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Research Report DCSF-RR068

Extended Schools Survey of Schools, Pupils and Parents

A Quantitative Study of Perceptions and Usage of Extended Services in Schools

Emma Wallace, Kate Smith, Julia Pye, Joanne Crouch, Ali Ziff and Kirsty Burston

Ipsos MORI

department for children, schools and families

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Executive Summary

Background, objectives and methodology

- Ipsos MORI was commissioned by DCSF to undertake a survey of schools, parents and pupils in relation to current provision, usage and perceptions of extended schools services. Extended schools offer access to a wide range of services from 8am - 6pm, 48 weeks a year, including school holidays. Services may be provided directly by the school on-site, or the school may provide access to services at other schools or centres. The core offer comprises:
    - A varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities) in a safe place to be for primary and secondary schools;
    - Childcare 8am-6pm, 48 weeks a year for primary schools;
    - Parenting support including family learning;
    - Swift and Easy Access to targeted and specialist services such as speech and language therapy; and
    - Community access to facilities including adult learning, ICT and sports facilities.

- **School survey:** A sample of 3,614 primary, secondary and special schools in England was selected for the survey. Samples were representative of all maintained schools, and not only those officially recognised as extended schools by the Teaching and Development Agency for Schools (TDA). Questionnaires were mailed to headteachers, who were asked to direct the survey to the member of staff responsible for co-ordinating extended services. Non-responding schools were sent a reminder after two weeks. Where schools did not respond to the postal survey, Ipsos MORI attempted to contact and interview schools by telephone. In total, 1,901 responses were obtained from June-July 2008. Data were weighted to reflect the profile of all primary, secondary and special schools in England.

- **Parent and pupil surveys:** A random sample of parents and pupils from across England was selected. All parents and young people in the selected sample were sent an advance letter and approached by an Ipsos MORI interviewer to conduct the interview face-to-face in their home. A minimum of six attempts to interview were made at each address on different days and at different times. In total, 1,021 interviews were conducted with parents of primary, secondary and special school pupils, and 1,019 interviews with secondary school pupils. Fieldwork took place June- August 2008.

Key survey findings

- The schools survey was designed to represent all maintained schools in England, not only those providing the full core offer of extended services. Parental and pupil reaction is therefore likely to vary dependent upon the status of the school; it is likely to vary as well dependent upon when services or access to services were first provided. However, in addition there are discrepancies between what schools at the time of the survey recognised in terms of the core offer and what they later agreed with local authorities and the

TDA. One third of schools on the survey list said they were providing the core offer. This is different from the TDA data agreed with schools and Local Authorities in the next academic year. The differences in the figures in the current survey and the TDA figures may reflect fluctuations in provision over time: schools were asked to describe what services they currently offered. In addition, schools' experiences vary according to whether they provide the full core offer, part of the core offer, or access to it.

- Key survey findings are summarised below.

Management and provision of extended services

- Over half of schools provide extended services in a cluster. Secondary schools (particularly small ones) and those providing the full core offer are more likely to provide extended services in a cluster than other types of schools.

- Most schools are responsible for the day-to-day provision of extended services, although many work with their local authority, private providers and others to offer access to services.

- Childcare and activities are most likely to be funded by users and/or the school. Users are most likely to pay for childcare in primary schools, although deprived schools are most likely to fund childcare themselves. The majority of schools that charge users for childcare and activities provide help for families who struggle to pay the full fee.

- Schools are also most likely to obtain funding for community access from users, although around one in five also fund community access themselves. Secondary schools are more likely than primary schools to charge users for community access.

- In contrast, parental support and Swift and Easy Access are more likely to be funded exclusively by schools, or jointly by schools and local authorities.

Support in developing and providing extended services

- Overall, schools are more likely to agree than disagree (42% vs. 28%) that they currently receive sufficient support to develop and provide extended services.

- The most commonly cited sources of support include local authorities (cited by 82% of schools), other schools (54%), the health sector (32%) and School Improvement Partners (26%).

- Schools providing extended services in a cluster are more likely than non-cluster schools to say they receive support for planning, developing and providing services from most of the support services asked about, and are more likely to agree they receive sufficient support (48% agree compared with 36% non-cluster schools).

- A significant minority of special schools (12%) say they have not received any support for the planning and providing of services and are less likely than mainstream schools to feel that they receive sufficient support.

Consultation and information about extended services

- The majority of schools report that they engage in consultation about the development of extended services with parents (86% schools) and pupils (73% schools).

- Generally, pupils report that they feel consulted: around seven in ten say their school consults with and listens to young people's views about activities on offer, mainly through questionnaires or discussions in class/tutor groups. Nevertheless, over half of pupils say they need more information about the activities their school offers outside of lesson times.

- Over half (54%) of parents cite ways in which they have been consulted about extended services; however two in five do not recall being consulted in the past year, and two in five feel their child's school does not take parents' views into account when developing extended services. In line with this, only two in five parents say they know much about extended services currently.

- Nearly all schools say they promote extended services to parents and pupils through written channels, either through letters home (95%) or in the school newsletter (93%). However, a smaller proportion of parents say they currently get their information about extended services via these channels (77% and 60%, respectively). Despite the fact that parents cite written information as their preferred format for finding out about services, it appears that some information provided by schools is not received, or is not recalled, by parents currently. This is unlikely to be an issue relating only to communications about extended services.

- Schools that offer community access are more likely than others to have consulted the wider community when planning extended services. In line with this, schools that are more likely to offer community access, such as secondary schools and those working in clusters, are also more likely to have consulted the community.

Provision and usage of childcare and activities

- The most commonly-provided extended services are activities for children and young people, as opposed to services for parents or the community. Nearly all (94%) schools offer activities and/or childcare either at or through their school. In line with this, 88% of parents are aware that activities and childcare are provided by their child's school. Special schools are less likely than mainstream primary and secondary schools to offer activities and childcare.

- Around three in five parents (58%) say their child has attended an activity or childcare service provided by their school in the last term.

- The great majority of schools (91%) offer childcare and activities after school, while two-thirds provide them before school, and just over half during school holidays.

- In line with school provision, activities **straight after school** are more commonly used than activities at other times (53% of all parents say their child attended after school activities in the last term). The schools survey findings also indicate that after-school activities are better attended than activities at

other times of the day. Pupils attending after-school activities tend to do so once or twice a week (74%).

- While **before-school activities** are used by smaller numbers than after-school services (only 16% of parents say their child used these services last term, and school data indicates lower attendance before school), these users are regular attendees. Around one in five parents say their child attends before-school activities five days a week, compared with only three percent of parents whose children attend after-school activities every weekday.

- **Evening activities (after 6pm)** are provided by half of secondary schools (51%) but by smaller proportions of primary (21%) and special schools (38%). Those attending evening activities after 6pm (four percent of all parents report their child has attended these in the past term) are more likely to be in years 10-13 than in younger year groups, and all are in mainstream schools. This reflects the finding that secondary schools are somewhat more likely than other types of school to provide evening activities.

- Only six percent of parents say their child has attended an activity **during school holidays** in the last year. However, just over half of schools provide activities and childcare during school holidays and daily attendance at these activities, according to schools, is 34 pupils per school (mean). A large proportion of parents say they would like to be able to use more activities in the holidays (for example, 58% would like to use more activities in the summer holidays), suggesting that there is either a lack of awareness and/or barriers to accessing holiday activities.

- Results from the parents survey indicate that pupils who are least likely to be using activities and childcare are those from more deprived backgrounds, those where parents do not work or only one parent works, those attending special schools and those where parents are dissatisfied with the school.

- Across all term-time and holiday activities, supervised activities such as sports, drama and performing arts clubs are most widely used (48% of parents say their child has attended these in the past term), while homework and study groups are also used by 15%.

- The pupils' survey finds some differences between subgroups in the **types of supervised activities** that pupils use. Whereas girls are more likely than boys to have attended dance, drama and performing arts, music and art and craft clubs, boys are more likely than girls to have attended sports clubs. Meanwhile, secondary pupils are more likely than primary pupils to use homework and study groups (25% compared with four percent).

Provision of transport for off-site activities

- Childcare and activities are mostly provided on-site, and very few schools provide these services (particularly after-school activities and childcare) *exclusively* off-site. However around half of holiday provision is either off-site or mixed on-site/off-site. Childcare is slightly more likely than activities to be provided off-site after school.

- Where activities and childcare are provided off-site, schools generally provide transport to these when they are not within walking distance; however around one in four schools does not provide transport. Schools working as part of a

cluster are less likely to provide transport (32% do not) than non-cluster schools (13%).

Ratings of childcare and activities

- A majority of parents and pupils rate the childcare and activities provided by their school positively: 67% of pupils rate the activities available outside lesson times as good, and 60% of parents say the services meet their needs. However, a significant minority (26%) of parents say current offerings do not meet their needs.

- Parents and pupils from two-parent families – especially where both parents work – and younger pupils and their parents are most likely to say that services meet their needs. In contrast, the parents of pupils in special schools are least likely to feel that activities meet their needs, as are the parents of pupils in years 7-9 in secondary schools.

- Parents' reports that services meet their needs tend to correlate positively with other attitudinal measures, such as satisfaction with the school, feeling that the school takes parents' views into account and being aware of the extended activities provided by the school.

Perceived benefits of childcare and activities

- Fun and socialising for children are the most frequently cited benefits of childcare and activities by parents (mentioned by 62% and 61%, respectively). Improved health (52%) and academic outcomes (49%) are slightly less frequently mentioned, although the parents of secondary school pupils are more likely to focus on these.

- The parents of primary school children are more likely than their secondary school counterparts to cite allowing the parent to work as a benefit (22% compared with eight percent), as are those who work. The parents of pupils attending special schools also acknowledge that childcare and activities provided by the school allow the parent to spend time on other things (39%), and offer respite and a break from caring (33%).

- Pupils are also most likely to cite the social aspect of attending activities as the thing they like most: seeing their friends (59%) and the enjoyment (52%) form the main appeal. A third of pupils (34%) say they like activities because they get to learn new things.

Perceived barriers to using childcare and activities

- When asked what stops their child from using childcare and activities, one in five (21%) parents say that the child does not want to do the activities and a similar proportion (19%) of pupils say that there are no clubs or activities that they like. However, being too tired to attend before-school or after-school activities is the most frequently mentioned barrier among pupils (25%).

