, the more extensive and ambitious such activities become, the more likely it is that they will need a dedicated management structure. The costs of this may well be off-set (at least) if the extended activities manager has the task of finding additional funding.
- The larger the scope of extended activities, the more important it is for individual schools to be locked into supportive networks of other schools and/or of other community agencies and organisations. The LEA has a key role in facilitating these networks and in offering other forms of practical, developmental and policy support to extended schools.
- There is no consensus as to what 'extended school approaches' actually mean in practice. This lack of clarity tends to generate a range of activities that have different aims and rationales. These can be characterised in terms of two dimensions: whether their focus is on students or the community; and whether they aim to enrich a functional situation or intervene in identified problems. This in turn has implications for how community 'needs' are identified, with communities perceived to be disadvantaged being more likely to have their needs defined in terms of deficits by professionals. Some correctives in terms of meaningful community consultation are needed in these situations - and there is evidence that such consultation is possible.

These findings lead to the following recommendations:

- Schools should consider involvement in extended activities and should do so with confidence that, properly managed, they will enhance rather than impair performance in other areas. They should clarify the aims of their activities, consider how community needs will be defined, develop appropriate management structures and lock themselves into supportive networks of other schools and agencies.
- LEAs should develop clear policy positions in this area, perhaps on a corporate basis. They should consider how they can support schools and how they can promote the professional development of teachers (particularly headteachers).
- Nationally, DfES should continue to promote extended school initiatives. It should target funding towards the establishment of infrastructure to support the development of initiatives rather than simply funding extended school activities themselves. Funding might particularly be targeted towards clusters of schools and towards the development of extended school plans.
- Some consideration might be given to the support that DfES expects LEAs to offer to extended schools and to the funding implications of this. DfES's policies in this area will need to be based on encouraging the formulation of coherent visions of what variety/ies of extended school are appropriate locally and on a consideration as to how its other policies may or may not support these developments. It will need to consider the implications of extended school approaches for professional development. Forthcoming guidance from DfES on extended school approaches is likely to make a welcome contribution to the clarification of these issues.
- Despite this report and other ongoing research, the research base for extended school approaches remains limited and work of appropriate depth and scale in this area is urgently needed. DfES is funding research with the National Union of Teachers entitled 'Towards Extended Schools' which should help to meet this need.

Background and methodology

The demonstration projects reported here follow a commitment in the White Paper, *Schools Achieving Success* (DfES, 2001), that the government would initiate legislation removing barriers to schools wishing to develop extended approaches and would "establish pilots to test out... 'extended schools' and generate examples of good practice" (8.16). The projects involved some six secondary, five primary and one special school across three authority areas different in their size, region, type and demographics.

A wide range of activities was undertaken within the projects. They included, amongst many other things: setting up out-of-hours provision of various kinds, sponsoring collaborative inter-agency approaches in disadvantaged areas, undertaking feasibility studies for community developments. In addition, DfES funded a childcare co-ordinator post in each area until 31 March 2003.

Local evaluations were undertaken of each project and the reports from these, supplemented by original fieldwork and analysis, formed the basis for the national evaluation which is reported here. Methods included interviews with heads, LEA officers, teachers, community workers, parents, students and other stakeholders, analysis of school and LEA documentation and a review of Ofsted reports. The evaluation focused both on process issues - how provision was developed, the use of funding, the sustainability of provision and so on - and on outcomes for students, families and communities.

A Study of the Extended Schools Demonstration Projects

1. Background

The Department for Education and Skills (DfES) is currently promoting the concept of 'extended schools'. These are seen as schools which act as a focal point for a range of family, community and health services for their students, families, staff and the wider population. They are likely to have community facilities located on site and to offer community access throughout the school day and out of school hours. They are also likely to work with local partners to deliver services such as childcare, health and social services, adult education and family learning, sports or arts activities.

The White Paper, *Schools Achieving Success* (DfES, 2001) made a commitment that the government would initiate legislation removing barriers to schools wishing to develop in this direction and to "establish pilots to test out such 'extended schools' and generate examples of good practice" (8.16). Accordingly, DfES funded pilot projects in three local education authorities (LEAs) to run between early January and the end of March 2002. In outline, the projects were as follows:

- a shire county in the north of England ('Northshire') in which one secondary school and two primaries serving a disadvantaged area of a small town are working to develop 'extended' approaches;
- a shire county in the east of England ('Eastshire') where three secondary and one primary school are working to develop further their already-substantial and long-standing commitment to adult and youth education;
- a new unitary authority in the south of England ('Southtown') where an 11-18 community college, an 11-16 secondary, two primary and one special school are developing extended roles from different baselines in terms of their experience of offering community services.

In addition, DfES funded a childcare co-ordinator post in each area until 31 March 2003.

Each project was invited to make arrangements for a local evaluation and the Special Needs Research Centre at the University of Newcastle was commissioned by DfES to undertake a small-scale study drawing on this local work. Specifically, DfES wished the study to assess:

- the impact of the projects on pupil outcomes
- the impact on teaching and learning
- the extent to which the services developed are sustainable,

and, to identify:

- the approaches and processes used to develop family and community services and assess their effectiveness
- the impact on other indicators such as adult and family literacy
- the various sources of funding used and the expenditure incurred.

In addition, DfES wished to evaluate the impact (or likely future impact) of the childcare co-ordinator posts.

It is the outcomes of this study that are reported here. In addition, DfES is, at the time of writing, formulating guidance for schools and LEAs wishing to develop an extended role. The study, therefore, complements this guidance by focusing on evaluative issues - what are the outcomes and impacts of extended school approaches - process issues - how can extended school approaches be developed and sustained - and by addressing some of the policy questions that are raised by the extended schools initiative.

In the next chapter, we will attempt to outline the context of the extended schools initiative in terms of its policy background and what we know from other studies of extended school approaches. We will then present case studies of the projects in turn, raising outcome and process issues in respect of each. In a final chapter, we will look at what can be learned from the initiative as a whole and at what its implications might be for future policy development.

2. The context of extended school approaches

2.1 The historical and policy context

Although the 2001 White Paper (DfES, 2001) makes an explicit commitment to exploring extended roles for schools, this is by no means an isolated initiative and extended school approaches (by a variety of names) in fact have an impressive historical pedigree. As early as 1924, Henry Morris, Chief Education Officer in Cambridgeshire, was outlining his vision of 'village colleges' offering a range of community facilities and a range of other LEAs - Devon, Coventry, Leicestershire, Northumberland - took up the notion of 'community' schools in different guises throughout the last century (Ball, 1998: 51). In the 1960s and 1970s, the notion of community schooling was given a particular meaning by the designation of disadvantaged urban localities as Educational Priority Areas (EPAs). Here, the social and economic disadvantages experienced by the community were seen as the direct cause of educational 'deprivation' and schools were encouraged to work towards curriculum relevance, parental involvement and community engagement as a means of addressing these problems (Halsey, 1972).

By the mid-1990s, however, community schooling in this sense was seen by some to be in something of a decline (Vincent, 1993). EPAs had long disappeared and changes in the status and funding of schools, further education colleges, and adult education, together with teachers' changing conception of their role may be amongst the factors which impacted on the extent to which schools were willing and able to take on a wider role. However, since 1997, successive governments, whilst maintaining an emphasis on the 'standards agenda', have also encouraged schools to interact with and make a wider contribution to their communities. The 'Healthy Schools' programme, for instance, encourages schools to involve parents, local agencies and community groups (DfEE 1999a). *Schools Achieving Success* (DfES, 2001) likewise includes proposals for a Citizenship strand in the curriculum, for partnership between schools and local arts organisations, for extended work experience placements and for increased opportunities for students to take Duke of Edinburgh and Youth Achievement awards. The Specialist Schools programme has a clear expectation that such schools will develop links both with

other schools and with the wider community (DfEE, no date). All of these initiatives are likely, if pursued, to strengthen school-community interaction.

There is, therefore, a wide range of opportunities for schools to take on an extended role, even if they do not consider themselves to be 'extended schools' as such. Moreover, a particular focus was created by the report of the Policy Action Team (PAT) 11 (DfEE, 1999b) as part of the Social Exclusion Unit's National Strategy for Neighbourhood Renewal (Social Exclusion Unit, 1998). The report addressed the issue of the contribution schools could make to the renewal of particularly disadvantaged neighbourhoods and to the education of children from those neighbourhoods. It came to the conclusion that much could be achieved if schools extended the services they offered and identified a number of actions schools might take. These included: offering study support and individual programmes on a flexible basis, establishing one-stop family support centres, improving links with local business, establishing neighbourhood learning centres, thinking creatively about parental involvement, promoting family learning and involving students in schools councils and school self-evaluation. Although these extended activities would inevitably make demands on schools, the expectation of the Schools Plus team seems to have been that schools would be supported by their LEAs, by appropriate policy initiatives at national level and by locking into a wider neighbourhood renewal strategy. It is perhaps worth adding that the Schools Plus report drew explicitly on a similar, New Community Schools initiative in Scotland (Scottish Office, 1998) which offers a further model of how schools might develop an extended role.

In some ways, the extended schools initiative is simply an extension of the community schooling movement of three and four decades ago and, beyond that, of the Cambridgeshire village college model. Like them, it is concerned with the ways in which both school and community can be enriched when schools 'extend' their boundaries and, in particular, when school and community engage with each other more fully. Such an interaction broadens the experiences available to school students, increases the support for the school from parents and community and makes available to the community the very considerable resources locked up in the school plant and personnel. However, like

the community orientation of EPAs, the PAT 11 report (DfEE, 1999b) had a particular focus on disadvantaged areas and children and with addressing the fundamental problems caused by social and economic disadvantage. It is thus concerned with raising standards where they are dangerously low, generating a commitment to education where there is none and addressing stubborn social problems where they threaten the fabric both of the area and of its schools. One issue to which we shall return is the extent to which the extended schools initiative is understood at national and local levels as being about enrichment, about underlying social problems, or about some mixture of the two.

2.2 The research evidence

Given the long history of extended-school-like activities, it is not surprising that there is a substantial research literature which addresses the sorts of process and outcome issues with which the current study is concerned. A study by Mog Ball in the 1990s (Ball, 1998) catalogued the range of extended activities which schools even then were undertaking and made a convincing case that there were good reasons and many opportunities for more schools to take on an extended role.

However, members of the research team were subsequently commissioned by the Joseph Rowntree Foundation to review the evaluative literature on such activities and came to less sanguine conclusions (Dyson & Robson, 1999). In broad terms, the review found the following:

- there is good evidence that parental involvement in children's learning (notably in literacy and mathematics) has a positive impact on attainments;
- partnerships with parents are, by and large, valued by them, though they impose additional burdens on schools and tend to be dominated by professionals;
- collaboration with community agencies is desirable and possible but fraught with difficulties despite repeated official exhortations;
- there are doubts as to how far community education, as traditionally understood, meets the real need of communities and how fully communities can exert a real influence over the governance and management of schools, other than by parents acting as individual consumers.

In particular, the review found that the research evidence was characterised by major shortcomings - not least that it tended overwhelmingly to be generated by small-scale evaluations of short-term local initiatives. There was, therefore, much enthusiastic description of 'extended' activities and many claims about their potential, but very little evidence as to their longer-term impacts which might support those claims. It was for this reason that the report recommended a more substantial research effort in this field - a recommendation which was echoed in the School Plus team's call for a five-to-eight year programme of research (DfEE, 1999b: annex 4, 78ff).

At the same time, a second review looked at some of the international evidence by focusing on work in France, the United States and Sweden (Moss et al., 1999). This review likewise found that convincing evaluative evidence in terms of impacts and outcomes was difficult to come by, even in the USA where such evidence is highly valued. However, the review's cross-cultural perspective enabled its authors to see the inextricable links between the way that 'extended' activities are conceptualised and undertaken and fundamental understandings and values in respect of childhood and social well-being. In other words, it is not possible to determine 'what works' in these activities without first thinking about why they are being undertaken, in terms of what is intended for children and their families and communities. The review notes in particular that there are at least two 'models' of extended school approaches: one, represented by the USA, which is about targeting 'high risk' groups in the context of wide social inequalities; the other, represented by Sweden, which is about restructuring universal services along more integrated lines in the context of higher levels of social welfare provision and lower levels of inequality.