- A significant minority of parents also cite lack of time (17%), cost (16%) and lack of transport (10%)/inconvenient location (5%) as barriers to their child using childcare and activities. Meeting costs is most likely to be a barrier according to lone parents and the parents of special school pupils. Transport is most likely to

be cited by parents of secondary and special school pupils, possibly because pupils are likely to travel further to these types of schools.

Provision and usage of other extended services

- Of the other elements within the extended schools core offer, the most commonly offered service is Swift and Easy Access, mentioned by 76% of schools. Seven in ten schools (70%) say they offer parenting support, and over half provide community access (54%). Schools providing extended services in a cluster are more likely than others to offer these services, as are secondary schools. Encouragingly, awareness of these services among parents is broadly in line with the proportion of schools offering them.

- A third of parents say they have used Swift and Easy Access services in the last year (mainly healthcare-related services). Around nine in ten parents say they would approach the school for help if they or their child had a problem, and a similar proportion of pupils say they know who to go to if they have any personal problems.

- Parental support is more likely to be offered in schools with relatively high levels of deprivation[1]. Information sessions for parents before or after their children enter education are the most commonly-provided and used type of parental support. Reflecting their popularity, around a third of parents would like to see more information sessions available. Parents of special school pupils are more likely than average to report attending parenting courses and support groups.

- Community access typically involves schools allowing public access to halls, classrooms and sports facilities. Secondary schools and those providing extended services in a cluster are more likely than average to offer community access.

Perceived barriers to using and providing other extended services

- Around 13% parents say they would be unlikely to approach their child's school for help in accessing support services if their child had a problem. Of these parents, around half (51%) say they would rather go to other professionals first.

- Just over a quarter of parents (28%) who would be unlikely to approach their school for help say they are unaware of such services being provided by the school, suggesting that there is scope for improving awareness of Swift and Easy Access services. This is particularly the case for parents of children who attend large schools.

- Others, particularly the parents of secondary school pupils (23%), cite previous bad experience when seeking advice from school staff as a barrier for using Swift and Easy Access services.

- Although three in ten schools that currently open facilities for community access do not have any more facilities that could be made available, some schools are currently not opening facilities that are highly regarded by parents such as ICT suites (27%) and libraries (15%).

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[1] For the purposes of data analysis, deprivation level is based on the proportion of pupils eligible for Free School Meals.

1. Introduction and background

The Department for Children, Schools and Families (DCSF) commissioned Ipsos MORI to undertake a programme of research with schools, parents and pupils to measure what Extended Schools services are being provided and how, who uses them, and users' opinions of current offerings.

This chapter sets out the background to the research, discusses the research objectives and details the methodology and sample.

1.1 Policy background

Launched in 2004, the government's Extended Schools policy aims to put schools firmly at the centre of delivery for joined-up local services in order to improve child outcomes, as envisaged in the Every Child Matters programme. Informed by an evidence base of early success, the Government set out a core offer[2] of the extended services that all schools should be able to provide by 2010 (with half of all primary schools and a third of all secondary schools doing so by 2008).

Extended schools offer access to a wide range of services from 8am - 6pm, 48 weeks a year, including school holidays. The core offer comprises:

- A varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities) in a safe place to be for primary and secondary schools;
- Childcare 8am-6pm, 48 weeks a year for primary schools;
- Parenting support including family learning;
- Swift and Easy Access to targeted and specialist services such as speech and language therapy; and
- Community access to facilities including adult learning, ICT and sports facilities.

Previous evaluation work has demonstrated how access to extended services through schools can have positive benefits to children, families and local communities, including not only pupil motivation, behaviour, attendance and attainment, but also parents' own engagement with learning, and supporting a sense of community locally[3].

DCSF guidance states that the provision of extended services at or through schools should complement existing services in the local community. How these services look and are provided in or through a particular school will vary. There is also no expectation that every service will be delivered on every school site. Cluster working across local schools is seen to be important, as is working in partnership

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[2] *Extended Schools: Access to Opportunities and Services for All* (DfES, 2005).
[3] For examples see: *Evaluation of the Full Service Extended Schools Initiative* (DfES Research Brief and Report 852, June 2007); *Extended Services in Schools and Children's Centres* (Ofsted, July 2006); *Evaluation of the Extended Schools Pathfinder Projects* (DfES Research Brief and Report 530, April 2004).

with local private, voluntary and independent providers to ensure that children and parents have access to the services they need. Often the school will act as the "host" to services provided by other agencies or children's services - health care for instance might be provided through a health centre or childcare by a private or voluntary organisation using the school site as the venue to make the best use of facilities schools currently have, and to increase accessibility. Schools will have been providing extended services – either at or through their school – for varying periods of time. Take-up of these services by parents and children is voluntary.

Support in developing extended services is currently available to schools and local authorities (LAs) from the Training and Development Agency for Schools (TDA-D), ContinYou, 4Children, and Extended Schools Remodelling Advisors (ESRAs)[4]. In addition, DCSF is also committed to supporting and assisting in the development of extended schools. Part of this support will involve providing guidance for schools and advice on methods of developing sustainable services that are appealing for users and will be well-used by pupils and parents. The current research findings will feed into this guidance; identify what schools provide and allow an assessment of how far this meets the stated needs of pupils and families; and highlight areas where schools feel they need more support or development.

This research builds on the previous work commissioned by DCSF on Extended Schools, including a report Extended Schools: Testing the delivery of the Core Offer in and around Extended Schools (2008, DCSF Research report RW037), that provided an understanding of the provision, usage and implementation of extended services within English schools. This current survey of schools and pupils will also form a basis on which to develop the forthcoming full evaluation of extended schools. The full evaluation will produce a comprehensive assessment of the long-term impact of extended schools, building on information of service provision, usage, and programme implementation.

1.2 Aims and objectives

The research involved three separate, but linked, surveys which covered schools, parents and pupils.

Specifically, the **schools survey** aimed to understand:

- The nature and type of services that schools provide, their capacity, and current and projected demand and take-up;
- How services are provided, managed and funded; and
- Practical issues relating to the roll-out of Extended Schools, including barriers to success, and sustainability and funding issues.

[4] TDA-D has been working with governing bodies and others on workforce reform for a number of years. As with workforce reform, extended schools remodelling is delivered through a cascade structure. TDA-D have a team of Regional Advisers (RAs) supported by a London based team who work with and support LA-appointed Extended Schools Remodelling Advisers (ESRAs) to help schools to lead reform. Every LA has at least one ESRA who acts as the link between the LA and the school. Many of these ESRAs will already have been working with schools on developing extended services. The TDA-D have been remitted to work together with ContinYou and 4Children at both national and regional level to ensure a comprehensive package of support to LAs and schools in developing the extended schools core offer.

The **parents and pupils survey** aimed to gauge:

- Levels of awareness and usage of services, and variations in usage among key sub-groups (including the disadvantaged); and
- Opinions of the services offered and used, and reasons for non-use.

1.3 Methodology and sampling

1.3.1 Survey of schools

A mixed methods approach was employed for the survey of schools: initially, a questionnaire was mailed to the headteacher of all sampled schools. Where schools did not respond to the initial mailout or a reminder mailout sent two weeks later, Ipsos MORI interviewers contacted the schools and attempted to complete the survey by telephone. This mixed methods approach was used for several reasons: first, it gave school staff the flexibility to respond either by post or by telephone, and therefore would help to maximise response rates. It also reflected the nature of the survey, which aimed to capture detailed information on the numbers of users of extended services: a self-completion questionnaire (which could also be used as a proforma for telephone interviews) was likely to yield more accurate results than alternative options.

A sample of schools from across England was randomly selected from Edubase, a database of all English and Welsh schools[5], so that the survey would be representative of all maintained schools, and not only those recognised by the TDA as Extended Schools. Schools were stratified disproportionately by school phase to ensure that a robust sample of secondary and special school responses was achieved, despite the relatively low numbers of these schools in the country[6]. Mainstream primary and secondary schools were stratified by centre type, deprivation, size of school and urbanity. Special schools were stratified by deprivation and urbanity.

[5] Although Edubase includes schools in Wales, a sample of schools from England was selected for this survey.
[6] For example, secondary schools constitute just 14% of all schools in England, but 54% of the selected sample and 43% of the achieved sample.

Figure 1 – Schools sample and response rates				
	Primary	***Secondary***	***Special***	***Total***
Number sampled	1166	1948	500	3614
Target number of interviews	700	700	300	1700
Total number interviewed	774	820	307	1901
Responded by post	516	655	212	1383
Interviewed by telephone	258	165	95	518
Response rate	66%	42%	61%	53%
Source: Ipsos MORI				

Fieldwork for the survey took place June-July 2008.

Interviewed sample profile and weighting

Weighting for the schools data was considered in two stages. Design weights were calculated to adjust for the unequal selection of schools by phase. As described above, secondary schools were over-sampled and so were down-weighted in relation to primary schools. The resulting profile of schools is representative of the "universe" of all maintained schools in England.

Weights were also calculated to adjust for method of response: telephone or postal. However, non-response weights were not applied because the profile of the achieved sample matched closely with the universe of schools when compared on key variables: school type, level of deprivation, school size and urban/rural location.

Questionnaire development and piloting

In order to develop ideas and techniques for conducting this research, DCSF conducted a pilot study with teachers in early 2008. Ipsos MORI conducted a two-stage research programme consisting of an initial stage of 25 semi-structured in-depth qualitative interviews followed by 100 telephone interviews with teachers.

The depth interviews lasted around 45 minutes each and covered 10 regions in England. Interviews were conducted between 25th January and 15th February 2008, and involved face-to-face interviews in five of the regions and telephone in the other five. The participants were the people with the most detailed knowledge of extended school services within each particular school. The sample was carefully selected to ensure a mix of primary, secondary and special schools as well as a mix of school types, rurality, deprivation and school size.

The second stage of the research comprised 100 telephone interviews with senior managers responsible for the provision of extended services in schools. Interviews lasted around 15 minutes, and took place in a mixture of primary and secondary schools between 25th February and 14th March 2008. The sample of schools was stratified by government office region, school size and rurality, and a '1 in N' approach was used to select 300 schools (150 primary schools and 150 secondary schools) to ensure a representative sample[7].

The topic guide and questionnaire were developed in consultation with DCSF. The stage one depth interviews were critical in highlighting which questions worked well and which were more difficult for respondents to answer. As a result, some of the questions for the first stage were either amended, or removed from the stage two questionnaire. Others remained the same, and were asked in both stages of the survey. In addition, some new questions were introduced at stage two.