There is little that has become available since these reviews were undertaken to change substantially the analysis they offer. Not surprisingly, for instance, a wave of interest in community schooling has been generated by the New Community Schools (NCS) initiative in Scotland. Interim findings from the national evaluation point to considerable diversity in NCS projects, but with shared successes, particularly in stimulating cross-

agency liaison and practice, in leveraging additional funding and in promoting pupil engagement outside the usual curriculum framework. On the other hand, personal learning plans, family and community engagement and multi-agency staff development have been slower to get under way (Sammons et al., 2002). Other studies likewise report a high level of apparently productive activity, which offers opportunities for some fundamental rethinking of the relationships between schools, communities and community agencies (Tett et al., 2001). However, it is clear that the concept of 'community schooling' is being interpreted in many different ways (Professional Development Programme for Educational Psychologists in Scotland, 2001). There are, moreover, doubts about how far any fundamental rethinking is actually taking place and how far 'community' schools genuinely represent the needs, interests and voices of community members (Baron, 2001). This is, of course, the familiar issue of the balance of power between professionals and community members in defining the community's 'needs' (Campbell et al., 2000: 66ff).

Other developments which were not addressed when the original JRF-sponsored literature reviews were undertaken are worth highlighting. There has, in recent years, been a renewed focus on the interactions between schools and their communities in areas of social and economic disadvantage. There is now a much greater acknowledgement that schools in these areas face significant difficulties which cannot be overcome *simply* by standard measures to improve the internal management and practices of the school (Levacic & Woods, 2002, Thrupp, 1999, Mortimore & Whitty, 2000, Woods & Levacic, 2002). At the very least, such schools have to work particularly hard both at the 'internal' issues, such as teaching, and at their 'external' relationships with their parents, communities and community services (Ofsted, 2000). However, there is also evidence that schools by and large do not work effectively at those relationships (Power et al., 2002).

In the same vein, ongoing work by members of the current research team is exploring the contribution of schools in area regeneration. Preliminary findings (Dyson & Robson, 2001) suggest that there is a real role for schools to play as part of a co-ordinated

regeneration strategy. However, there are different understandings of what that role might be. Some schools emphasise extended involvement in community issues and family support; others emphasise their role of developing human capital in these areas by working intensively with students who might otherwise under-achieve. In a similar vein, there is some US evidence - albeit indicative rather than definitive - that the presence of schools in small rural communities can have positive impacts on local employment and economic development, on community identity and cohesion and on access to services (Salant & Waller, 1998) and it is reasonable to assume that this impact will be greater where there are proactive community strategies.

A further development is that there has in recent years been an upsurge of interest in the concept of social capital, understood as resources, such as trust, norms and sanctions that inhere within social relations but upon which individuals can draw (Coleman, 1988, Putnam, 1993). This concept opens up the possibility of explaining the disadvantages some children and young people experience in terms (partly, at least) of a lack of social capital in their communities. The implication is that there is an important extended role for schools in terms of helping to build such capital (Israel et al., 2001, Gamarnikow & Green, 1999).

Nonetheless, although evidence continues to grow on both sides of the Atlantic as to the feasibility and attractiveness of extended school approaches, 'hard' evidence of impacts on outcomes continues to be difficult to come by (Horsch, 1998, Merseth et al., 2000). The problem seems to be it is relatively easy to evaluate the impact of targeted initiatives on the specific outcomes which they address (such as the impact of parent-child reading programmes on reading attainment [Dyson & Robson, 1999], or of school-based health clinics on contraceptive use [Dreyfoos, 1994]). However, it is much more difficult to evaluate the impacts of more broadly-based approaches on a diffuse set of potential outcomes without, as the PAT 11 report (DfEE, 1999c) indicated, a more substantial programme of research.

2.3 Implications

Looking across both the history of what we now call extended school approaches and the recent developments in research, some clear patterns begin to emerge which are relevant to the current study:

- The 'extended school' may be a new label, but it does not represent a new idea. There is a long history of schools' taking on a wider role, particular in relation to their communities, and it is clear that such a role is entirely viable.
- There is good evidence to suggest that clearly targeted forms of extended activity will have a positive impact on the issues at which they are targeted.
- There is reason to believe that wider impacts of extended school approaches are possible, but evidence is more difficult to come by. This is partly to do with the technical difficulties of tracing nebulous impacts in complex systems, but also with the reluctance (for whatever reason) of researchers and the sponsors of research to invest in studies of the necessary scale and depth.
- There is no one model of 'the extended school'. On the contrary, there are many different ways of thinking about the contribution schools might make. For instance: are the extended activities intended to enrich an already successful school and community, or are they targeted on areas, individuals and groups experiencing disadvantages? Do they seek to develop social capital, or individual human capital, or to contribute to broader regeneration strategies, or is there some other aim?
- There is a particular issue to do with the extent to which extended activities which claim to meet the needs of communities actually do so. In particular, there is evidence that community needs in practice tend to be defined by professionals rather than by community members and that community control over what is done in their name tends to be weak.

These are issues which will, no doubt, surface in our examination of the activities undertaken within the demonstration projects.

3. Methodology

This study was undertaken within a restricted time scale between February and May 2002, to coincide with the period for which the demonstration projects were funded. The original intention was that the research team would liaise with the local evaluators in order to ensure some congruence between the methods and reports adopted in the three projects and would then supplement their data collection as necessary and synthesise their findings.

In the event:

- In Southtown, local evaluators were appointed early and the research team worked closely with them, attended their feedback meeting with the LEA and had early access to a detailed report.
- In Northshire, local evaluators were appointed somewhat later. The research team liaised with them and had access to their report shortly before completing this report.
- In Eastshire, the LEA opted to devolve funding for evaluation to the schools rather than to appoint a local evaluator. In return, schools were asked to prepare a comprehensive evaluation report to a tight framework. The LEA then reviewed the findings of these reports and identified their implications. The research team had access to these reports but also undertook its own fieldwork in this project.

The evidence base in each of the projects comprises documentation, interview data and records of meetings. However, it looks somewhat different in each case, as table 1 below indicates. In part, this is due to the different relationships between local evaluation and the national study. In part, it is an inevitable consequence of the diverse nature of the projects at LEA level, the diverse contexts within which those projects were located and the diverse activities undertaken at school level. Nonetheless, all of the data were collected and/or analysed according to a common framework established by the national study team. This framework sought to establish:

- the contextual features of the school and LEA (size, demographics, history of extended school approaches, etc.)

- extended school activities in place prior to the demonstration project (what was done, how it was managed and funded, what was its rationale)
- impacts of existing extended school activities (including impacts on student learning)
- extended school activities undertaken as part of the demonstration project (what was done, how it was managed and funded, what was its rationale)
- impacts of demonstration project activities (including impacts on student learning)
- problems and issues raised by extended school approaches.

Interviews were tape recorded and transcribed. As a further check, detailed field notes were taken and summaries were returned to interviewees for checking wherever possible. Although face-to-face interviewing was a primary source of data for both the local evaluations and the national study, we asked interviewees to provide us with quantitative data relating to outcomes where this was available.

This was a small-scale study of a short-term set of projects. There are, therefore, inevitable limitations of the methodology which should be borne in mind in reading what follows. Given the short lifetime of the demonstration projects, most of them were not in a position to have generated significant outcomes, even if the study had been able to collect outcomes data systematically. Indeed, some projects were still in the planning stage when our fieldwork was under way. We collected what outcomes data we could, therefore, accepted anecdotal evidence where it was all that was available and probed interviewees for their predictions of likely outcomes.

Likewise, given the small-scale nature of the study, it was difficult for us to identify with any certainty outcomes from the longer-term and more wide-ranging forms of extended activities which some schools and LEAs had been involved in for many years - indeed, for many decades. Again, we accepted the best evidence we could find in the time available for us.

Table 1: Data types and sources

| Type of data | Data source | | | | | |
|---|---|---|--|---|---|--------------------------------------|
| | <i>Eastshire local evaluation</i> | <i>national study</i> | <i>Northshire local evaluation</i> | <i>national study</i> | <i>Southtown local evaluation</i> | <i>national study</i> |
| Documents | <i>There were school self-evaluations rather than a local evaluation in Eastshire</i> | LEA project proposal; project reports and working documents; LEA community education guidance documents; school community education brochures; Ofsted reports; school evaluation reports and LEA overview | LEA project proposal | LEA project proposal; project reports and working documents; Ofsted reports | LEA project proposal | LEA project proposal; Ofsted reports |
| Interviews with LEA officers | | Director of Education; senior officers responsible for community education, childcare and the management of the demonstration project | LEA Project Manager and representatives from other LEA services. | Chief inspector | Director of Education, Assistant Directors and other officers | |
| Interviews with school personnel | | Headteachers, community educators and teachers involved in the demonstration projects in all four schools; | Headteachers in all three schools. Focus groups of interested staff in the three schools. The Lifelong Learning Co-ordinator in the secondary school | Headteachers in all three schools | Headteachers in all five schools and teachers in two schools | |

| | | | | | | |
|----------------------------------|--|---|--|---|---|---|
| Other interviews | | Governor in one school; parent in one school; students in two schools | | | Community agencies in all five schools; parents in one school | |
| Participation in meetings | | Liaison meeting with local evaluation team. Meeting between LEA project team and DfES Schools Plus team | Meetings of representatives from LEA, schools, other statutory and voluntary agencies, local community and businesses. | Liaison meeting with local evaluation team. Feedback meeting between local evaluation team and LEA. Meeting between LEA project team and DfES Schools Plus team | Feedback meeting with LEA | Liaison meeting with local evaluation team Feedback meeting between local evaluation team and LEA. Meeting between LEA project team and DfES Schools Plus team |

4. The demonstration projects

In this chapter, we will give an overview of the demonstration projects, beginning with some contextual information on the LEA and its area and moving onto a description of the activities undertaken in each participating school. In order to preserve the anonymity of schools and LEAs, we have given them pseudonyms and changed any designations of schools and services which are peculiar to that authority.

4.1 Eastshire

Eastshire remains a predominantly rural county, despite its relative prosperity and rapid population growth. It has a total population of over half a million, but is characterised by something of a north-south divide. The economy in the north is still based around agriculture and its associated services and there remains a skills and learning gap, together with pockets of deprivation. In the south, where there is almost full employment, the industrial base is dominated by the 'new' industries demanding high skills and often serviced by families moving into the area.

Currently the LEA maintains over 250 schools. A few of the secondary schools have rolls of under 600 and there are also a significant number of primary schools with rolls under 100. The LEA was a pioneer in the field of community education, delivered through designated community schools. Adult and youth education budgets are delegated to these schools. Headteachers of the designated schools receive a small uplift to their salary in recognition of their community duties. In some parts of the County, groups of headteachers have opted to pool their budgets and work as consortia in order to achieve economies of scale and a more co-ordinated approach. In all areas, however, designated schools typically work in partnership with other schools and with a range of providers and community organisations. Moreover, their work is complemented by provision which is planned and funded on an area basis and co-ordinated by an area manager.

In support of its longstanding commitment to community education the Council combines some 25 services within its Education Directorate. This provides a financial resource and a co-ordination of planning which helps in the delivery of integrated community and education services. Unlike some authorities, however, its Social Services Department remains separate from the Education Department.

4.1.1 Garden School

Context

Garden School is a Beacon school serving a rural catchment area. The school takes just under 1000 pupils aged 11-16, and in the summer 2000, 69% of pupils passed 5 or more GCSE examinations at the higher grades of 'C' or above. It is described by Ofsted (1998) as "a very good school". It has a wide range of community facilities including a shared-use library and resource centre, an arts building, a sports centre, a lecture room, sports pavilion and workshops for community use and a joint-use resources centre. It offers a full programme of youth and adult education and the whole college is for dual use – for children and adults – day and evening, with a number of interactions between the 'day school' and community education.

The rationale for community education that was explained to us centred around a culture of life-long learning and a sense across the community that this is 'our school' (evidenced, for instance, through low levels of vandalism and graffiti). Impacts of extended school approaches were articulated in terms of benefits to children wider than the standards agenda. This includes respect of children and adults of varying ages as they all meet in and use the school, breaking down fear and ignorance of each other. This is shown particularly in children's calm behaviour in corridors where they might easily come across frail or disabled adults.

Garden is one of a group of schools in the same area which have opted to pool their community education budgets and to work collaboratively. They now employ adult and youth education managers and have an area-based planning system with strong community representation. It was explained to us that extended school approaches work at Garden because there is an infrastructure of funding and people in post to run community education. We were told that managing community education cannot simply be added to a senior manager's job; it takes time and special expertise. The LEA was also seen to provide an important facilitative structure.

Demonstration project

Garden has used the demonstration project funding to establish a horticulture project for 12 young people in years 10 and 11 who are disaffected and/or in danger of exclusion. The project is run by a charity for disabled adults established as part of community provision in the area and involves young people in

working with these adults. The project was originally pump-primed out of the school's delegated budget and the additional funds have been used to pay the co-ordinator, and for materials and transport.

Students attend the project in small groups for one day per week, together with some other time when they are not in ordinary lessons. The aim is to offer these young people a more 'practical' curriculum with which they can engage and we were offered a good deal of anecdotal evidence that this was happening. Students were, according to the adult education manager "totally on-side" and, far from being excluded, some were now planning to take GCSEs.

4.1.2 Fieldfare School

Context

Fieldfare Primary School educates some 400 students aged 4-11 drawn from a rural area. The area is relatively advantaged though we were told that there is a 'pocket' of deprivation in the village. Fieldfare is part of the same collaborative arrangement for community education as Garden School and occupies a community campus that is the location for a library, nursery, playgroup facilities, swimming pool, sports hall, print centre, drop-in centre for young people, after-school club and twilight sessions for children. Joint funding is currently being found for an all purpose field to be laid. It is described by Ofsted (2000) as "an effective and improving" school.

The rationale for community education is focused on maximising facilities in order to create opportunities for lifelong learning in, and in response to the 'needs' of, the community. There is also a focus on social and moral benefits for the children of community involvement in the school, and on encouraging families to see the school as a positive, welcoming place. The staff we spoke to were uneasy with what they saw as a limited standards agenda set by the DfES. Such an agenda, they felt ignores the wider impacts of a community school, such as raising children's social confidence and developing children as valued members of the community. Community education implies the enhancement of school curriculum and facilities, thereby increasing motivation and opportunities. Moreover, they argued, students learn to accept people of different ages and with disabilities.

It is, of course difficult to identify 'hard' evidence of these broader outcomes. However, the school was able to offer a good deal of anecdotal evidence of their success in broadening the curriculum, encouraging 'hard-to-reach' families into the school and working with vulnerable community members.

Demonstration project

The additional funding was spent on thirteen different aspects of community provision. These include part of the salary for a family worker, a family learning conference, a parents' fair, booster literacy sessions for parents and children, a PC for the school entrance to provide open access to the internet, time from a consultant to write a bid to seek funding (for resurfacing the sports field) and literacy sessions for secondary aged disaffected young people in the village. Projects were characterised by being many and varied, having an articulated rationale for each project - often, despite the school's reservations, linked to improvement in attainments - and having the relationship to existing community school activities clearly articulated. There was shared management of the projects among the area managers, the head teacher, a community worker and one or two teachers. There was an intention to continue all initiatives if there was still a need for them and if funding could be found. Demonstration funds were being used, therefore, 'as a catalyst' for further developments.

4.1.3 City School

Context

City School is attended by 1,000 pupils aged 11-16 and by 3000 community students. It has 120 teachers in all, 50 in the 'day' school. It serves an area in a small city which has both middle class communities and a disadvantaged housing estate. Consequently, it has a very wide range of attainments in its population with exceptional numbers at the extremes of the range. In 1999 55% of students achieved 5A*-Cs and 88% 5A*-Gs and City was described by Ofsted as "a high achieving" school. It sees itself as multi-cultural, multi-ethnic - "a true comprehensive" - with a whole school approach to special needs education, a commitment to maintaining even its more troublesome students in ordinary classes and a commitment to teacher research. It offers a full range of community provision which is planned on the basis of an area in which schools pool their community budgets. The school is also part of a consortium of schools serving the northern part of the city. Two school staff members have management roles - one manages the twilight

programme and community art, and the other the Information and Communications Technology (ICT) programme.

City's rationale for community education focuses on its "life long learning ethos", and it seeks particularly to engage those from deprived communities who are not active in seeking learning. It is a technology college and therefore already has a commitment to some level of outreach work with other schools in the area. There is a view that it is not possible to separate home and school, but also that the priority for the college has to be its educational role and that education cannot solve all social problems. The provision of community courses is 'needs-driven' by community members. However, the management of community education is challenging for the school. There is no on-site community manager other than the principal and she has no time set aside for this.

Demonstration project

The demonstration project activities had two strands – one a collection of art project and the other an ITC project. Both work with the north city consortium of schools including special, secondary, primary and nursery schools, together with some community centres. Neither the art nor the ICT projects would have been possible without demonstration funds, though the ideas were already in place before the funds became available.

The art projects were using youth and adult outreach workers and the Ethnic Minority Achievement Grant (EMAG) home-school liaison worker to target 'hard to reach' groups. They were not up and running at the time of our field work, but were expected to result in direct learning for children, in the enhancement of teaching styles in participating schools and in the creation of a supportive culture in the community. The ICT projects aimed at increasing ICT use in primary schools and amongst community members (including parents) and the funding had been used, amongst other things, to buy lap tops and to train primary teachers. There was a particular focus on minority ethnic families, young people and adult returners and an intention to use the laptops as part of a cross-phase peer mentoring initiative.

4.1.4 Woolton School

Woolton School serves a rural catchment area, has 900 pupils aged 11-16. There is some rural deprivation in the area, together with traveller families and army families from a nearby base. There are 50 teaching staff and an overall staff of 180. 60% of students (well above national average) achieved 5A*-Cs and 91% achieved 5A*-Gs at the time of its last inspection (2000), when Ofsted declared this to be "an effective school". It has two special educational needs (SEN) units (for students with language and hearing difficulties respectively) and 56 children with statements of SEN. Unusually, the school also accepts children permanently excluded from other schools into a facility known as the Student Centre. Twenty-six students are currently based there, following an 'alternative' curriculum which includes a wide range of community-based activities. The Centre also operates as a drop-in centre for all students and is used for groups and clubs out of hours.

The rationale for community education focuses on the school as a community resource - "This is the community's [school]...not my school, not the teachers' school" (head). There is a view that this is "a comprehensive school" and that "people who live in the area are entitled to come here and it is our responsibility to provide an appropriate curriculum" (head). An important aspect of the school's ethos is a commitment to inclusion and an aim to help break the cycle whereby young people do badly in school, become parents and then have children who replicate their own problems.

The school staff spoke of a range of impacts, reflecting their view of the rationale of community education. Inclusion involves retaining students, either those excluded by other schools, or pupils who have left school, within the college community. The college has high exam results, and in the Centre there is high attendance, a reduction in offending behaviour, low exclusion rate (1 in the last 2 years). Vandalism is rare, we were told, because children feel a sense of ownership.

Demonstration project

The project funding was used to buy additional computers and an interactive curriculum programme, initially for use by the 'excluded' student group. This enabled the school to extend the number of 'formal' lessons it could offer this group, but also forms part of an attempt to adopt a flexible approach to meeting the needs of *all* students. The programme had only just come into use at the time of our field work, but staff felt that it would give students confidence to tackle more challenging learning tasks and would reinforce the numeracy and literacy skills taught in whole-class lessons. The intention was to extend its use into mainstream lessons and into the community programme for adults with basic literacy and numeracy difficulties.

4.2 Northshire

Northshire is a shire county with a population of about half a million, over three-quarters of whom live in small towns and villages. The decline of traditional industries has resulted in some areas of considerable deprivation resulting in levels of male and youth unemployment lone parenthood and chronic illness reported as higher than 90% of other county authorities. Although the LEA is committed to acting to ensure resources from a variety of agencies and services can be maximised and targeted, the local authority retains a system of separate services.

Currently the LEA supports over 300 schools. As part of its commitment to address the problems of generational underachievement, poor attendance and community regeneration, it has embarked on a number of initiatives. An Education Action Zone located in the former industrial communities in the east of the county represents an attempt to devise innovative solutions to endemic problems.

The demonstration project is focused on three schools serving one particular community – an area within a small town which has experienced considerable economic dislocation with the decline of traditional industries. The schools - a comprehensive school with specialist technology college status and two of its principal feeder primaries - draw most of their students from a ward which is amongst the bottom 10% of deprived communities in the country. Currently some 14% of the population are registered as unemployed with one in three households living in ‘official poverty’. A survey commissioned by the comprehensive school in 1999 found extremely low levels of skills in the workforce and low levels of participation in courses accredited at a level likely to lead to employment.

For the LEA, therefore, this ward represented an interesting opportunity to explore ways of developing ‘full-service provision’ in order to promote physical, social and economic regeneration. Already the focus of a Sure Start initiative and with committed schools, the LEA regarded participation as a further spur to the development of ‘Schools for the Community’. The demonstration project represents a multi-level attempt to develop a coherent interagency response to the needs of this particular community. Schools are pursuing individual actions to address particular needs and also collaborating to develop a broader community strategy designed to support a process of regeneration.

4.2.1 Caster School

Context

Caster is an 11-18 comprehensive with over 800 students on roll. It serves a number of communities, including the deprived ward described above. Overall, the indicators of deprivation in its community place it at or below the national average. Attainment at intake has historically been above the LEA average but with some indications of a

downward trend in recent years. In 1999, 38.9% of students achieved 5+A*-Cs (slightly below the national average) and 97.7% achieved 5+A*-G. At this time, Ofsted declared the school to have "many more strengths than weaknesses" and to have "improved considerably" since the time of its last inspection. This, coincidentally, was at a time when the school had become heavily involved in community education.

A new head in 1995 felt the school was under-used and, although this is not a designated community school, developed an extensive community programme, which has continued to grow. This programme has been delivered through a partnership with local colleges and other organisations involved in adult education. This brought some funding but the school has supplied management time from its delegated budget. The provision now pays its way by charging fees and securing project funding.

There is a lifelong learning co-ordinator who is a full-time member of school staff and teaches for one day per week in the school. Her post was underwritten in the first instance by the school's delegated budget but has effectively become fully funded by fees and project income. She has set up a drop-in learning centre in the school with ICT facilities which aims to work particularly with 'hard to reach' members of the community. The school also has a wide range of local, national and international links, visits and excursions, academic sporting and leisure projects with the community and good links with primary schools. Over 1000 community members use the school each week.

Demonstration project

Prior to the demonstration project, the head, we were told, had been impressed by what he heard about the work done by a community development consultancy organisation. The school began to invest its own resources into working with this organisation to develop a vision of collaborative work across the community and to train staff for an extended role. The aim is to develop a role for the school as a "hub of social and economic regeneration". To this end, the school, in collaboration with the primary schools and the LEA, has convened a series of meetings with other agencies with the

intention of 're-engaging' them, mapping their current provision and then developing cohesive services.

The school had used existing funding to facilitate these meetings and to train some staff in this school and its feeder primaries as 'change agents'. The training has been run by the consultancy in the form of a 'coaching' programme for middle managers, focusing on teaching and learning and the community, preparing people for extended school approaches. The availability of demonstration project funding has helped to take this process further.

The rationale for this approach, we were told, is that the school has many supportive parents but that many children come from backgrounds where there are barriers to learning. In order to turn them into effective learners it is necessary to work with them early and to work with their parents. The aim, therefore, is to create a learning community on the grounds that, "the academic, social and emotional development of the students at [the school] and the people it serves cannot be separated" (school documentation).

The school acknowledges that the precise vision behind the initiative is difficult to pin down and that it is uncertain how it will work out in practice - "It's not easy to talk about because we're not there yet" (acting head). Moreover, the head who was the driving force has now left and his replacement is yet to take up post.

4.2.2 Mine Road Primary School

Context

Mine Road Primary School has over 300 students drawn mainly from the deprived area described above. In 1993, a joint initiative between the school, the LEA and the local authority Social Services Department led to the building of an on-site 'Children's Centre'. This project was unique in Northshire at the time. The Centre takes the form of a school nursery which is also able to offer places to children in need from the ages of one and a half to three years who are referred by health visitors and social workers. In addition,

parents and carers are offered support in parenting skills and older children (aged 5-8) who are deemed to be in need are cared for in a family-like environment after school. The Centre remains open through the school holidays. Although children referred to the Centre can move on to their local nursery at age 4, in practice many remain at Mine Road and move into the school proper. A logical extension of this facility is growing involvement with the Sure Start initiative, in support of which further building work is envisaged over the next five years. This is an example of what the head understands by full-service schooling - a 'one-stop shop' in which services are configured to serve the community better. In the period since the Centre was established, Ofsted (1998) have commented on the good quality of teaching as a strength of the school.

Demonstration project

The additional funding was used to support two projects - a breakfast club and a playground as part of the Children's Centre.

The school wished to establish a breakfast club (free for children entitled to free school meals and open to children from other schools), but a preparatory process analyses revealed a need for an industrial dish-washer, so that breakfast can be cleared away before lunch, and for some minor building adaptations. Demonstration project funds will therefore be used for these purposes. The cost of additional staff is small and can be met from school funds for the time being. The head, however, aims to seek matched funding from social services, since they part-fund the Children's Centre and children attending the Centre will benefit.

Teaching staff are reportedly positive about the initiative since they share the head's view of the importance of support to the community. The school also anticipates an impact on attainment through increased concentration and less 'off task' behaviour - particularly amongst some of the school's most problematic students - as a result of better nutrition. However, minor obstacles include teachers' being unused to having children in the school earlier, and the caretaker's extra task in getting room ready, then cleared away, for four activities each morning (breakfast, assembly, PE and lunch). The short time scale of the

project was also a problem since it did not coincide with the time taken to get a project like this under way.