The findings from the pilot study informed the development of the questionnaires for the main stage.

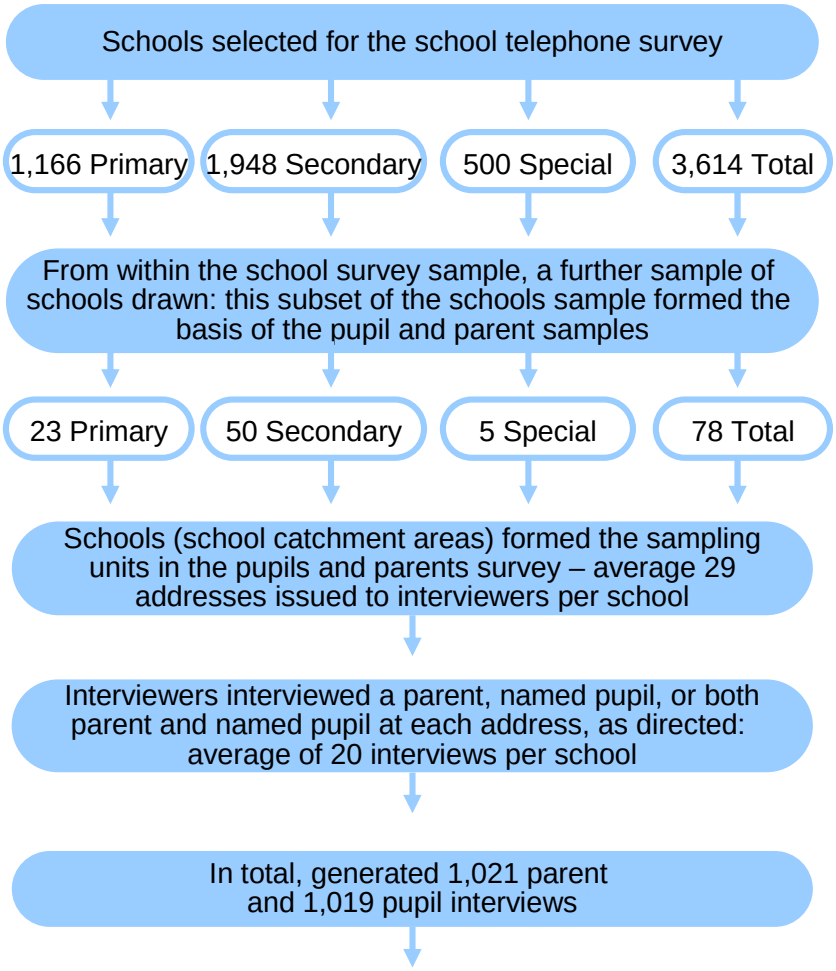
1.3.2 Survey of parents and pupils

To capture data on users' experiences and perceptions of current extended services offerings, large-scale quantitative surveys of parents and pupils were conducted. A random sample of addresses was selected and interviewers visited each address up to six times to secure an interview with either a parent, pupil or both a parent and a pupil. Interviews were conducted using Computer Assisted Personal Interviewing (CAPI). On average, interviews with parents lasted 25 minutes and interviews with pupils 15 minutes. Fieldwork took place from June to August 2008.

In order to maximise the cross-analysis that would be possible from the data across the surveys, the samples for the parent and pupils surveys were drawn from a subset of the schools sample used in the school survey. A random subset of the full schools sample was selected with probability of selection proportionate to school size. Within each school selected for the parent and pupil survey, a random selection of pupils from the school was made using lists of pupils in the National Pupil Database (NPD). The sample was based on named pupils listed in the NPD. For each address/pupil sampled, interviewers were directed to try to interview a parent, a named pupil, or both a parent and a named pupil.

[7] This selection process involves choosing a random starting point, and then selecting schools at fixed intervals (1 in N) from a list. For example, if a selection of 10 schools was being made from a list of 100 a random start point would be selected from the first 10 addresses on the list. We would then systematically select every 10th school on the list (i.e. using a selection of 1 in 10). This selection was made using formula in Excel.

Figure 2 – Sampling overview



	Primary	Secondary	Special	Total
Pupil only	0	558	0	**558**
Parent only	455	0	105	**560**
Pupil and parent	0	461	0	**461**

Due to the difficulties of interviewing respondents under 10 years old, and the special training and questioning which would have been required to cover special school pupils effectively, the pupil survey focussed on secondary school pupils. The pupil sample was split between addresses where only a pupil was interviewed, and addresses where both a pupil *and* their parent was interviewed. Parents from children across all school phases were interviewed.

Figure 3 below shows adjusted response rates for the parents and pupils surveys. A more detailed breakdown of sample outcomes is included in Appendix 3.

Figure 3 – Response rates for parent and pupil surveys

	Primary	Secondary		Special	Total	
	Parent	Parent	Pupil	Parent	Parent	Pupil
Selected	669	681	1540	151	1501	1540
Interviewed	455	461	1019	105	1021	1019
Adjusted sample response rate[8]					74.5%	71.3%

Source: Ipsos MORI

Interviewed sample profile and weighting

Weighting for the parent and pupil data was considered in two stages: design weighting and non-response weighting. Design weights adjust for unequal probability of selection of pupils/addresses. As outlined above, pupils/addresses for the pupil and parents survey were selected randomly from schools which were drawn proportionately to size from the sample of schools approached for the schools survey. This means that some pupils/addresses have a higher chance of selection than others. The design weights were calculated based on the probability of selection for each pupil/address in order to make an adjustment to compensate for the unequal probability of selection.

Non-response weights are designed to control for non-response bias which occurs when those who do not take part in the survey differ systematically to the achieved sample. The profiles of the achieved parent and pupil samples were compared with the issued samples on a number of key variables (school phase, school size, school urban/rural location, schools providing the full core offer, pupil gender, year group, ethnicity, eligibility for free school meals and disability/special educational needs (SEN). The profiles of the issued and achieved samples were found to match closely and as such no adjustment was required and no further weighting was applied.

Questionnaire development and piloting

The parent and pupil questionnaires were developed by Ipsos MORI and DCSF. Although other work had been done previously to evaluate extended schools, the focus of the current survey was about use and perceptions of the services, rather than perceived impacts, so there were few benchmarking questions that were applicable. As such, the questionnaires were thoroughly tested via cognitive testing and piloting exercises.

An in-home dress-rehearsal pilot was carried out replicating all aspects of the survey process, including sampling and contact procedures as well as testing the questionnaire. The fieldwork for this took place from 16th May to 2nd June 2008, with 82 interviews completed in total. Ipsos MORI also conducted 15 cognitive

[8] The *adjusted sample response rate* is the response rate among the target population. However, if we remove from the response rate calculation all pupils or parents who were not available to be interviewed (for example due to illness or having changed address), this gives an *adjusted fieldwork response rate* of 83% for parents and 81% for pupils.

interviews with school pupils to cognitively test the questions in more detail during 20-22nd May 2008.

The findings from both the piloting and cognitive testing exercises were very positive: interviewers and researchers felt that the surveys worked well in their current form and were very well received by respondents. As a result of the pilot the key changes were made to the questionnaire were:

- Re-ordering the questions in the pupils survey: we found that some respondents were confused about being asked to think first about before-school activities and then after-school activities. We re-ordered the questionnaire to ask initially about after-school activities – which were the most well-attended, and the activities which pupils found it easiest to think about.

- Shortening the pupil questionnaire and simplifying some questions: interviewers noted that the relatively short length of the survey helped to secure respondents' interest, but that the surveys were slightly longer than expected. Cognitive testing highlighted a few questions were pupils found the concepts behind questions difficult to understand, and these questions were simplified for the main stage.

1.4 Interpretation of data

This report presents headline data from across the three surveys, as well as differences between groups of schools, parents and pupils where appropriate. Full topline findings which report the figures for all questions asked in the surveys can be found in the appendices.

Findings from the surveys of schools, parents and pupils are blended together in the report to form a snapshot of current provision, use and views of services. The text, tables and charts clearly identify whether data are taken from the schools, parents or pupils survey.

Parents were asked to answer questions with reference to a named child (i.e. the child that had been selected from the National Pupil Database at the sampling stage), even where they had more than one child at the same school. To help parents to focus on this 'reference child', the CAPI script used text substitutions to ask questions directly in relation to this child. Due to the nature of the sample design, in some cases a parent and the named child was interviewed, but in some cases only the parent or the child was interviewed.

Where reference is made to "net" figures in this report, this represents the balance of opinion on attitudinal questions and provides a useful means of comparing the data for a number of variables. In the case of a "net agree" figure, this represents the percentage of respondents who agree with a particular issue, less the percentage who disagree.

1.5 Finding your way around this report

The report is presented by theme rather than by type of service. Chapter 2 looks at the management, funding and provision of extended services. Chapter 3 focuses on support for schools in planning and providing extended services, and looks at consultation and information for parents and pupils in relation to extended services. In Chapter 4 we look in detail at the provision and usage of childcare and activities, examining what types of activities are used, when users attend activities, the rates of

use of activities, and users' views on current provision. The provision and use of parenting support, Swift and Easy Access and community access is also covered in Chapter 4. In Chapter 5 we look at schools' perceptions of whether extended services meet needs and perceived barriers to developing services further. The final chapter provides some conclusions and makes recommendations relating to the development and provision of extended services.

1.6 Acknowledgements

This research project was commissioned by the Department for Children, Schools and Families (DCSF). Ipsos MORI would like to thank Charlotte Sowerbutts, Rachel Jones and Leila Wright for their help during the project, as well as the comments and guidance provided by the DCSF's wider Steering Group. We would also like to thank the 1,901 school staff and 2,040 parents and young people who took part in the main survey, and the schools and pupils involved in the piloting and testing stages.