Demonstration project funds were also being spent on an outside playground to enhance community access to safe play areas. Parents view council playgrounds as unkempt, unsafe and dominated by older children. Following discussions with the Centre staff and with parents, the intention, is to open the Children's Centre playground to the community but to impose some restrictions. The expectation is that the playground will contribute to a range of initiatives intended to enhance parenting skills (such as positive parenting programmes) and that this will in turn impact on attainment.

4.2.3 Riverview Primary school

Context

Riverview is a large (over 550 on roll), 3-11 primary school including a 52 place nursery additionally resourced for 6 pupils with statements of special educational needs. Although located in the same deprived area as Mine Road, the operation of parental choice means that it draws pupils from a relatively wide catchment area

Prior to the demonstration project the school was already involved in a number of activities in support of its local community. The popular school nursery provides an immediate link with both parents and other educational, health and social services and the school prides itself on the excellent relations it has established with these services. In addition to the nursery, the school hosts an after school 'Kids Club' in the school hall available until 5.00pm and operated by the local Montessori Nursery. This facility attracts pupils not only from the immediate locality of the school but also from across the area, indicating the extent of its popularity and the need for similar facilities elsewhere. Parents whose children attend are required to make a contribution. Also on the school site are the buildings of the former nursery. These currently serve as a Social Services Centre for adults with learning difficulties and also host a Parent and Toddler Club. The school is considering a series of planned activities with the Centre as a means of increasing its links with other agencies serving the needs of the community. Also on offer is a range of after school enrichment activities, provided either directly by school staff (for which there is no charge) or indirectly by other providers (for which there is a charge to parents). It was the view of the headteacher that the school staff could not further extend these activities without additional support as they were already working to their full capacity.

A high level of parental involvement is a significant feature of the school. There is, for example, a team of parents supporting in classes, some of whom have completed the Specialist Teacher Assistant course and also courses on the Additional Literacy Strategy. The Governing Body is largely composed of local members of the community. The Friends of the School make a significant financial contribution to the school every year.

Demonstration project

Participation in the demonstration project was regarded by the headteacher as a means of developing these existing links to encourage a higher level of participation on the part of parents and an extension of the ways in which services could work together to support the community as a whole. The additional resources have been used to support these aims. Approximately half has been used by the school to adapt an area of the school to create a multi-purpose room available to visiting professionals, parents or other potential user groups from within the community. Currently, there is no such facility within the school apart from the small office from which the headteacher operates. In creating this room with its own secured entrance the school believes it will be able both to offer a better service to its community and to enhance the opportunities it has for developing further links. The headteacher is particularly keen that the school becomes a local base for the LEA Parent Partnership Service for parents of children with special educational needs and regards this newly adapted room as being a potentially attractive base for this service.

The remaining funds have been used to begin a process of analysis and consultation to review ways in which the school might enhance its links with other services and develop new relationships with the community. Along with Mine Road, it has sought to analyse the current barriers that exist within the community and which prevent the maximisation of learning and participation. In undertaking their review they have identified both specific difficulties which they believe should be addressed and also more general issues about the development of a co-ordinated strategy for the community. The particular need they have identified is to achieve a better integration of existing pre-school services. Their hope is that, through a process of consultation with the other services and with the support of the participating secondary school, an agreement can be made for the joint funding of a post. The purpose of this would be to liaise between agencies, link with the current patchwork of provision for pre-school children and develop a more 'joined-up' approach, enabling services to better co-ordinate their interventions.

4.3 Southtown

Southtown is a city in the south of England which became a unitary authority in the late 1990s and currently has a population of over quarter of a million, with over 70 schools. Within its boundaries are a number of contrasts. On the one hand, it is a popular and affluent tourist area. On the other there are a number of significant social and health problems, including high levels of unemployment in six of the

wards identified as the most deprived in its region. Two of these wards are ranked amongst the 10% most deprived wards in England

In response to these challenges the local authority has been proactive in becoming involved in externally-funded initiatives such as New Deal for Communities, On-Track, Sure Start, and Neighbourhood Renewal, all intended to improve the quality of education and tackle disadvantage. An Education Action Zone has been established and is located within two of the most deprived wards. These initiatives are regarded as supporting other strategic developments such as the Sustainability Strategy and the Community Plan as well as involvement in the development of the Connexions Service and the local Learning and Skills Council's Strategic Plan.

The proliferation of such initiatives presents a number of challenges, not least of which is ensuring integration and avoiding unnecessary duplication. As a response to this challenge the local authority has sought to achieve the integration of services by combining its education and social services departments to form a Children, Families and Schools Department. Although a relatively new departure, the impact of which is only just being felt, this development is regarded by those involved as providing a firm basis for the delivery of more 'joined-up' services for young people. Participation in the demonstration project can be seen as integral to the direction set by the LEA, reflecting also the philosophy of the new Director of Education who is well versed in the American experience of 'full-service' schools. Developing schools to support the delivery of integrated services by creating 'community one-stop shops' represents therefore, a logical development for the LEA.

The LEA identified three key issues to be addressed in supporting the development of schools' extended roles: pupil-centred approaches, teacher training and working in partnership. Work in these areas, the LEA believed, would also address other local priorities. In realising these ambitions, Southtown has been faced with problems and challenges common to most other LEAs. On the one hand it is seeking to integrate the actions of other services and agencies over which it has no direct control and whose agendas, planning cycles and statutory responsibilities are not necessarily congruent with

its own. On the other hand, it is having to work collaboratively with schools who have other, competing priorities. In these circumstances, the approach adopted by the officers leading the initiative has been essentially facilitative and they have sought to build on the positive relationships nurtured since the inception of the local authority. Schools participating in the demonstration project, for instance, all volunteered, expressing their commitment to the principles of extended school approaches at the start of the project and having a clear vision of the actions they wished to take. This made the co-ordinating role of the LEA much less complex than it might otherwise have been. It also contributed to a sense of collegiality which was further enhanced by the establishment of a Schools Plus working group including representatives from other agencies.

4.3.1 Hilltop School

Context

Hilltop is a special school for over 100 secondary age students with social, emotional, behavioural and learning difficulties. Most of them come from deprived communities beyond the school's immediate locality and although many live within a designated EAZ the school receives no additional funding to meet their diverse needs. This situation raises a number of issues for the school as it seeks to develop a more extended role especially as the immediate area of the school is also regarded as deprived, having few community resources and with its secondary age students leaving the ward to attend schools elsewhere.

Drawing on the Standards Fund grant and some additional input from the school fund, the school has initiated an impressive range of after-school clubs, some run by external specialists. Funding has also made it possible to employ a general assistant for these activities. Nearly 50% of the school population have taken part in one or more clubs, but, although families have also expressed a wish to participate, the fact that many of them live some distance from the school creates transport problems for them and their children.

Demonstration project

Participation in the demonstration project has enabled the school to undertake a feasibility study into the possibility of the developing the school's sports and recreation facilities for community use. There have been two dimensions to this study. A firm of architects have been asked to draw up plans for extending the school for community use and an audit of local needs and potential use of the school's resources by local residents has been commissioned. The outcomes from these studies will provide a basis for further discussion of how the full resources of the school could be offered to the local community, providing a centre for leisure activities and extended learning.

It is intended that any developments dovetail with other community regeneration schemes such as Neighbourhood Renewal and Sure Start that are already involved with projects close to the school. The study will also form the basis for a long-term business plan, for securing outline planning permission and for supporting bids to the larger funding bodies. Local councillors and MPs will be invited to offer support to these plans and to offer advice as to whether such a project could be taken further.

Participation in the demonstration project has highlighted the costs, both direct and indirect, involved in developing the school as a community resource, although the potential impact on both the students and the local community would be considerable. The development of the school's resources would greatly contribute to the teaching and learning opportunities; and the extension of these resources for community use would

impact positively on meeting the needs of local people, not least, in providing adult education and, crucially, a location for extensive youth activities. The latter would help to reduce the negative impact of young people in the community having nowhere to go and nothing to do.

If this project comes to fruition it is likely that two other schools – a special school and a primary school in the same area – would wish to develop Schools Plus initiatives, further supporting their local community.

4.3.2 Littlefield School

Context

Littlefield School is a mixed, 11-16 comprehensive with some 1200 students. The school has a comprehensive intake in terms of attainment, with an upward trajectory of passes at A*-C and a 'Special Facility' for 20 students with specific learning difficulties drawn from across the LEA. It is seen by Ofsted (1998) as having "significant strengths in many areas of its work". Although drawing its students from four distinct communities it remains geographically isolated from them, the nearest being approximately a mile away. None of these somewhat diverse communities is especially well served with local facilities and the school, perhaps inevitably given its location and limited local transport facilities, is somewhat disappointed with the current level of parental involvement and sees this as an area for development.

There were a number of facilities in place before the demonstration project. These included a nursery, managed by the school but run independently and with no crèche facilities, and an adult education programme with some courses provided through a partner post-16 institution and others developed by Littlefield. There has also been some use of the school facilities by local sports and other groups but this has been restricted by limited indoor sports facilities. In addition the school has run masterclasses for Year 6 students on Saturday mornings for several years. This has been extended as part of the Children's University in Southtown to include provision for students in Years 7-9 and summer schools for gifted and talented students from across the authority.

Demonstration project

In response to the problems of transport, part of the additional funding was used to commission a survey of the various communities served by the school in order to ascertain the feasibility of establishing community rooms within the school. These, it was hoped, might be used as a base for the detached youth worker and possibly the local community police. Although not suffering excessive vandalism, the school has been concerned about the involvement of some of its students in petty crime and drug abuses and there was an expectation that a base in the school might provide a higher profile police presence to offset the loss of its community police officer. At the time of our field work, the outcomes of the study were not available. However, the school recently won a grant to build a sports centre which could be developed to provide a substantial resource for the community as a whole.

The remaining element of the funding was used to buy laptops as means of encouraging more links with parents and improving links with other communities. It was also the intention of the school to use the laptops to improve links with the feeder primary schools by consolidating the technical support it already provides. It was hoped the laptops would encourage parents and others to access adult education programmes, enable students to work on curriculum material independently of the school and help to establish ICT clubs in the primary schools. These developments would support the school bid to become a Specialist Technology School and thus further strengthen its links with its communities

4.3.3 Town Lane Primary School

Context

Located in the heart of the city and drawing pupils from a wide and diverse community, this Beacon school prides itself on having developed its own very strong sense of community. Its location and in particular its physical structure creates a major obstacle in that the existing site offers few if any opportunities for creating new facilities or adapting existing ones to increase community use. The city centre location has inevitably required the school to address the issue of security and the recent upgrading of security systems together with new fencing has been helpful in this respect.

By way of contrast, however, this central location has also offered for developing links with the community. Prior to involvement in the demonstration project, a number of thriving links including those with Age Concern, and local football and basketball clubs had been developed - work that was

acknowledged through School Achievement awards in both 1999/2000 and again in 2000/2001 and an Education Extra Distinction Award for excellent extra-curricular activities. The school also benefited from links with a number of local businesses providing financial support and voluntary help.

A recent (2001) Ofsted report declared that the school "provides its pupils with a very good quality of education" and is "very effective".

Demonstration project

The additional funding enabled the school to develop its extended activities, most notably by increasing the amount of administrative support available and thus reducing the burden on teaching staff. However the school also used these additional resources in three other ways:

- The school library was refurbished and new books were purchased. This allows it to become available as an additional lunchtime facility as well as an after school club, providing a resource for pupils and increasing community involvement through the use of local volunteers as managers of the facility.
- A number of new activities were launched. These have included a Video Filming Club targeting year 6 pupils and a Community Arts Group encouraging members of the community to use the facilities of the school and to make a contribution to the curriculum being offered.
- A breakfast club was established, opening at 8.00am and including an early morning drop-off facility. The club provides basic refreshments and is seen as a service for all pupils, including those who currently have problems with punctuality.

4.3.4 Seaton School.

Seaton is a comprehensive school which has been designated as a community school for some twenty seven years. It serves three communities each having their distinct identities, creating some local tensions. These are exacerbated somewhat by significant 'new build' creating further a further division between 'newcomers' and the more established residents. Amongst the existing facilities provided by the school are a nursery school, extensive sporting facilities, an adult education programme and community access to the library and other facilities. Ofsted (2000) have declared Seaton to be "an effective and improving" school.

Demonstration project

The school was able to combine resources from the demonstration project with funds from other bids to support an existing twin-track approach to enhancing community facilities. The Sports Hall was extended to create a larger fitness room and two classrooms, one of which will offer ICT facilities and the other more general community facilities. The intention has been to promote greater use by the local community. Similarly, the existing fitness room was converted into a crèche enabling those families with young children to make use of the learning and leisure activities on offer. The demonstration project funds will be used to purchase the workstations and some of the equipment for the crèche.