2. Management, funding and provision of extended services

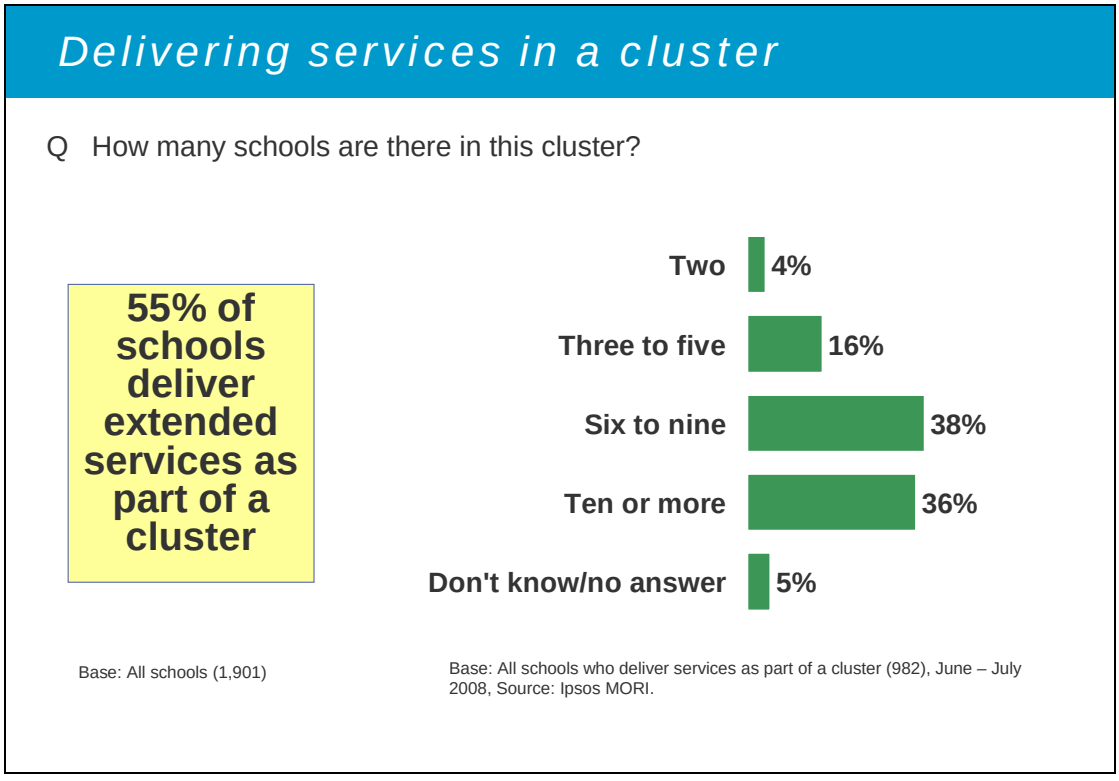
This section looks at how extended services are managed and provided, including what records of attendance are kept, whether schools deliver services in a cluster or alone, and who is responsible for the day-to-day delivery of services. We then look at how each type of extended service is funded and what help, if any, is given to families that struggle to pay for childcare and activities.

2.1 Management and provision of extended services

More than half of schools provide extended services as part of a cluster of schools (55%) while around two in five do not (43%). Secondary schools are more likely than average to provide services as part of a cluster (61%), particularly small secondary schools (63%). By contrast, special schools are more likely than average to provide extended services independently (60%).

Cluster sizes tend to be quite large on average. Almost two in five (38%) schools providing services in a cluster are one of 6-9 schools, and a similar proportion (36%) are in a cluster comprising 10 or more schools.

Figure 4



The vast majority (93%) of schools that provide childcare and activities services, either at or through the school, register which pupils are attending. Three-quarters (75%) take registers for all of the childcare and activities services they offer while 18% do so for just some services.

As illustrated in Figure 5, primary schools are more likely than average to take registers for all childcare and activities. This is perhaps due to the age of the children concerned. Secondary schools are more likely to register attendance at only some services, or none[9].

Figure 5 - ***Are registers taken to record which pupils attend the childcare and activities that your school offers?***

		School Phase		
	Total	**Primary**	**Secondary**	**Special**
Base: All whose school offers childcare and activities	*(1,752) %*	*(731) %*	*(794) %*	*(227) %*
Yes, registers are taken for all childcare and activities offered	**75**	81	39	77
Yes, registers are taken for some childcare and activities offered	**18**	15	44	11
No	**5**	4	12	10

Source: Ipsos MORI

Of the schools that keep registers for childcare and activities services, just over a quarter hold information on attendance in a central database (28%) but the majority do not (72%).

As illustrated in Figure 6, schools tend to take responsibility themselves for providing extended services day-to-day. However, many work in conjunction with other schools, the local authority, private or voluntary providers, a health or statutory agency or others to provide the services. Only a minority rely solely on other providers without taking on some responsibility for delivery themselves.

The local authority is most likely to have a role in delivering parental support (36%) and Swift and Easy Access (27%). Private providers are most likely to have responsibility for delivering childcare (36%), activities (28%) and community access (15%).

[9] Shading indicates that the proportion of respondents in a sub-group giving that answer is significantly higher than average.

Figure 6 - *For each of the core services that your school offers, please tell me who is responsible for delivering it day to day[10].*

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
Base: All providing each service	*(1,321) %*	*(1,600) %*	*(1,352) %*	*(1,230) %*	*(1,422) %*
The school	67	86	60	60	60
Another school	8	5	5	3	2
Local authority	4	7	36	8	27
Private providers	36	28	5	15	3
Voluntary sector providers	7	7	9	8	3
Health/ statutory agency	1	1	10	1	12
Other	3	3	4	4	1
School responsibility only	**45**	**54**	**33**	**50**	**43**

Source: Ipsos MORI

Some key differences between subgroups in responsibility for the delivery of extended services can be noted:

- Private providers are more likely to be responsible for delivering childcare services in large primary schools (42%) and high achieving schools at level 4 (48%) than schools overall.
- Nearly all secondary schools (93%) take at least some responsibility for delivering activities.
- Special schools are more likely than average to take at least some responsibility for delivering parental support services (78%).

[10] Respondents were able to give multiple responses to this question.

2.2 Funding of extended services

Extended services are funded in a variety of ways, depending on the specific service. In some cases there is just one source of funding, while in others the funding comes from more than one source. Funding sources for each type of extended service are illustrated in Figure 7 and are summarised below.

- Around three-quarters (73%) of schools that provide **childcare, or activities used as childcare,** say that users pay for the service, although around three in ten (32%) say that the school itself provides funding to enable this service to run. Users are more likely to pay for childcare in primary schools (81%), while in secondary and special schools funding is more likely to come from the school (61% and 56%, respectively). Schools in deprived areas are also more likely than average to fund childcare themselves (79%).

- **Activities** are also most commonly funded by the school (58%), although this is also more likely in secondary schools (74%) and schools in deprived areas (70%). In around two in five cases, the users pay for the service (43%) or staff volunteer (42%), although staff volunteering rises to 53% in rural schools.

- Funding for **parental support services** tends to come from the school (43%), although again this is more likely to be the case in secondary (53%) or special schools (61%). Just under two in five (37%) schools receive funding for parental services from the public sector, i.e. local authority or PCT funding. Only five per cent of schools say that parents pay for the services themselves.

- **Community access** is paid for by users in more than half (53%) of schools although just over one in five (22%) schools fund community access. Secondary schools are more likely than average to charge users for community access (66%), and are also more likely to receive funding from the public sector for this (16%) than other types of schools.

- As with parental support services, schools that offer **Swift and Easy Access** tend to fund the service themselves (40%), particularly in secondary schools (52%). The public sector also funds Swift and Easy Access in 37% of schools.

Figure 7 - *For each of the core services that your school offers, please tell me how it is funded.*

	Childcare/ activities used as childcare	Activities	Parental Support	Community Access	Swift and Easy access
Base: All providing each service	*(1,321) %*	*(1,600) %*	*(1,352) %*	*(1,230) %*	*(1,422) %*
Users pay	73	43	5	53	3
School funding	32	58	43	22	40
Public sector	13	11	37	11	37
Private sector	6	4	2	7	1
Voluntary sector	4	5	6	4	3
Staff volunteer	15	42	11	4	2
Others volunteer	5	13	3	3	1
Other funding	5	7	6	3	2
School funding only	**8**	**20**	**27**	**12**	**26**

Source: Ipsos MORI

As shown in Figure 8, just over three in five (63%) parents say that it is easy for them to meet the costs of the activities offered by the school, with around a quarter saying it is *very easy* (26%). Sixteen percent of parents say it is difficult for them to meet costs.

Figure 8

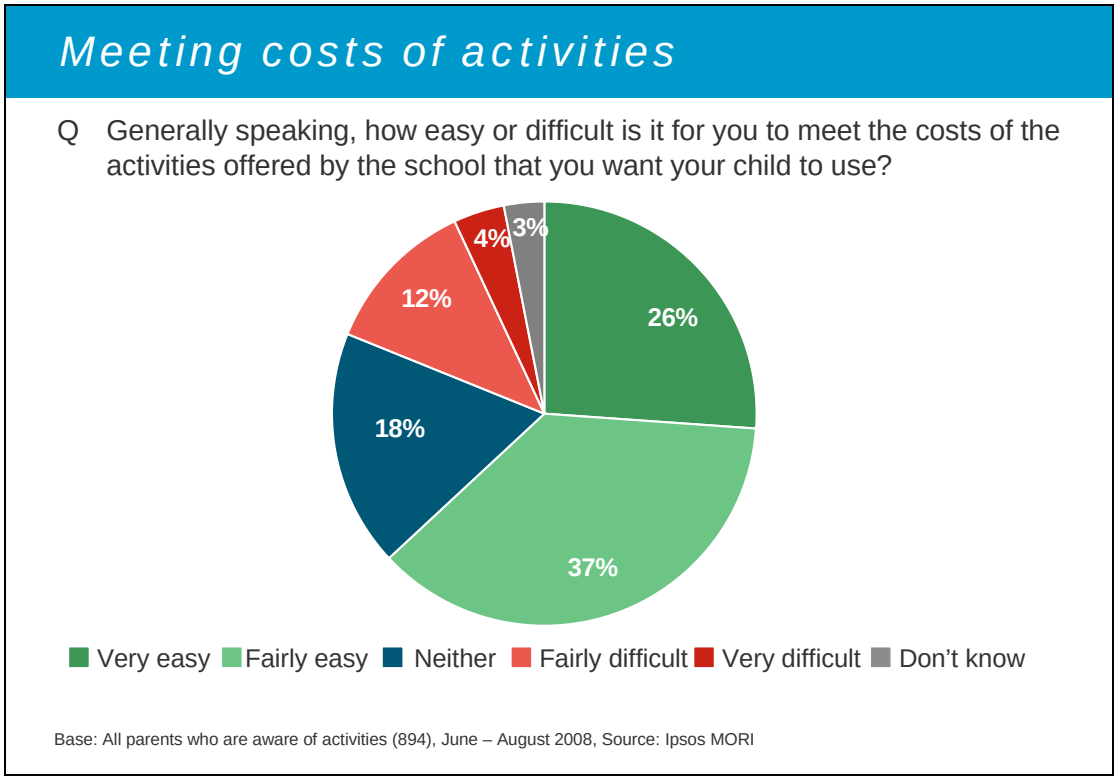


Figure 9 illustrates key differences between subgroups in ease of meeting the cost of activities.