4.3.5 Hillfoot School.

Context

Located in the east of the city in a ward ranked within the 10% of most deprived wards in the country, this primary school serves a somewhat geographically isolated community in which there is a high incidence of child poverty. The area has few facilities and the school is therefore potentially the principal focus for the community. However, historically the school had little involvement with either its parents or the extended community. The appointment of a new headteacher and participation in the local EAZ has given a new impetus to the role of the school in supporting its pupils and the community. It is now (2000) seen by Ofsted as "a very effective school".

Prior to involvement in the demonstration project, the school was already involved with the Children's University, funded by the New Opportunities Fund (NOF), and had developed services in line with the Schools Plus philosophy. For the headteacher these developments represented initial steps on the way to providing more opportunities to support the learning of his pupils and to encourage and develop links with the wider community.

Demonstration project

Part of the project funding was used to support the salaries and resources for an after-school club. This was in recognition of the paucity of provision available in the area and the need to provide enrichment activities for students, many of whom would not otherwise have had the opportunity to participate in a range of leisure and other activities. The impact of this initiative can be gauged at two levels:

- Some 50 students now participate in these activities on a regular basis, demonstrating the need for such provision.
- Local parents have now taken over increasing responsibility for the management of the provision, indicating the interest sparked by this action and its impact on creating links with the local community. With the parents now managing the activities, they will be eligible to apply for NOF support which also offers the prospect of continuity and expansion after the demonstration project resources come to an end.

The resources from the project were also used to adapt the school building, in particular, to improve the access to and security of the school premises and to create a separate and secure adult facility with enhanced storage facilities. This has enabled members of the community to access the school more easily and to be assured that their children will be

secure when they attend the after school clubs. It has also enabled the local Child Minders Association to run a drop-in centre one day per week in the school, providing an important link between the school and prospective parents.

These developments have however, not been without their problems. One issue faced by the school was the fact that it was not registered for childcare provision, thus limiting the after school activity sessions to one and three-quarter hours. Although the school does not regard these activities as 'childcare', legal definitions in force at the time of the demonstration project (though subsequently addressed in the Education Act 2002) restricted their ability to extend them as far as they would have liked.

4.4 The childcare co-ordinator posts

An additional strand in the demonstration projects was that each LEA would appoint a childcare co-ordinator to be funded until March 2003 and the research team was asked to investigate the likely impact of these posts. Given the difficulties which schools had in setting their projects up within the constricted time scale, however, it is hardly surprising that thinking about the childcare posts was not always well advanced when we did our fieldwork.

Nonetheless, in Eastshire, a co-ordinator was being appointed as we visited and we were given a clear articulation of the rationale for this post by the senior officer with responsibility for this area of work. She explained how the LEA was encouraging the development of innovative childcare provision, based on schools, involving partnerships with private providers and leading to the development of multi-use facilities. One stimulus for this were developments at Fieldfare School where the head had capitalised on the expertise brought by a particularly energetic parent who had experience as a development worker. However, elsewhere, heads and governors were concerned about a range of technical issues - to do with involvement with private providers, working with groups of trustees and handing over facilities on the school site on long-term leases - which meant that progress was slow.

The role of the childcare co-ordinator was, therefore, to act as a direct line of support for schools and community groups wishing to develop childcare and multi-use facilities, offering this support in a more sustained and hands-on manner than LEA officers could currently manage. Asked what were the skills and attributes demanded by the post, the LEA officer replied:

Basically walking on water probably would have been in the job description, but we're looking at three elements of experience: experience of working at a senior level with heads of unit and service, governing bodies or management committees in terms of facilitating, enabling change, project managing with very tight timescales and deadlines; analysing and evaluating evidence, to the project related staff, so at a fairly senior level. We were looking at development work know-how in an early years and childcare context. We recognise that anybody working in this arena have not only got to appreciate and understand the mechanisms of working schools, but also be secure on their Children Act and national childcare strategy agenda, because clearly people who are feeling uncertain on the school side need the reassurance of knowing what's required, how things need to be delivered, the legal and practical constraints in which they may need to operate or become responsible...And probably lastly, but still not least, is a reasonable understanding of national childcare standards - the day care standards.

Her view that this combination of areas of expertise was difficult to find because it straddled some of the traditional boundaries in LEA and school work:

We didn't know such an animal within our own organisation, I don't know that working within early years and childcare development partnerships yet has generated such an animal, but these people are beginning to work in teams, generic childcare development workers are beginning to be born. This kind of body may be around in part, and some fairly intensive training may be required in the next twelve months if we begin to recruit to such posts, to begin to build up a cohort of people with this kind of experience.

Although Eastshire provided the fullest account of the need for and potential of the childcare co-ordinator post, similar issues were raised in Southtown. Here, lack of childcare facilities appeared as a major disincentive for parents to take part in community education and school-involvement activities, particularly given poor transport links in some cases and physical separation of schools from their communities in others. Childcare was also seen as a source of curriculum enrichment rather than simply a child-minding service. There was, therefore, considerable willingness to investigate the possibilities of childcare, but at least one school which tried to do this - Hillfoot -

experienced difficulties in terms of the regulations with which it had to comply. A co-ordinator for childcare had recently been appointed and the authority had been anticipating that there would be considerable impacts from this new post.

New legislation will undoubtedly help with some of these difficulties. However, there is a clear implication that 'extending' the activities in which schools are involved inevitably takes schools across boundaries of expertise, of professional competence and of regulatory regimes. In these circumstances, the creation of a post for an experienced worker to act as catalyst and guide seems eminently sensible.

5. Issues in extended school approaches

5.1. Developing a vision of the extended school

As we indicated in chapter 2 of this report, there are many models of 'extended schools'. This depends, for instance, on whether extended activities are seen as a universal service or as a response to areas and groups experiencing deprivation, on what sort of model of community development is adopted and on how and by whom community needs are defined. This complexity is reflected in the schools in the demonstration projects. In some schools, such as the Eastshire schools and Caster School in Northshire, there is a history (of varying lengths) of involvement in the provision of adult and community education, seen as a service for the whole community and as a means of enhancing the quality of community life. However, other schools have less of a history and develop their extended activities in response to what they see as significant social difficulties in their localities. This is true, for instance of Mine Road School in Northshire and many of the schools in Southtown. To complicate matters further, Caster School is now developing a responsive approach of this kind and City School in Eastshire has long combined the two approaches. Likewise, there are differences in the 'audiences' for extended school activities. In Fieldfare primary in Eastshire, for instance, one of the projects was focused on isolated adults in the local community; in Woolton School in the same authority, on the other hand, the focus was on students at risk of exclusion; in Hillfoot School, in Southtown, the emphasis was on creating facilities for the whole community, but particularly for parents of young children.

It would be possible to go on multiplying these differences. Indeed, in some of the guidance which is available to schools, a very large range of possibilities is listed with the implication that all of these are worth exploring (Ball, 1998, DfEE, 1999b). However, looking across the demonstration projects, it was possible to detect some broad approaches to extended activities, each of which had its own rationale and around which some coherent set of activities could be based. It may be helpful to think of these as a set of 'dimensions' along which approaches differ:

Enrichment versus intervention

One dimension is to do with whether the focus of activities is on what we might call 'enrichment' or on 'intervention'. Enrichment activities start from the assumption that the school can benefit its student body and its community by providing resources and opportunities over and above those that are already available. This does not mean that either the community as a whole or groups and individuals within it need to be seen as impoverished in any way. The aim is simply to enrich further what may already be vibrant communities

An interventionist approach, on the other hand, starts from the assumption that there are problems in the student body and/or the community, particularly with regard to low levels of educational attainment, engagement and aspiration. A view is taken that the school has to intervene in these problems, as part of its duty of raising the attainments of its most vulnerable students.

Somewhere between these two is a preventive approach. This, too, is focused on problems, but is aimed at forestalling potential problems before they fully manifest themselves.

Student versus community focus

A second dimension is formed around the population focus of schools' activities. At one end of this dimension, the focus is directly on the school's students; at the other end, the focus is exclusively on members of the community beyond the school. Somewhere between the two, is a focus on the community either together with students or in the expectation that work in the community will impact on students.

If we combine these dimensions, we can create a set of quadrants within which different extended activities can be located (figure 1).

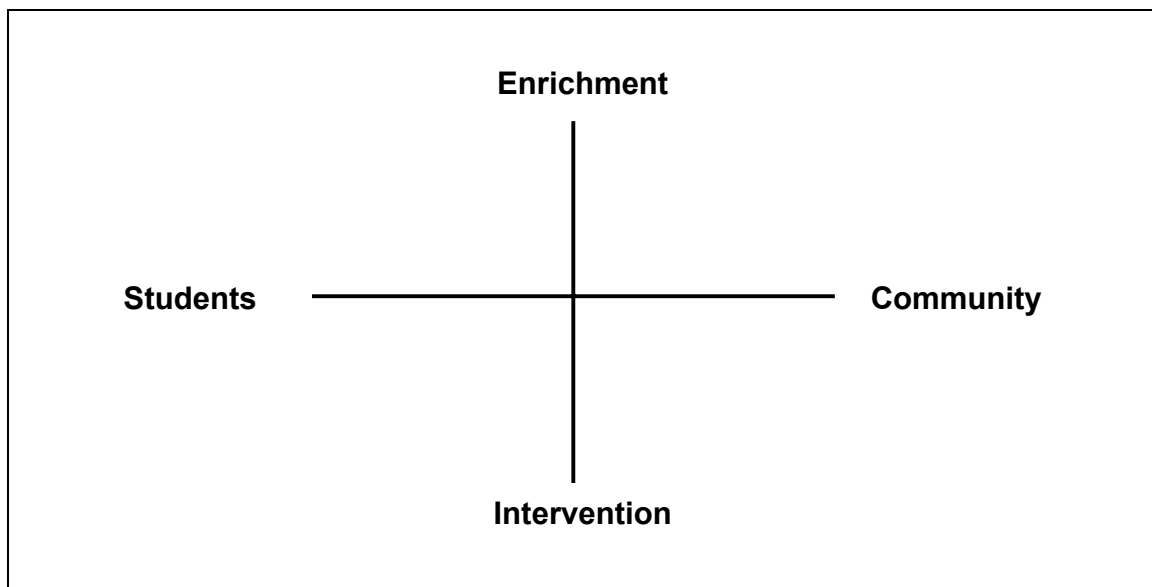


Figure 1. Dimensions of extended school approaches

It may be useful to characterise these quadrants and give some examples of actual activities of each:

- *The student/enrichment quadrant.* Activities in this quadrant are concerned with providing enhanced opportunities and experiences to students in schools. In some cases, the community may be the source of this enhancement, as in Fieldfare's exploration of how community members could contribute to the curriculum, or Town Lane's use of parents to run the school library, or Hillfoot's involvement of parents in running after-school activities. However, such involvement is not essential.
- The *community/enrichment* quadrant is similar in orientation, except that here the focus is on enhancing the resources and opportunities available to the community outside the school. Much of the 'traditional' community education work in Eastshire, in Caster School in Northshire or in Seaton School in Southtown would fit within this quadrant. However, there are some activities, such as City School's arts project which simultaneously enrich opportunities for students and for the community.

- The *student/intervention* quadrant focuses on activities which address problems experienced or presented by students and seeks to address them by working directly with the students themselves. The development of 'alternative' provision for disaffected students in Woolton and Garden Schools are examples, as is the establishment of a breakfast club in Mine Road in Northshire or Town Lane in Southtown.
- The *community/intervention* quadrant is concerned with impacting on the perceived problems of the community. The work with socially-isolated adults at Fieldfare School, the attempt to develop an inter-agency approach to the problems in a disadvantaged area by the Northshire schools, or the Southtown special school's attempts to identify needs in its disadvantaged locality would fit within this quadrant.

Inevitably, a categorisation such as this is somewhat arbitrary. There are many activities which could straddle more than one quadrant. City School's arts projects, for instance, are about community enrichment and curriculum enrichment for students in a schools which serves a disadvantaged housing estate and where any activity inevitably has elements of what we have called 'intervention'. It is important, therefore, to see the quadrants as 'ideal types' which will hopefully aid thinking about the nature and purposes of any activities, rather than as hard-and-fast categories.

Nonetheless, we suggest that it is equally important for practitioners and policy-makers to develop their strategies in the light of some clear rationale. Each of the quadrants in our model has quite different implications for the way in which activities are managed and developed. For instance:

- *There are differences in terms of how priorities are defined.* In the community/enrichment quadrant, priorities are typically defined by extended schools and their partners setting out to identify the wishes of community members. They might, for instance, be responsive to direct requests from community groups, or invite

community representatives to sit on their management bodies, or proactively seek out individuals and groups in the community to elicit their views. Interventionist approaches, on the other hand, are more likely to start from an analysis of problems within the school's internal or external community. There is every reason why this analysis should involve community members if it is not simply to take the form of an imposition of professional views. However, as in the Northshire schools or Hilltop special school in Southtown, it is also likely to demand an analysis of what the precise nature of problems might be and of what the underlying causes of those problems are, as well as calling for coherent, co-ordinated action. It cannot, therefore, simply be responsive to the wishes of particular community members or groups.