Most notably, two-parent families, particularly those where both parents are working, are more likely than average to find it easy to meet the cost of activities. In contrast parents whose children are eligible for free school meals, and parents of children who attend special schools, are more likely to struggle to afford the costs.

Figure 9 - *Generally speaking, how easy or difficult is it for you to meet the costs of the activities offered by the school that you want your child to use?*			
Base: All parents who are aware of activities	**% Very/fairly easy**	**% Very/fairly difficult**	**% 'Net' easy[11]**
Total *(894)*	**63**	**16**	**47**
Family type			
Two parent *(703)*	66	12	55
Lone parent *(191)*	48	31	17
Family work status			
Two working parents *(438)*	73	9	65
One working parent *(316)*	55	19	36
No working parents *(138)*	40	34	6
Eligible for FSM			
Yes *(146)*	45	28	18
No *(748)*	65	14	52
School Phase			
Primary *(422)*	63	16	47
Secondary *(389)*	63	15	47
Special *(83)*	59	27	32
			Source: Ipsos MORI

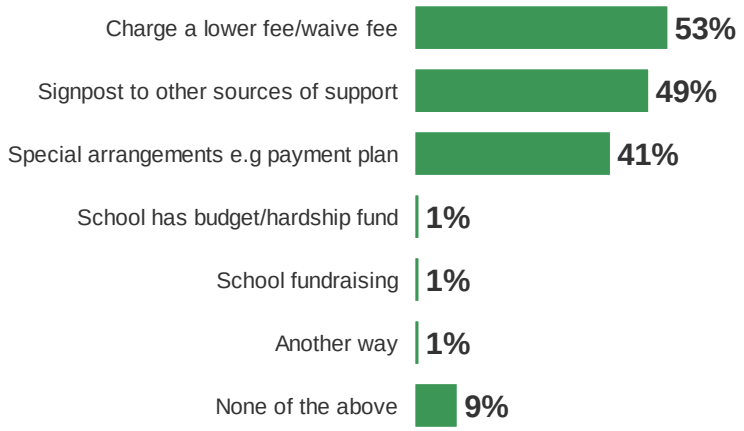
Among schools that charge users for childcare and activities, the majority provide help for families who struggle to pay the full fee. Schools most commonly do this by charging a lower fee or waiving the payment altogether (53%), or by signposting families to other sources of support such as the Working Tax Credit (49%). Around two in five (41%) schools make special arrangements such as a payment plan. Only nine per cent of schools offer no help at all for families who struggle to pay the full fee for childcare and activities.

[11] The "net easy" figure represents the percentage of respondents who said 'very easy' or 'fairly easy' less the percentage who said 'very difficult' or 'fairly difficult'.

Figure 10

Offering financial support

Q How, if at all, does your school provide help for families who struggle to pay the full fee for childcare or activities?



Base: All schools where users pay for childcare or activities services (943), June –July 2008, Source: Ipsos MORI

Secondary schools and special schools are more likely than average to charge a lower fee or waive the fee for payment for families who struggle to pay (66% and 76%, respectively), as are schools located in the South of England (61%).

3. Support, information and consultation in relation to extended services

This section provides a snapshot of the types of information, support and consultation currently provided or used by schools, parents and pupils in relation to extended services. We look at the perceived helpfulness of support for schools, and examine the effectiveness of information and consultation by looking at awareness of consultation, and current and preferred sources of information about extended services among parents and pupils.

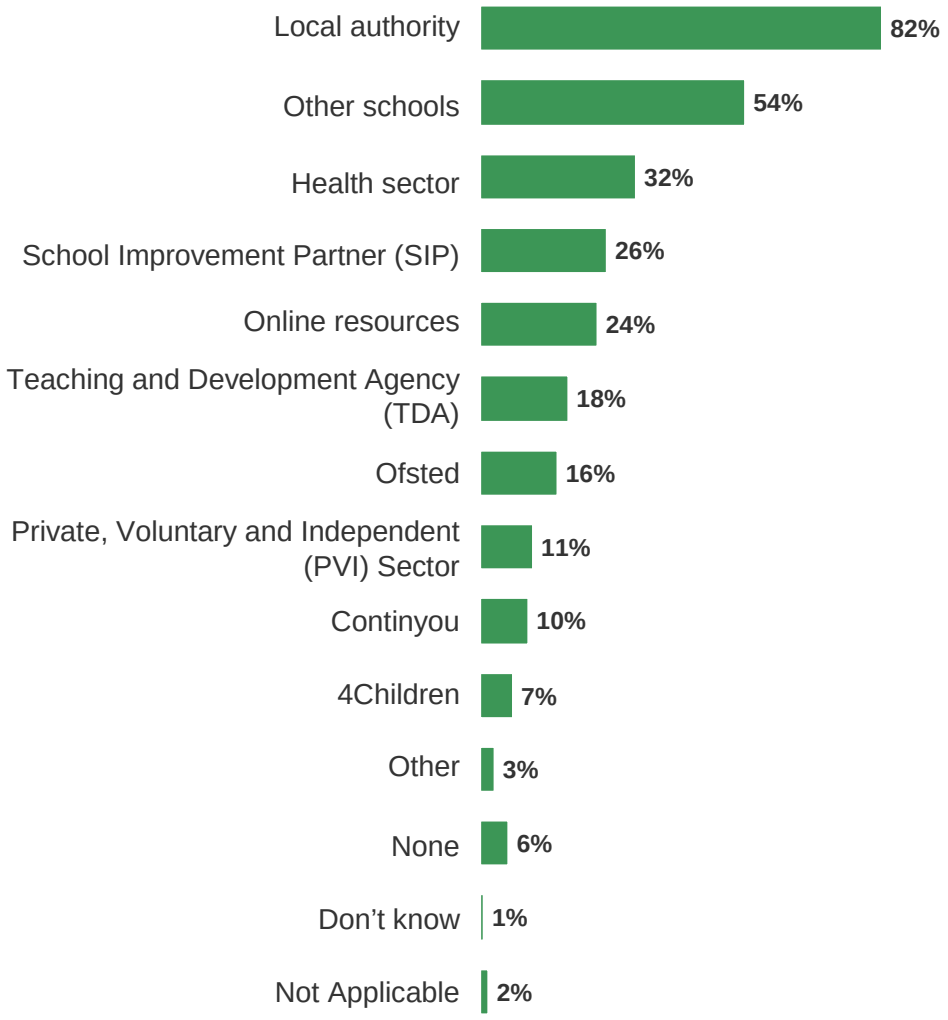
3.1 Support for schools

Local authorities are the most common source of support for schools in the planning, development and provision of extended services, cited by just over eight in ten schools (82%). Other schools are also mentioned as a source of support for more than half of schools surveyed (54%) - particularly so for those who provide services as part of a cluster (69%). The health sector is cited as a source of support by around a third of schools (32%). Schools providing community access, parental support or Swift and Easy Access are more likely to cite the health sector as a source of support than average (40%, 39% and 38%, respectively).

Figure 11

Support in planning, developing and delivering services

Q Overall, which of the following sources of support have you used to help you plan, develop and deliver extended services?



Base: All schools (1901), June–July 2008, Source: Ipsos MORI

Some key differences between subgroups in the sources of support used in planning, developing and providing extended services can be noted:

- Schools that provide extended services as part of a cluster receive more support than average from the majority of sources; for example, four in ten (40%) have received support from the health sector, compared to a third on average (32%).
- The health sector is more likely to be a source of support for secondary schools than primary schools (47% vs. 31%, respectively), particularly among deprived secondary schools (57%). Mirroring the fact that deprived schools are likely to

be located in urban areas, urban secondary schools are more likely to use support from the health sector than those in rural locations (48% vs. 29%, respectively).

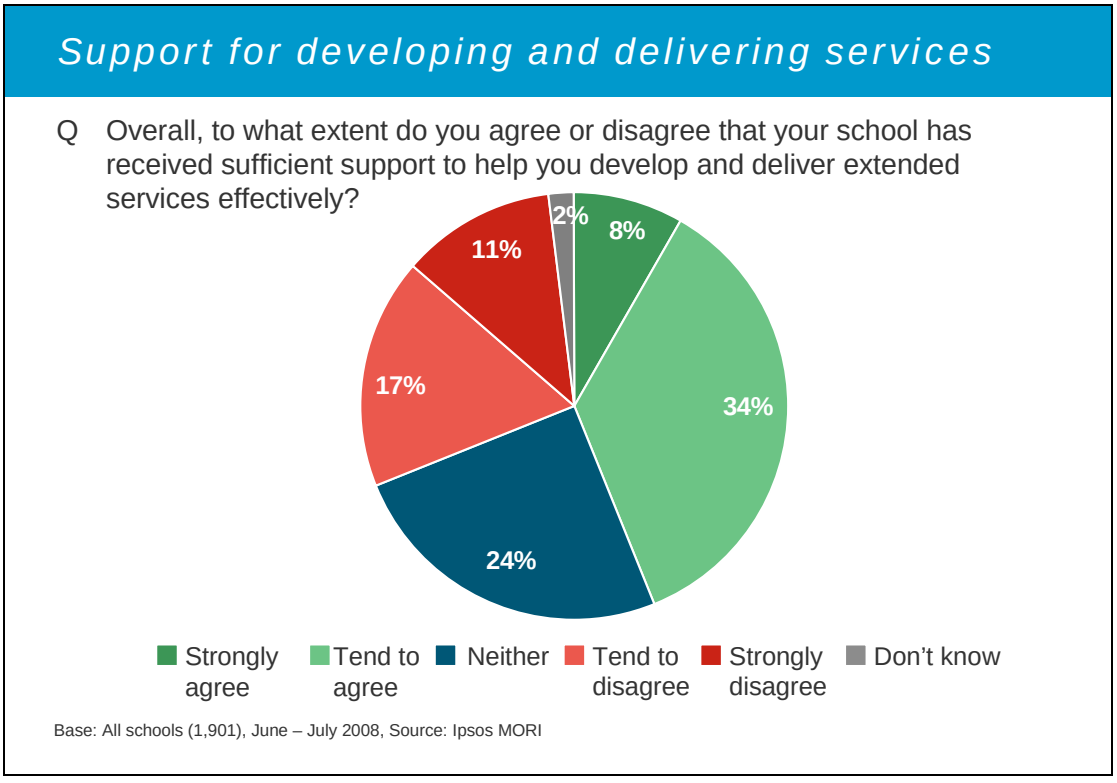
- Although the TDA is used by less than one in five schools (18%) overall when planning, developing and providing services, it is mentioned twice as frequently by secondary schools (32%) as primary schools (16%).