- *There are differences in the way activities are managed and provided.* Where activities focus on students, there are very good reasons why the school should take a lead in managing and providing them. Not only does it have the expertise for this task, but it is in its direct interest to keep a firm control over what is done with and for its students. However, the more the focus shifts onto the community, the less essential it is for the school to be at the centre of every activity. In most of the schools offering traditional 'community education', for instance, there were many activities which were worthwhile in themselves - community meetings, yoga courses for adults, ICT training for community members and so on - but which had only a limited bearing on what happened to the school's students. It was helpful - even essential - that the school act as a base for such activities, but there was no need for heads, senior managers and teachers in the school to become deeply involved in them. In Eastshire, therefore, where there is a long history of such activities, most teachers are involved on a paid, voluntary basis if at all and there is a semi-autonomous management structure for community education which ensures that it does not impinge too heavily on school leaders.
- *There are differences in where and to what extent activities are co-ordinated.* There are many activities which are undertaken simply because they are valuable in themselves or for some limited and specific set of objectives - for instance, Seaton's

creation of a crèche in order to maximise the use of an existing sports facilities, or Woolton's purchase of a computer programme to extend the curriculum for excluded students. These activities can be managed successfully from within the school and require little co-ordination. However, the more ambitious activities are in their aims and scope, the more they are likely to need a co-ordinated partnership approach. In Northshire, for instance, the development of a more interventionist approach in its community alongside the existing community/enrichment approach meant that Caster school had to seek new partners for its work amongst other community agencies and organisations. As the scope and ambition of the initiative increased, so it began to have implications for local councils and for the local authority, resulting in an increasing involvement of the LEA in a co-ordinating capacity. This is particularly likely to be the case for activities which fall within the community/intervention quadrant. However, what we have called 'enrichment' activities may also require a level of co-ordination beyond the school if they are targeted at communities served by a number of schools - as is the case in Eastshire.

5.2. The impacts of extended activities

We set out in chapters 2 and 3 some of the difficulties in identifying with any certainty the impacts of extended school activities both in this small-scale study and in the field more generally. Nonetheless, we did collect the best available data on such impacts wherever we could. In this section, we will report the impacts that we were able to identify from extended school approaches per se. In the following section, we will try to disaggregate the value added to these impacts by participation in the demonstration projects.

Participation

There were a number of schools which were able to point to high levels of participation by both students and community members in their extended activities. This was particularly the case where community education was thriving. For instance, in Caster school, over 1000 community members used the school each week and it provided a base for groups that would otherwise be 'homeless'. Garden School was running 250 adult

classes for 2000 students and City School claimed 3000 community learners. The much smaller Fieldfare Primary School was nonetheless hosting over a hundred adult classes each year and could point to family-oriented activities which were attracting up to 75 families (350 individuals).

Attainment

It was difficult to identify specific impacts on attainment from long-term involvements in extended activities. This was partly because there was no longitudinal data which could demonstrate the impact of such involvement and partly because any hypothetical impact of extended activities was mediated by so many other factors that it was impossible to identify its independent effect in a study of this kind. Nonetheless, there are some useful things we can say on this issue. First, the Ofsted reports on the schools in the projects tended to be positive, not simply in their accounts of the schools' extended activities, but in what they had to say about standards generally. Where appropriate, we have included these comments in our accounts of the schools. Second, levels of attainment in many of the schools were high.

This was particularly the case in the Eastshire schools. At Garden School, for instance, Ofsted reported that 69% of pupils passed 5 or more examinations at the higher grades of 'C' or above, whilst at Woolton the figure was 60%. Both LEA and school personnel pointed out that the LEA performance figures overall were high, despite the fact that it was, in their view, a low-funded authority. They claimed that this was not unconnected with the authority's commitment to extended school approaches. What we can say with certainty, however, is that it is entirely possible for a school to maintain high levels of attainment and to be perceived by Ofsted as a good school at the same time as it maintains a substantial commitment to extended activities. At the very least, we can refute the argument that extended activities are necessarily incompatible with high levels of attainment and with high quality in the school's 'core' business of teaching children.

Culture of learning across communities

One impact of extended activities that was held in part to account for good standards of attainment was the creation of a culture of learning across the school's internal and external communities. The presence of adult learners in the school building, particularly where they interacted directly with students and the openness of the school, as an educational establishment, to the community were seen as overcoming some of the barriers to learning experienced elsewhere. For instance, a governor in Garden School was a teacher in a school in another authority where there was no tradition of extended school approaches. It was her view that in this other school it was an uphill struggle to convince young people of the value of learning, whereas in Garden "it happens by osmosis".

In relation to this, some school personnel were keen to tell us that they saw 'learning' as being about more than 'standards', narrowly defined. They emphasised, for instance, the importance of young people learning about difference as they encountered other community members - older people or people with disabilities in particular - around the school. The local evaluation on the Southtown project, for instance, reports the following comment on the impact of allowing children to interview elderly people:

...what it did in reducing that distance between the old and the young was phenomenal because the young suddenly realised that the older people have a wealth of experience. And the older people began to realise that kids are human; they are not threatening just because they are in groups.

In our own interviews in Eastshire, school personnel similarly reported the impact on the ethos of the school as a result of having frail members of the community in the building. In the words of one community educator, "It makes other people seem real". There is, he claimed, a similar impact on teacher-student relationships when teachers meet their students in the course of out-of-lesson activities; they "think of one another as human beings". The corollary of this was evident, in the Southtown primary schools where parents were trained to become classroom assistants and, the local evaluation found, became much more aware of the school norms and expectations which impacted on their children.

Engagement of disaffected students and community members in learning

The impacts noted on schools' communities generally were particularly strong in the case of vulnerable or disaffected groups. In some cases, activities were directed specifically at these groups and we were offered a wealth of anecdotal evidence as to their impact. For instance, we interviewed one mother of a primary school child who had few formal qualifications and had been out of work since her child was born. She was approached by a community outreach worker in the playground of her child's school and they had discussed what would be needed to build her skills and confidence and help her back into work. Together, they had devised a customised programme of courses and activities which she was now following with great success.

We had similar reports of impacts on vulnerable students. For instance, one school told us of an intellectually-impaired young man who had left school some years ago, but who continued to see himself as part of the school's community, was welcomed into school and undertook work experience activities with the site manager. More commonly, schools reported the ways in which their extended activities linked into their provision for disaffected young people. At Garden School, for instance, students who might otherwise have been excluded or not attending were, as our interviews with them indicated, highly motivated by working on a horticultural project with a disability charity associated with the school. As one of them commented, the project, "gets you out of trouble". He is now taking 3 GCSEs, and told us that he is calmer in lessons and has developed relationships with adults who have learning difficulties. Another was now also taking GCSEs and was very keen to tell the rest of the school despite occasional taunts about project. Both boys were highly motivated; they arrive at the project before the staff and want to return once they have left school.

The value added by the demonstration projects

Given that, at the time of our field-work, the demonstration projects had only recently begun or, indeed, were still in the planning stage, it was difficult to identify any specific impacts. However, if we set them against the backdrop of the impacts associated with

extended activities in general, we can see how they were likely add value to these activities. There are two ways in which this was the case:

- Demonstration projects could be used to consolidate and enhance existing extended activities. Fieldfare School, for instance, used its funding to support a wide range of initiatives - funding a family support worker, offering family literacy classes, commissioning a study of community involvement in the curriculum and so on - all of which depended on their being an existing infrastructure of community education. As the headteacher of Town Lane School told the local evaluators, she was spending part of the funding "to complement and further [existing] enrichment activities." In cases such as these, activities were already in place which were yielding the sorts of benefits reported above. By and large, such schools already had a wealth of ideas for how they would like to develop their activities when the opportunity arose and the demonstration project funding simply provided them with the opportunity they were looking for.
- In schools where there were few pre-existing extended activities, or where there were perceived gaps in provision, there were examples of specific initiatives intended to address particular issues - such as the breakfast clubs at Town Lane and Mine Road Schools. There was also an emphasis in some schools on establishing an infrastructure that would permit activities to be undertaken in future. In some cases, this infrastructure was physical - Mine Road's playground development, for instance, was intended to create a more secure and attractive environment for pre-school children in order to attract them and their parents onto the school premises and begin the process of establishing contact. Similarly, Littlefield School's plan to build a community office and Riverview's new community room were the first steps towards developing much fuller community involvement. In other cases, the infrastructure in question was about more than physical facilities. Most obviously, the Northshire schools' attempts to liase with community agencies and stakeholders was aimed at formulating a broad community development strategy on the basis of which specific activities could be planned.

In both of these cases, it is reasonable to claim that there was a 'multiplier' effect in the demonstration project. Where extended activities were already established, the existing infrastructure tended to multiply what could be achieved through the demonstration project; where there were no such activities, the project tended to create an infrastructure whose impact would be multiplied as it was used for further activities in the future.

5.3 The management and sustainability of extended school activities

A major concern for schools considering extended school approaches activities is whether and how they can be managed so that they do not impinge on the 'core business' of raising standards. Schools in the three project LEAs had developed or were developing management structures which differed in two main ways:

- the extent to which activities were managed at the level of the school or at some sort of area level; and
- the extent to which activities were managed by those in leadership positions in the school or had their own dedicated management structure.

In Southtown, activities tended to be managed at the level of the individual school and by school leaders. In Eastshire, by contrast, (or at least in the parts of Eastshire where the project schools were located), individual extended activities might be managed at school level, but community education was managed at area level. Headteachers were fully involved in area management, but shared that responsibility with other community organisations and groups. Moreover, their role tended to be strategic; day-to-day responsibility lay with community education managers at the area level. The situation in Northshire lay somewhere between the two, with particular activities managed at school level, but also with the beginnings of collaborative area-based management. A further difference here was that the group of schools formed a primary-secondary pyramid, with the secondary school initially taking a leadership role in promoting the area-based approach.

Given what we said earlier about the different forms and aims of extended activities, it is not surprising that our evidence does not suggest that any one of these patterns is

unequivocally better than the others. Where activities were delivered by the school and focused on its students and/or on its immediate community, many headteachers seemed content to accept responsibility for their management. None spoke of this additional task as a burden, seeing it simply as one of the many things they had to do as headteachers.

However, where activities were more wide-ranging in their scope, the situation was different. The Southtown schools, for instance, were beginning to feel the need to share local knowledge amongst themselves and spoke of the desirability of having a senior manager with responsibility for extended activities as these became more complex and demanded more specialist knowledge. Likewise, two of the Eastshire heads, heavily involved in a wide range of community education activities, spoke of the danger of these activities making excessive demands on them unless they were carefully controlled. For the head at City School, this danger was already a reality and she felt that both herself and those of her staff involved in managing extended activities were beginning to be distracted somewhat from the school's 'core business'. This may have been connected to the fact that this school served the least socially-advantaged intake of the Eastshire schools and therefore the management of the school's statutory provision was in itself challenging. Likewise, at Caster School in Northshire, also serving a non-advantaged area, it was evident that the senior management team were taking on substantial additional responsibilities for managing the school's community education provision (though they had appointed a specialist to do much of this) and leading the area initiative. Although the senior manager we spoke to saw this as a normal part of her role, we wondered how sustainable this was over the long term and, particularly, as the area initiative grows.

The head at Fieldfare School in Eastshire, however, was more optimistic that the collaborative, area-based management system averted this danger. As a relatively recent appointment, he spoke of the benefits of having a peer-group of heads who could share the load and induct newcomers into their extended roles. Moreover, because the schools in this cluster pooled their community education budgets, they were able to appoint high-quality managers who carried much of the burden for them. As he put it:

Pay someone to do the job - don't always do it yourself.

He saw his role as being strategic and developmental - "moving things on", not day-to-day management. It was entirely in line with this approach that he used some of the demonstration project funding to commission pieces of work to be done rather than taking them on himself or asking his staff to do them.

The other heads in this cluster took the view that managing community education was a normal part of their role and did not impact on their capacity to undertake other headship duties. Moreover, in the Eastshire schools, although schoolteachers could and did become involved in community education, there were also teams of community education specialists who delivered courses and undertook outreach work, so that the burden on teachers was not excessive. Indeed, ready access to community specialists meant that there were educators in the schools who, under appropriate circumstances, could support teachers in their work. In the 'alternative education' provision at Woolton and Garden Schools, for instance, young people were working with instructors as well as with schoolteachers. Similarly, at Fieldfare, the range of initiatives to involve families in learning was planned and delivered by teachers and community educators jointly rather than being dependent, as in most schools, on the efforts of schoolteachers alone.

Looking at these findings as a whole, they seem to lead to the following conclusions:

- Small-scale and tightly-focused extended activities do not present significant management challenges and can be undertaken within existing school management structures.
- As activities become more extensive and complex, particularly where the school already faces other challenges, there is need for a dedicated management structure, possibly on a collaborative area basis.
- Although the increasing challenges of larger-scale activities impose burdens on the school, there is a critical point at which it becomes possible to fund a proper management and delivery infrastructure which may itself support the statutory work of the school.

5.4 The role of the LEA

In all three demonstration projects, the LEA was an active partner and co-ordinator of schools' efforts. However, it is also clear that, in terms of extended school activities more generally, the three LEAs played somewhat different roles:

- In Eastshire, the LEA had a long-standing system for funding and managing youth and adult education at school level. This included procedures for designating headteachers as community education managers, paying them a small addition to their salary in recognition of this role, making detailed guidance available to schools (on health and safety, insurance, equal opportunities and so on), building community facilities on school sites and co-ordinating planning activities at a school, area and authority level.
- In Northshire, the LEA acted responsively to an initiative taken by the project schools and, particularly, by Caster School. It was able to advise the schools and support them in their efforts to liaise with community agencies and organisations, but did not have a ready-made infrastructure into which their work could fit.
- In Southtown, likewise, there was no established community schooling infrastructure of the kind found in Eastshire - though, as in Northshire, one of the demonstration project schools had a history of such work. However, unlike the other two LEAs, Southtown had established an integrated Children, Families and Schools Department, so that the extended school initiatives taken by individual schools formed part of an authority-wide move towards 'joined-up' services.

Despite these differences, what is evident is that there is indeed a role for LEAs to play in supporting schools' moves towards more extended activities. In each case, the specific initiatives were very much 'owned' by the schools, but the LEA acted as a supportive partner, particularly in terms of offering advice and locking the schools into networks of community agencies and organisations. In Eastshire, the long history of community schooling meant that this supportive role had become formalised. This seemed to bring a number of advantages:

- Many of the practical issues around extended school approaches which concerned schools elsewhere - to do with insurance, security, liabilities and so on - were dealt with by established systems.
- The three-level planning system (school, area and whole-authority) meant that it was possible to achieve a balance between local and county (indeed, national) priorities. For instance, schools could be responsive to the expressed wishes of their local communities while authority priorities ensured some targeting of provision towards some of the less-visible groups at risk of social exclusion.
- The stability of the infrastructure meant that extended school activities had a guaranteed future and were not dependent on the energy of individual headteachers. Indeed, we were told that the authority attracted headteachers who were committed to extended school approaches and it was evident in all the interviews we did that community education was part of the culture of schools rather than something that was simply bolted on.

On the other hand, the very stability of community schooling in Eastshire meant that it was locked into a model which had its origins in very different times and which might be less successful in areas of greater social stress. In this respect, Southtown's integrated services approach was more in tune with recent developments, even though it was still in the process of evolution. Southtown was arguably in a better position to lock the work of its schools into a series of area-based initiatives (Sure Start, New Deal for Communities and so on) which were not purely educational in their aims and which required close liaison between professionals from a number of disciplines.

It was also evident that the more reactive approach in Northshire brought some difficulties that the presence of an established infrastructure might have avoided. The initiatives at Caster School were initially the product of a particularly energetic headteacher. This gave rise to two problems. First, there was no pool of experience or established policies to guide this head and therefore the school had invested heavily in a non-LEA consultancy. Not only did this place an additional burden on the school budget, but not all stakeholders were impressed by the outcomes of the consultancy process.

Moreover, some representatives of other community agencies whom we spoke to were unhappy about the domination (as they saw it) of the area initiative by the school and by educational concerns - something which might have been avoided if better inter-agency networks had already been established.

Second, the headteacher left shortly before the demonstration projects began and a new headteacher was waiting to take up appointment. Although we were reassured that the new head was committed to community education and to the area initiative, there could, of course, be no guarantees that he would accord them the same priority as his predecessor. Under these circumstances, the lack of established infrastructure meant that it was difficult to see what would sustain the school's extended role. Indeed, in many of the schools across all three areas, an energetic headteacher was a driving force behind the school's willingness to undertake extended activities - commendable in itself, but a fragile basis on which to build sustainable provision.

The implication would seem to be that there are distinct advantages in locking the work of individual schools into a framework of policies and a supportive infrastructure at local authority level. There are different models of how this might be done, just as there are different models of what count as extended school approaches. However, while it is important for LEAs to avoid stifling school-level initiative, it is also clearly important for them to be able to do more than simply react to such initiatives.

5.5 Managing funding for extended school approaches

Each of the schools involved in the demonstration project received a relatively modest amount of additional funding to support their work. As we have indicated above, this tended to be used either to develop existing extended provision in a new direction or to create an infrastructure on the basis of which further activities could be developed in the future. It seemed highly likely, therefore, that this small investment by DfES would represent very good value for money, given the level of activity it would support.

Beyond this, however, there were a number of issues related to funding matters:

Multiplying the effect of demonstration project funding

Demonstration project funding was typically just one of many sources of funding which schools and LEAs were calling upon to support their activities. These sources included, amongst other things, schools' delegated budgets, adult and youth education budgets, funding from Learning and Skills Councils, fees from community groups for the use of school premises, Standards Fund monies, and New Deal for Communities and Neighbourhood Renewal funding. This would seem to confirm the conclusion that the modest investment represented by the project funding was multiplied by being combined with other sorts of funds.

Given the short time scale of the projects, it is not surprising that we had no examples of project funding being used to leverage money from other sources. However, we did have examples of how this might be done effectively in the longer term. Where schools had appointed or had access to dedicated managers of their community education provision, these managers typically had as part of their role some responsibility for finding additional funding. In the Garden School and Woolton area, for instance, managers of community provision were able to multiply the delegated youth and adult education budgets some five-fold from fee and grant income.

We identified a second multiplier effect in terms of the dual use of facilities. Where schools did not have established community provision, they were often acutely aware of the unsuitability of their current accommodation and had to invest in upgrading their facilities. However, many of the schools where this had happened in the past were now able to report the advantages of dual use. By combining budgets, they had been able to develop facilities and other resources for joint community and student use which were better than anything that could have been achieved for single use. For instance, the planned development at Seaton creates small teaching/meeting areas and ICT facilities which can be used both by students and by community. Likewise, the head at Fieldfare had permitted the Army cadets to place their meeting hut on the school site, on condition that when they were not using it, it could be used as additional classroom space by the school and be let out to community groups at a reduced rate.

The problems of project funding

The demonstration projects were always intended as means of exploring extended school services. However, their short-term nature inevitably led to problems:

- Schools and LEAs were required not only to draw up their plans for project activities quickly, but also to implement them within a very short time-scale. Because all of the schools were committed to extended school approaches and had a clear idea of how

they wished it to develop in their situations, the plans which resulted were surprisingly coherent. However, it was not realistic to expect schools to complete their implementation in the prescribed time-scale. Many activities required considerable planning, particularly where other organisations were involved and some, therefore, were still at the planning stage when they were evaluated. Some schools which were adopting a sensibly measured approach were understandably anxious about the consequences of not having spent their funding by the end of the project. Clearly, this was not the intention of DfES and some consideration may need to be given to appropriate time scales for funding extended school approaches in future.

- A wide range of activities was funded within the demonstration projects. Given this diversity, however, it was not immediately clear to us what counted as an extended school activity and what did not. For instance, some schools funded developments in their provision for students at risk of exclusion as part of the projects, while others saw this as more properly funded out of other parts of their budgets. Whilst this is a minor problem in an exploratory initiative such as this, the diversity of extended activities and the different rationales through which they can be justified suggest that this may create difficulties if such activities are funded separately, without a clear definition of what is and is not eligible for funding in this way.
- Although skill at combining funding from various sources was a characteristic of many of the demonstration project schools, the need to do so and, particularly, the need to pursue a multiplicity of short-term funding opportunities was a problem for many of them. As one community manager put it:

We get fed up chasing money...it's the bane of our life!

Quite apart from the personal frustrations of those who had to seek funding, it was difficult for schools to know what activities they would be able to sustain in the medium to long term. This picture was particularly complicated where funding was targeted on an area basis and came from a number of government departments. The consequence was that, although schools appeared to have lots of ideas for extended activities, there was a sense that what they actually did was dependent as much on

what funding became available under what conditions as on some well-thought-out response to properly-analysed need.

The implication of all this would seem to be that there is the need to find a 'golden mean' in funding extended school approaches. There are good reasons for supposing that relatively small investments are capable of leveraging other monies to support extended activities, but that the current situation is somewhat too heavily weighted towards multiple, short-term sources of funding and may militate against a strategic approach to provision. It may be that a single, stable funding source, particularly if it is used to employ dedicated managers who can seek other forms of funding and to sustain a basic infrastructure, will go some way towards redressing the balance.

5.6 Defining the community's needs

As we saw in the literature review, a perennial issue in what we now call extended school approaches has been the question of how and by whom needs are defined in a community. This issue appeared also in the demonstration projects in terms of a tension between two ways of defining 'needs'. In schools which had established forms of community education, 'needs' tended to be defined in terms of the wishes of individuals and groups within the community. The job of the school was then to respond to these wishes by, for instance, setting up courses or letting its facilities. In some cases, the consultation on wishes was formal - as, for instance, in the Eastshire system of area-based planning where parish councils were represented. In other cases, the consultation was informal or *de facto* - as in the many community education courses which lived or died by the number of participants they could recruit.

The other way of defining needs was driven more by professionals who took it upon themselves to decide what forms of intervention were in the community's best interests. This seemed to be related to the perceived level of disadvantage in an area. For instance, Caster School in Northshire, as we have seen, operated a 'traditional' model of community education alongside a developing, more interventionist, area-based approach. However, it saw this interventionist approach as necessary only for the most

disadvantaged of the many communities from which its students came. By contrast, the head of Fieldfare saw the heavy community involvement in shaping the extended provision made by his school as a product of its relatively *advantaged* status. As he explained, because the local community is seen as favoured, it receives relatively little external support and has therefore learned to do things for itself. Even here, however, there was a more interventionist approach to the small 'pocket' of deprivation which the school identified in its community.

The danger of this approach is that professional-led definitions of need might adopt an entirely deficit view and, moreover, identify deficits only in relation to the schools' task of raising attainments. This was certainly the view of some community agencies and organisations in Northshire, which became somewhat uneasy about the negative and education-dominated definition of the community's needs that was promulgated, with all good intentions, by the Education Service. On the other hand, educationalists here and elsewhere (notably in Southtown) were working within a policy framework whereby particular communities were identified as 'needy' and interventions and resources were targeted at those communities in the same way as schools were encouraged to identify their 'under-achieving' students and to target interventions at them.

Clearly, these different approaches to identifying need relate to the different models which we identified at the start of this chapter and point to a dilemma in the development of extended schools. A responsive, community-led approach respects the wishes and knowledge of the community and avoids the dangers of domination by professionals and others who view the community from 'outside'. However, it only makes sense where it can be assumed that a cross-section of the community will participate in decision-making and that they will have a full understanding of the community's long-term needs. Where this is not the case, professionals may need to be more proactive, though this brings with it the danger of under-estimating the community's strengths and imposing a view of needs that is dominated by the concerns of professionals.

We did, however, see some examples of how this dilemma was resolved. For all its problems, the attempt to develop an area-based approach in Northshire did involve extensive consultation with community agencies and organisations. The task for the educationalists leading this process was now to listen carefully to what was coming back from the consultation. Likewise, Hilltop special school in Southtown had commissioned an audit of local needs rather than simply making assumptions about its deprived community. In this case, it may well be the fact that the school did not serve its immediate community which helped it to avoid making assumptions about it. Finally, at City School in Eastshire, we spoke to an outreach worker who explained how she identified and targeted disadvantaged members of the community but that this led to an individual dialogue about needs and wishes and that any decisions were ultimately in the hands of the individual community member.

What these examples show is that it is possible - albeit difficult - to strike a balance between a proactive approach by professionals on the one hand and genuine consultation on the other. Crucially, in each of these cases, schools did not act alone in defining needs, but looked for support to professionals outside schools who might have a somewhat broader view, not only of what communities 'needed', but also of how to go about consulting community members.