- Reflecting the School Improvement Partner's (SIP) role in focusing on pupil progress and attainment, low achieving schools at level 4 are more likely than those with high achievement levels to use SIPs as a source of support when planning, developing and providing extended services (35% vs. 23%).

- Around one in eight (12%) special schools do not feel they have received any support to help them plan, develop and provide extended services, compared with just six percent of mainstream primary and secondary schools.

Schools are more likely to agree (42%) than disagree (28%) that they have received sufficient support to help them develop and provide extended services effectively. Around a quarter (24%) do not give an opinion either way.

Figure 12



Schools that provide services in a cluster are more likely to be positive about the level of the support they receive, while special schools are most likely to disagree that they have received sufficient support.

Figure 13 - *Overall, to what extent do you agree or disagree that your school has received sufficient support to help you develop and deliver extended services effectively?*

		School Phase			Provides services in a cluster	
	Total	**Primary**	**Secondary**	**Special**	**Yes**	**No**
Base: All schools	*(1,901) %*	*(774) %*	*(820) %*	*(307) %*	*(982) %*	*(824) %*
Agree	**42**	43	42	29	48	36
Disagree	**28**	27	29	38	27	29
Net agree[12]	**14**	16	13	-9	22	7

Source: Ipsos MORI

3.2 Consulting parents, pupils and the wider community

The majority of schools say that they consult parents, pupils or the wider local community when planning extended services, and only five per cent of those who have begun planning say they have not consulted any of these groups.

Consulting parents

The great majority of schools have consulted parents (86%) when planning extended services, with even more of those that are officially classified as Extended Schools by the TDA having engaged with parents (90%)[13].

However, two in five parents (40%) claim that as far as they are aware, they have not been consulted at all about the additional services the school offers *in the last year*[14].

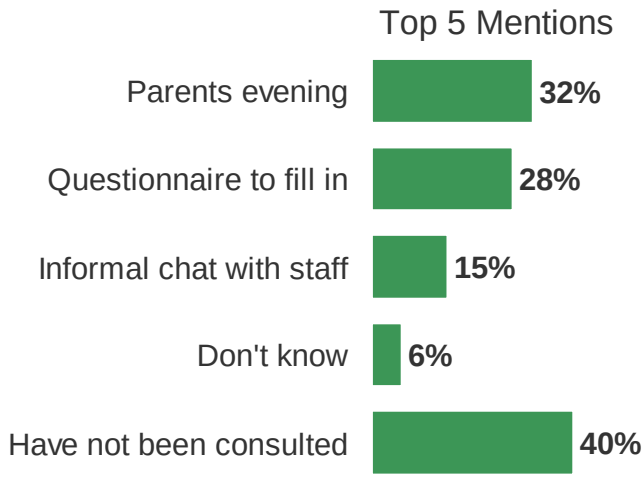
Parents' evenings are the main consultation method, mentioned by nearly a third (32%) of parents. Questionnaires to fill in or informal chats with school staff are also mentioned by 28% and 15% of parents, respectively.

[12] A "net agree" figure represents the percentage of respondents who agree with a particular issue, less the percentage who disagree.
[13] At the time of writing, the latest data from TDA was dated 17/08/08 so any schools that became "extended" after this date are not included in this group.
[14] The discrepancy here may be at least in part due to the fact that schools have consulted parents more than a year ago.

Figure 14

Consultation with parents

Q As far as you are aware, in what ways, if at all, has the school consulted parents in the last year about the additional services it offers?



Base: All parents (1021), June – August 2008, Source: Ipsos MORI

Primary schools are more likely to have consulted parents when planning extended services than secondary schools (88% vs. 77%) and this is reflected in what parents say: 63% of those with children in primary school say the school has consulted them in the last year about additional services, compared to just 44% of those with children in secondary school.

Mirroring the fact that two in five (40%) parents say that they have not been consulted at all in the past year, the same proportion feel that the school does not take parents' views into account about the additional services it offers. However, the remaining 60% agree that the school takes their views into account *a great deal* or *a fair amount*.

While parents of children in secondary school are more likely to feel their views on extended services are not considered, those with children in primary school or special schools are more likely to say the school takes their views into account.

Figure 15 - *To what extent, if at all, do you feel the school takes into account parents' views on the additional services it offers?*

		School Phase		
	Total	**Primary**	**Secondary**	**Special**
Base: All Parents	*(1,021) %*	*(455) %*	*(461) %*	*(105) %*
A great deal/ fair amount	**60**	70	48	78
Not very much/ not at all	**40**	30	52	22
Net a great deal/fair amount[15]	**21**	41	-5	56

Source: Ipsos MORI

Not surprisingly, parents who have not been consulted by their child's school about extended services are far less likely to feel that their child's school takes parents' views into account than those who say they have been consulted (23% and 67%, respectively, say that the school takes their views into account). Similarly, those who say they have not been consulted are far less satisfied with their child's school than those who have (39% and 64%, respectively satisfied with the school). This suggests that consulting parents is correlated with parental satisfaction with schools.

Parents' evenings, questionnaires and informal chats with school staff all appear to have a similarly positive impact on whether parents feel that the school takes account of their views. Whereas 60% parents overall feel that their child's school takes account of their views, this increases to 83% among those who have attended parents' evenings and filled in questionnaires, and 85% among those who have had informal chats with schools staff about additional services.

Consulting pupils

Just under three-quarters (73%) of schools say they have consulted pupils about extended services. This increases to around four in five (79%) secondary schools, which is likely to be because older children are more able to express their views on the services the school offers, and may also reflect the greater emphasis placed by secondary schools on "Student Voice".

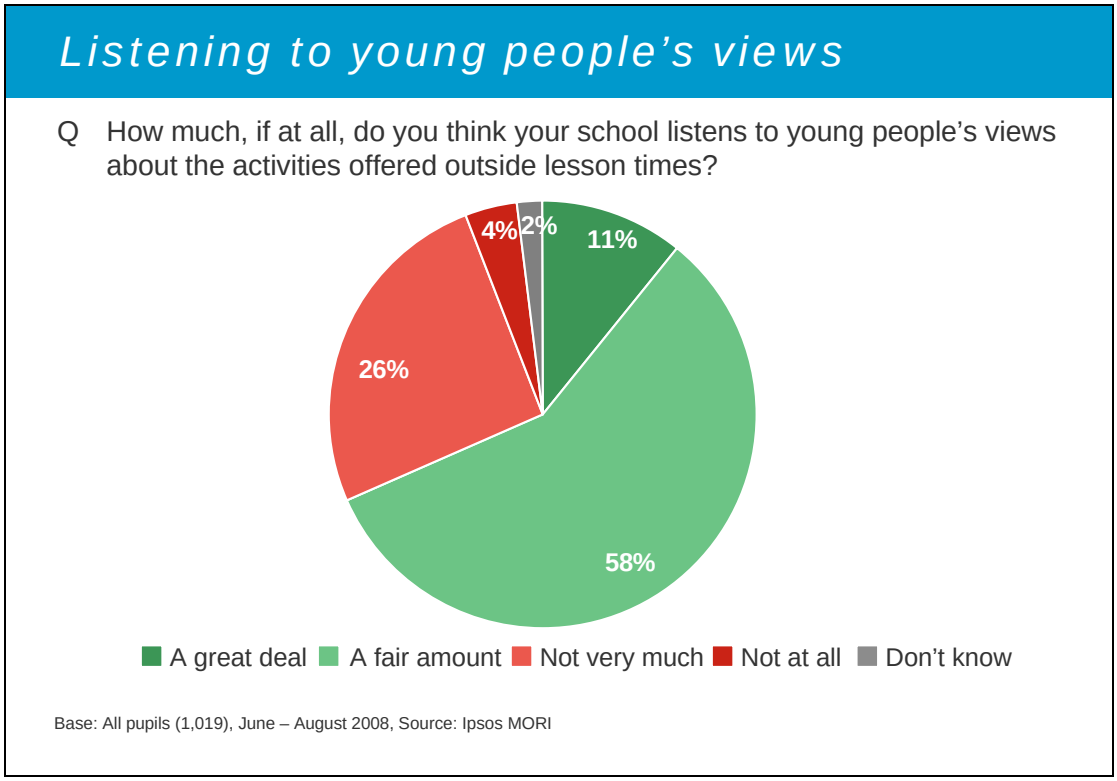
As illustrated in Figure 16 below, consultation with pupils is also more likely than average to have taken place in official TDA Extended Schools, schools providing services in a cluster and schools where achievement levels at Level 5 are low or average.

[15] This "net" figure represents the percentage of respondents who say "a great deal" or "fair amount", less the percentage who say "not very much" or "not at all".

Figure 16 - Has your school consulted pupils, parents or the wider local community when planning extended services?	
Base: All schools	*% Consulted pupils*
Total *(1,901)*	**73**
School Phase	
Primary *(774)*	72
Secondary *(820)*	79
Special *(307)*	68
TDA Extended School?	
Yes *(1,298)*	77
Provides services in a cluster	
Yes *(982)*	78
No *(824)*	68
School achievement level at Level 5	
High *(286)*	73
Middle *(256)*	84
Low *(284)*	81
	Source: Ipsos MORI

Pupils are more likely than parents to say that their school listens to their views about activities offered outside lesson times *a great deal* or *a fair amount* (69%). Moreover, the proportion of pupils agreeing that their school listens to their views is similar to the proportion of schools saying they have consulted pupils (73% schools). Three in ten pupils feel that their school does not listen to young people's views on this issue *very much* or *at all* (29%), compared with 40% of parents who feel that their child's school does not take parents' views into account *very much* or *at all*.

Figure 17

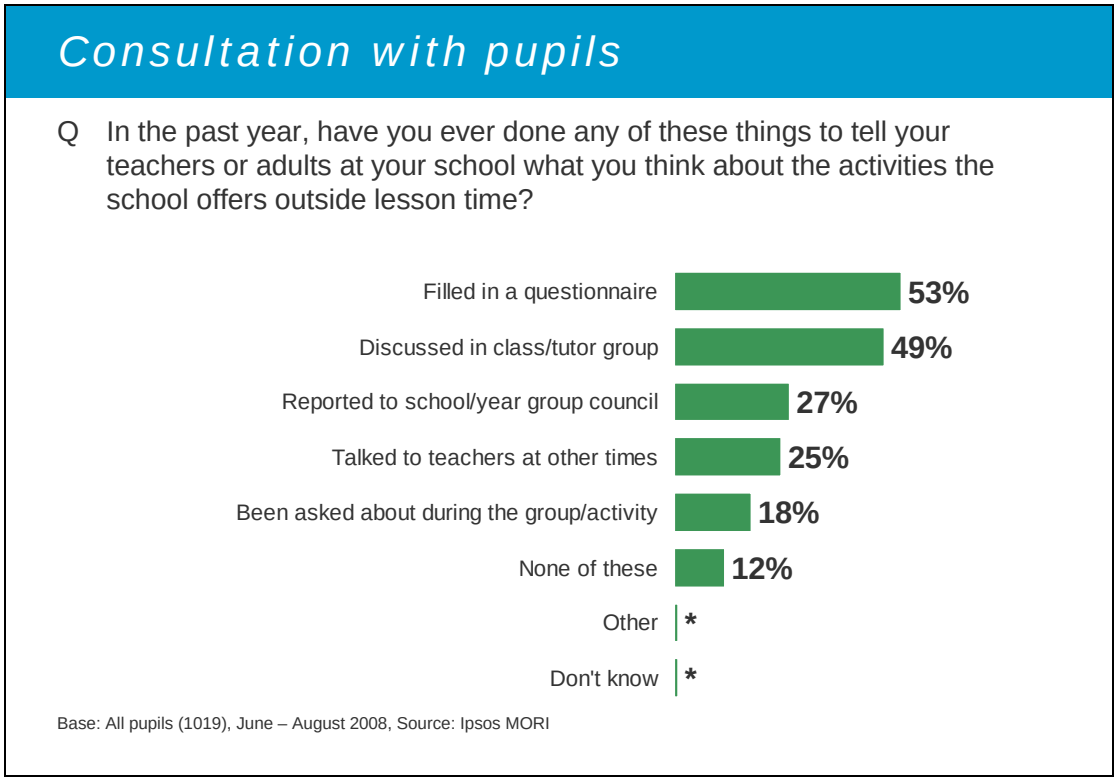


A good relationship with teachers is key to feeling consulted, with pupils who find their teachers easy to talk to, and good at helping them with personal problems, more likely to be satisfied with the extent to which their school listens to their views (77% and 79%, respectively, felt listened to).

Overall, 87% of pupils say they have been consulted in the past year about the activities their school offers outside lesson time. Considering that fewer (69%) feel their school listens to their views, this suggests that some pupils who give their views do not feel they are taken into account.

The most common ways in which pupils recall being consulted in the past year on extended services are by filling in a questionnaire (53%) or though discussions in class or tutor groups (49%). Around a quarter of pupils have reported their thoughts on activities via the school or year group council (27%), or by talking with teachers and staff at other times (25%).

Figure 18



Consulting the wider local community

Around two in five (43%) schools say they have consulted the wider local community when planning extended services. Perhaps not surprisingly, consultation with this audience is more common among schools that offer community access services: just over half of such schools have consulted the local community about extended services (53%). Reflecting this, schools that provide services in a cluster (54%) and secondary schools (56%) – both of which are more likely than average to offer community services (see Section 4.2) – are more likely to have consulted the local community.

3.3 Promotion of extended services

Parents are most likely to receive, and prefer to receive, information about extended services in writing. Letters home to parents (77%) and the school newsletter (60%) are the most commonly used sources of information about additional services offered by the school, and these are also the most preferred (cited by 70% and 46% of parents, respectively).

Although email is the third most preferred information source among parents (23%), only eight per cent say they currently hear about additional services in this way, suggesting that more schools should consider using email to inform parents about extended services.

Informal information channels are less popular with parents. Although almost two in five (37%) parents say that they currently get information about additional services from their child, only 16% name this as a preferred method. Similarly, although around three in ten (28%) find out about services via word of mouth, only six percent cite this as a preferred information source.

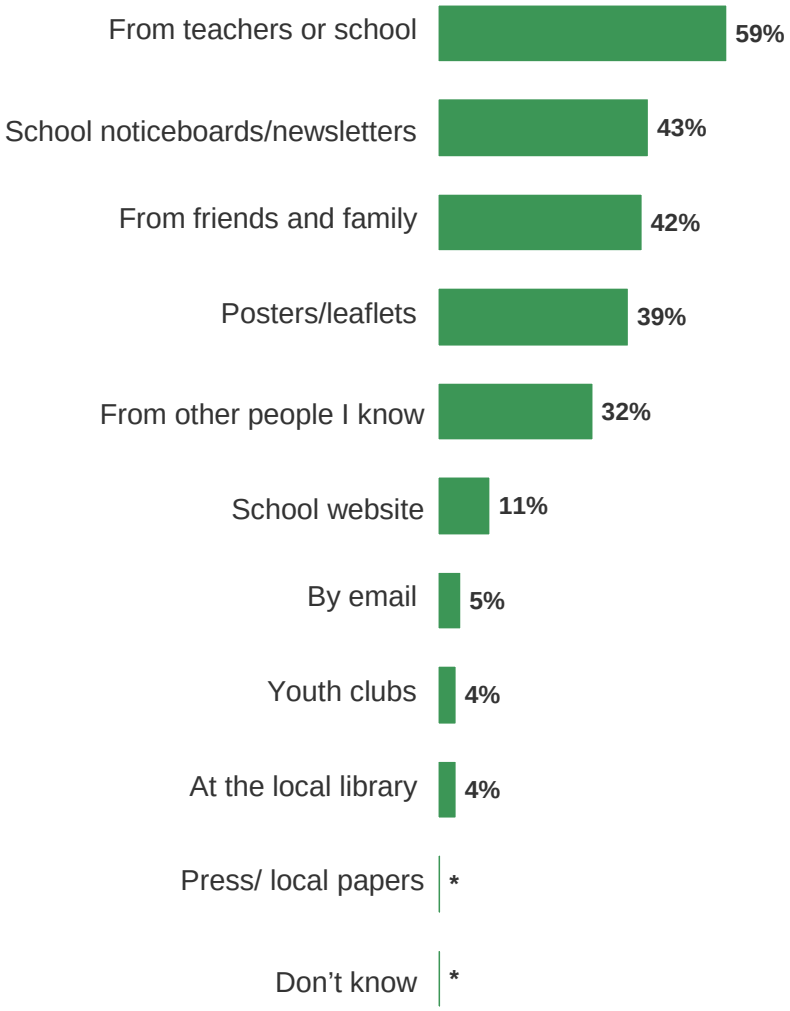
Only four percent of parents say they do not currently receive any information about additional services offered by the school.

Pupils tend to find out about things to do in their free time through a mix of informal and formal channels. Teachers (59%), friends and family (42%) and other people (32%) are all frequently cited as sources of information. School notice boards/newsletters (43%), posters/leaflets (39%) and the school website (11%) are also mentioned.

Figure 19

Finding out about things to do

Q How do you find out about things to do in your free time?



Base: All pupils (1,019), June–August 2008, Source: Ipsos MORI

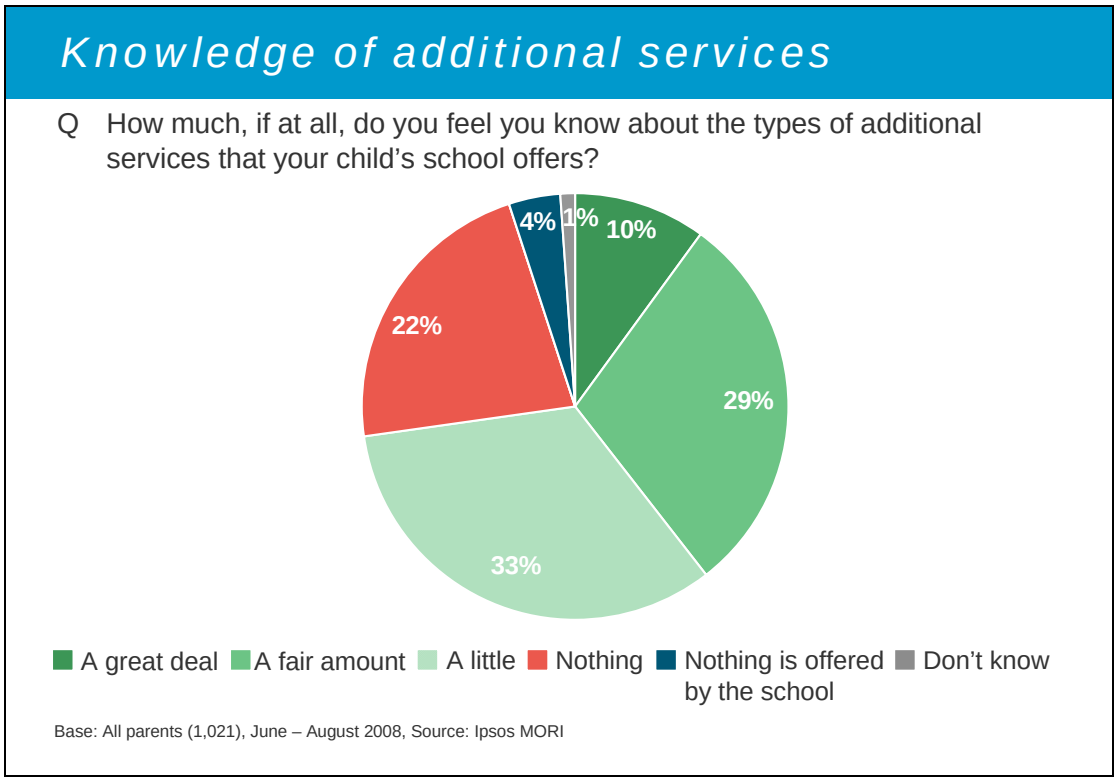
Nearly all schools say they promote the services they offer to parents and pupils through written channels, but far more schools say they use each of these channels than parents are aware of or recall. For example, the vast majority of schools (95%) say they send letters home to parents promoting services, but only around three-quarters (77%) of parents say they receive information about services from such

letters. Similarly, most schools (93%) say they promote services in the school newsletter, but only three in five (60%) parents recall receiving information in this way. It appears, therefore, that some information provided by schools is not received, or is not recalled, by parents. However, this is unlikely to be an issue relating only to communicating information about extended services.