5.7 The professional development of teachers for extended schools

A point made strongly in the local evaluation of the Southtown project is that teachers needed some professional development if they were to become involved in extended school approaches, particularly in terms of how they could best work with professionals from other agencies. The LEA's view was that this could be achieved, in part at least, by bringing teachers from extended schools together to share experiences and ideas. Certainly, there was some evidence of the potential of such networks in Eastshire, where, as we have seen, new heads felt supported by joining a collaborative group of their peers. It is also worth adding that there appeared to be a culture of community education in the Eastshire schools and, although we did not interview newly-recruited teachers, it seemed likely that they too would experience considerable support from working in schools

where this culture was well-established. On the other hand, Caster school in Northshire, had invested in external trainers to work on an intensive one-to-one programme with its middle managers, aimed at turning them into 'change-agents' in the move towards more extended school approaches. This programme focused not only on the explicitly community-oriented aspects of teachers' work, but also on the implications of adopting a community perspective within the classroom.

No one model of professional development emerges as the preferred one, though some mixture of targeted training and professional networking might well be effective. However, it is clear that extended school approaches impose new professional demands on teachers - particularly headteachers - who become involved in it and that some form of professional development is likely to be needed to support change in schools.

6. Conclusions and recommendations

This is a small-scale study drawing on the experiences of schools in quite different contexts and with quite different histories. It is important, therefore, to be cautious about the conclusions that can be drawn from it and the recommendations to which it leads. Nonetheless, there are some clear messages from our work and it is to these that we now wish to turn:

6.1 Conclusions

The potential for extended school approaches

It is evident from our study that there are schools and LEAs across the country which are already committed to what we now call extended school approaches, or are keen to develop in this direction. Although our sample was self-selecting, what was striking was the extent to which schools in different situations were full of positive ideas for development and were simply awaiting the opportunity to put these ideas into practice. Although we cannot generalise to all schools, it seems reasonable to assume that a more wide-ranging initiative to facilitate extended activities would be met with a positive response in some quarters at least.

The impacts of extended school approaches

A small-scale study such as this cannot do much more than indicate and illustrate the sorts of impacts which might be anticipated from extended activities. In particular:

- There is evidence to suggest that involvement in extended activities impacts positively on schools' 'core business' of raising students' attainments. This was, for instance, the view of many of the heads and LEA officers we interviewed. Certainly, there is robust evidence that such involvement, managed appropriately, is entirely compatible with maintaining high standards of attainment in schools.
- There is good evidence from the research literature, supported by anecdotal evidence from this study, that targeted interventions with 'at risk' groups in the school and the community stand a good chance of fulfilling their objectives. These might in

particular involve raising attainments and re-engaging disaffected groups with education.

- There is also anecdotal evidence that involvement in extended activities may have a positive impact on the cultures of schools and their communities, particularly in terms of how learning is viewed and of some notion of community cohesion. These impacts are particularly important if education is seen as being about more than simply raising attainments.

On the other hand, there is some evidence that involvement in extended activities *can*, under certain circumstances, impose burdens on heads and other teachers which distracts them from their 'core business' responsibilities. This may be particularly the case where the school already experiences challenges and seems to have implications for how extended activities are managed (see below).

Resourcing extended school approaches

There is good evidence that, in committed schools and LEAs at least, a relatively modest injection of funding stimulates a range of extended activities. This is because it tends to be combined with other forms of resourcing and may be used to leverage other funding into the school. This is particularly the case if there is someone associated with the school whose responsibility it is to maximise funding for extended activities. There is also good evidence that the combining of funding sources, legitimated by the dual use of facilities, generates more and better facilities than might otherwise be available to schools.

On the other hand, the instability of funding for extended activities and the need to pursue multiple funding sources imposes burdens on schools and may distort the sorts of activities which are actually undertaken. There is an apparent need for more coherence and predictability in the funding stream for these activities.

The management and sustainability of extended activities

Small-scale and school-focused extended activities can be managed by schools without any significant restructuring of the leadership systems. However, the more extensive and

ambitious such activities become, the more likely it is that they will need a dedicated management structure so that the burden on school leaders can be kept under control and so that extended activities are managed by someone with the necessary expertise. The costs of this may well be off-set (at least) if the extended activities manager has the task of finding additional funding.

It is also the case that, the larger the scope of extended activities, the more important it is for individual schools to be locked into supportive networks of other schools and/or of other community agencies and organisations. Supportive networks may also have a role to play in promoting the professional development of teachers for extended school approaches. The LEA has a key role in facilitating these networks and can support extended schools in other ways - by developing policies, setting strategic directions, providing guidance on technical issues and so on. This can be done without stifling the initiative of individual schools.

Dimensions of extended school approaches

The 'extended school' is one of a number of labels ('Schools Plus', 'community schools', 'community colleges', 'village colleges', 'full service schools') which have been applied to schools which offer a broader range of services than their basic classroom provision and which, in particular, have close and extensive involvement with their communities. However, this multiplicity of labels indicates that there is no consensus as to what 'extended school approaches' actually mean in practice. All of the conclusions we have reached, therefore, have to be read on the understanding that different schools have interpreted the concept of the extended school in very different ways.

Our evidence suggests that this lack of clarity tends to generate a range of activities that have different aims and rationales. We have suggested that these can be characterised in terms of two dimensions: whether their focus is on students or the community on the one hand; and whether they aim to enrich a functional situation or intervene in identified problems on the other. This in turn has implications for how community 'needs' are identified, with communities perceived to be disadvantaged being more likely to have

their needs defined by professionals and in terms of the deficits which professionals identify within those communities. Some correctives in terms of meaningful community consultation are needed in these situations - and there is evidence that such consultation is possible.

6.2 Recommendations

In the light of these conclusions, it is possible to make recommendations at three levels: the school, the LEA and the national level.

The school

- Schools should consider involvement in extended activities and should have confidence that, appropriately managed, they will not impair other aspects of the school's performance and may bring significant resourcing, performance and cultural benefits.
- Before embarking on extended activities, schools should think carefully about the aims of the activities they wish to undertake and the scale of operation they envisage. There are many directions open to schools and they should be aware of what these are and of the implications of each.
- Where schools envisage their extended activities as involving and/or impacting on the community, they should give some consideration to how and by whom the 'needs' of the community will be identified. In particular, they should ensure that they are able to consult in a meaningful way with community members, agencies and organisations. They should beware of adopting deficit views of their communities and of imposing narrow educational priorities on those communities.
- Internally, schools should develop management structures for taking forward extended school initiatives. As these activities grow, it will be increasingly necessary for schools to consider having a designated manager in addition to those in their current leadership structures. They should consider allocating the task of maximising funding to this manager.
- Externally, schools should seek to lock themselves into supportive networks of other schools and community agencies and organisations. They should consider the

advantages of managing extended activities on an area basis. They should also look to the LEA for some leadership in terms of policy direction and for advice and technical support.

LEAs

- LEAs should develop clear policy positions in respect of extended school approaches. These should be developed in the light of local circumstances and of the different 'models' of extended school approaches that are available. They should be available to and clearly understood by schools. Certain policy directions may demand a corporate approach across the local authority as a whole and may demand (or be demanded by) some reorganisation of local authority services and funding streams (such as the merger of education and children's services, or the delegation of community education funding to schools).
- LEAs should consider how they can support and stimulate initiatives taken by schools. They should consider how they can best provide advice and technical support, how they can develop an evidence base of local needs and conditions and, in particular, how they can facilitate networking across schools and between schools and community agencies and organisations. This may be particularly important in helping schools develop a broader view of their role and an accurate picture of their local communities.
- LEAs should consider how they can support the professional development of teachers (particularly headteachers) in respect of extended school approaches. They should consider some mixture of peer support through networking and targeted training programmes.

National

- There is sufficient evidence in this study to support the further promotion by DfES of extended schools initiatives. The investment of relatively small amounts of funding might well be enough to catalyse a wide range of activity, given the availability of other funding streams which could help support this work..

- Some thought might need to be given to the best use of any funding which became available. On the one hand, small-scale and short-term projects such as the present one have well-known limitations and do not offer a promising way forward if extended school approaches are seen as an important direction for the school system as a whole. On the other hand, it would be counterproductive for DfES to fund directly the wide range of extended activities which schools already support from their delegated budgets and elsewhere. There is also the problem of targeting any additional funding in such a way that forms of provision for which there are alternative funding streams (for instance, provision for students at risk of exclusion) do not encroach on any extended schools funding.

In the circumstances, it might make sense to think in terms of funding an infrastructure to support the development of extended activities rather than simply funding the activities themselves. This infrastructure might be physical (as in some of the demonstration project schools) and/or might take the form of an extended school manager who could develop activities, maximise funding and other resources and take some of the managerial burden from the headteacher. Given the difficulties which schools reported in respect of the unpredictable nature of funding, it might be helpful if some core funding were available on a medium- to long-term basis so that schools could be encouraged to invest in this area of work, in the expectation that this would allow them to leverage other forms of funding to support their ongoing activities.

- DfES might also wish to consider funding the development of extended schools on a cluster basis. This might be expected to produce economies of scale (such as sharing one manager across a group of schools, sharing the use of facilities and consulting with communities on a 'school family' basis) and would encourage the development of area-based approaches. In any bids for additional funding, clusters could be asked to produce a business plan which would show how they would fund their activities. They could also be asked to show how they had consulted their communities in some meaningful way in drawing up their plans.
- A number of schools in the demonstration projects used the additional funding to carry out audits and feasibility studies. If community consultation and area-based

approaches are to be taken seriously, they will require considerable time and energy. It might, therefore, be helpful to make small amounts of funding available to support the development of extended school plans, separately from the larger and more long-term funding outlined above.

- Although extended school approaches are, by definition, delivered at the school level, it is evident that the LEA has a key role to play in terms of advice, support, networking and co-ordinating the work of schools within an overall policy direction. DfES might therefore wish to issue guidance to LEAs on how they might best play this role and how that guidance might relate to the local authority as a whole. It would be useful, for instance, if schools could be offered a guaranteed minimum level of support from LEAs in developing extended activities. This in turn might require LEAs to have some clearly-identified structure for offering such support, which might or might not take the form of a designated officer. DfES might wish to consult LEAs on how realistic it is to expect them to support such a role from their existing budgets and whether or not any additional funding for extended school approaches should be available to LEAs for this purpose.
- Given the many forms of extended school approaches, DfES can encourage LEAs, schools and their local partners to give some thought to the particular variety/ies they wish to develop. It may wish to stress the importance of avoiding the pursuit of a multiplicity of unfocused activities by developing a coherent, overarching strategy. Forthcoming guidance from DfES is likely to be helpful, particularly if it enables schools, LEAs and local partners to be clear what the different options are and what it is that they are trying to achieve. Amongst the key issues which need to be resolved are:
 - whether the development of extended activities is seen as a universal attribute of a high-quality schools system, or as part of a social inclusion agenda and therefore particularly relevant to disadvantaged areas and groups;
 - whether the development of extended activities is seen as necessary or optional and whether, in the latter case, it is the responsibility of individual heads and governors, of LEAs or of some other body (such as local strategic partnerships) to decide whether or not to take up this option.

Our own view, on the limited evidence available to us, is that there are many advantages in basing 'traditional' community education in schools, even in areas which are relatively advantaged. However, other models are available for delivering this service and there is no overwhelming case for making it school-based. There are, however, stronger reasons for developing an extended role in schools serving disadvantaged groups and areas and for co-ordinating this role with those of a range of other service-providers. A requirement, or at the very least strong encouragement, for schools to develop extended provision in these areas would accord well with the overall neighbourhood renewal strategy.

- In promoting coherent approaches to extended school activities, DfES will also need to consider the coherence of its own and of wider government policies as they impact on the extended roles of schools. There was no evidence that taking on such roles prevented schools maintaining high standards - quite the contrary, in fact. Nonetheless, some schools perceived tensions between these two agendas. The evaluation of the Southtown project also indicates some difficulties for schools and LEAs in managing multiple initiatives and funding streams with different aims, regimes and geographical boundaries. The implication would seem to be that, if schools are to develop extended roles in anything more than an ad hoc manner, they need a clear vision of how those roles and the standards agenda fit into their overall aims and of how this in turn relates to the wider social inclusion and neighbourhood renewal agendas.
- Extended school approaches have implications for initial teacher training, for continuing professional development and for leadership training. If a significant number of schools are to develop extended activities, they will need teachers who understand the implications of an extended role for their work in the classroom and leaders who understand what it means for their management of the school. There are issues for DfES (along with the Teacher Training Agency and the National College for School Leadership) to consider, in terms of which teachers should have access to development in these areas, at what point in their careers it should take place and what are the most appropriate modes of delivery.

- As we indicated in the literature review, the research base for extended school approaches is limited, in quality if not in quantity. Unfortunately, the current study, though we trust that it will be useful in other ways, does not address the fundamental weaknesses of the research base in terms of a lack of depth and scale. There still remains a need to research this area more thoroughly and to synthesise what is known through one or more systematic reviews of research evidence. DfES might consider sponsoring primary and secondary research of this kind as part of a wider initiative to promote extended school approaches. Its funding, with the National Union of Teachers, of a study entitled 'Towards Extended Schools' is a welcome development in this respect.

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