3.4 Awareness of extended services

Parents do not feel very well informed about extended services. Although two in five (39%) say they know a fair amount or a great deal, a further third say they only know a little and just over one in five parents (22%) say that they know nothing about the additional services the school offers.

Figure 20



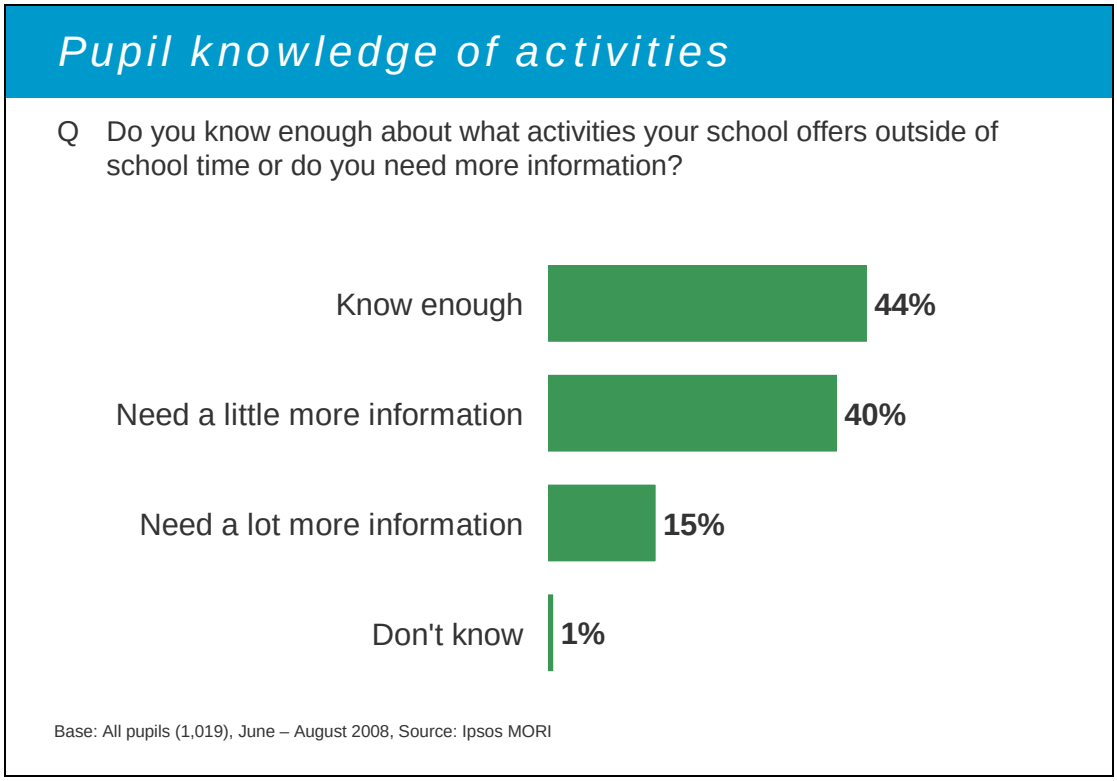
As illustrated in Figure 21, parents with children in primary school are more likely than average to say they know at least a little about additional services, while those with children in secondary school are more likely to say they know nothing. Those whose child attends a large school are also likely to say they know more about additional services provided.

Figure 21 - How much, if at all, do you feel you know about the types of additional services that your child's school offers?		
Base: All parents	**% At least a little**	**% Nothing**
Total *(1,021)*	**72**	**22**
School Phase		
Primary *(455)*	77	16
Secondary *(461)*	66	31
Special *(105)*	76	14
Size of school		
Small *(444)*	64	26
Large *(577)*	78	20
		Source: Ipsos MORI

Parents who recall receiving information about extended services via letters home or the school newsletter are more likely than average to say they know at least a little about the types of additional services that their child's school offers (77% of parents recalling either of these say they know at least a little about additional services). This is also the case for those who recall receiving such information via parents evenings or emails (80% of parents recalling either of these say they know at least a little about additional services). Letters home, school newsletters, emails and parents evenings therefore seem to be the most effective channels for raising awareness of extended services among parents.

More than half (55%) of pupils say they need more information about the activities their school offers outside of school time, with fifteen per cent saying they need a lot more information.

Figure 22



Pupils attending deprived schools[16] are more likely than average to say they know enough about the activities on offer (51%), while those who are not in deprived schools are more likely to feel they need more information (57%).

[16] "Deprived schools" are defined as those with a high proportion of pupils who are entitled to Free School Meals.

4. Extended services: what is provided and used?

This section looks at the provision of extended services by schools, and usage of these services by parents, pupils and the wider community.

4.1 Childcare and activities: before-school, after-school and school holidays

DCSF guidance on Extended Schools states that for children and young people to reach their full potential they need a positive approach to learning and to school. Childcare combined with activities such as arts and sports can help raise educational achievement and children's wellbeing. The aim of the childcare and activities aspect of the Extended Schools programme is to give all pupils the opportunity to engage in activities such as sport, art, drama and ICT as well as gain access to learning activities and study support out of school hours. It is also intended to allow parents to return to work. Take-up of services by children and parents is voluntary, so providers will need to ensure services will appeal to users. Schools are not required to offer a full range of childcare and activities but rather to provide services where there are gaps locally to complement what is already available from other providers.

4.1.1 Provision of childcare and activities

Whilst the provision of childcare and activities can overlap, in that activities which are not designed specifically as childcare can be used as such, schools are required to meet demand for both types of service. In the survey, schools were therefore asked to think about childcare and activities separately[17]. Overall, around three-quarters of schools (74%) currently provide childcare and more than four in five (85%) provide activities; almost all schools (94%) currently provide at least one[18]. Nearly two-thirds (64%) of schools currently provide both childcare and activities. In the rest of this section childcare and/or activities are referred to as “childcare and activities”.

DCSF guidance on Extended Schools states that childcare and activities should be available before school, after school and during school holidays, as required by parents and pupils. The schools survey finds that schools most commonly offer childcare and activities after school (91%), although nearly two-thirds (64%) offer these services before school and just over half (52%) during the holidays. Only one quarter (24%) of schools offer childcare and activities in the evenings after 6pm.

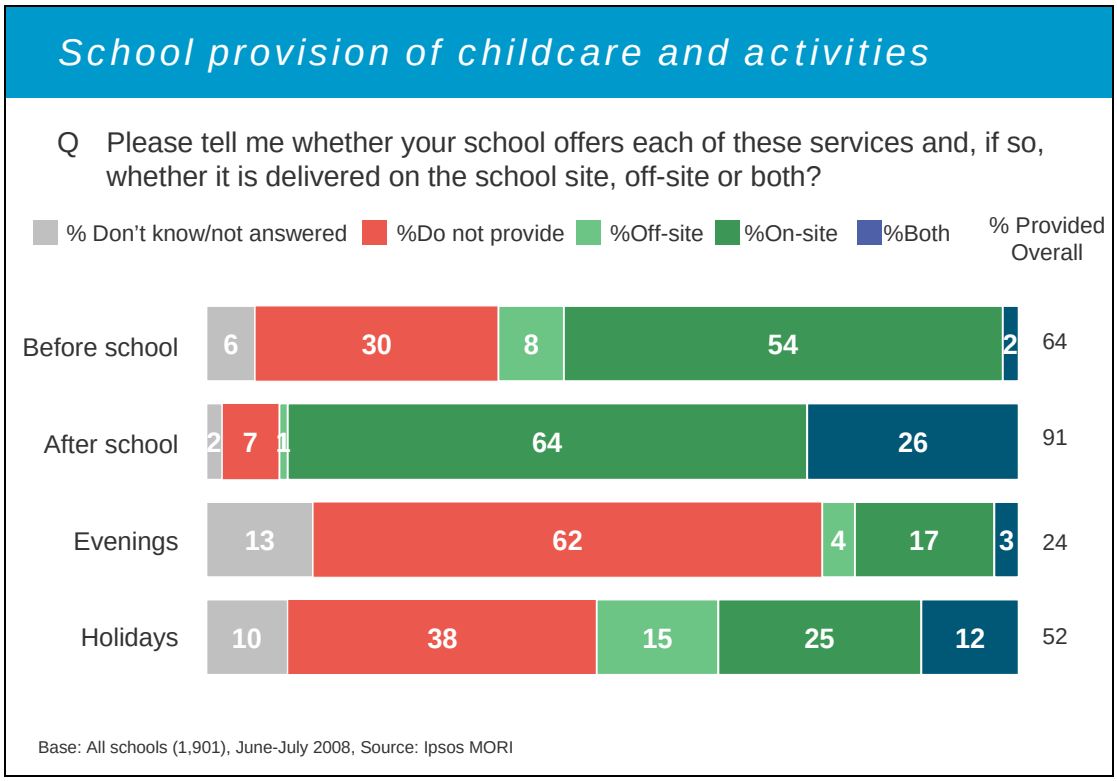
Extended Schools guidance also states that schools need not provide childcare and activities on-site; local authorities or other schools in a cluster may be involved in delivery. The survey of schools finds that, across all term-time and holiday provision, childcare and activities tend to be provided on-site rather than elsewhere – this is particularly the case with after-school activities where almost two-thirds (64%) of schools provide services on-site and only one percent off-site. Around a quarter (26%) of schools provide after-school childcare and activities both on- and off-site. In contrast, off-site provision is more common during the school holidays: more than one quarter (27%) of schools offer some form of off-site provision (school holiday

[17] DCSF definitions of childcare and activities were used: “childcare” includes any childcare or activity that is organised in such a way that parents can use it as childcare; “activities” covers all activities, whether or not they can be used as childcare.
[18] This covers all services which the school supports access to, including services provided off-site as well as those delivered at the school.

childcare and activities is completely off-site in 15% of schools, and both on- and off-site in 12% schools).

Looking at childcare and activities separately, childcare is more likely than activities to be provided off-site[19]. One in ten (10%) schools provide all after-school *childcare* off-site, compared with only one percent offering all after-school *activities* off-site.

Figure 23



Across all schools, two in five (40%) provide some form of childcare or activity off-site. Of these schools, 38% provide transport to some or all of the off-site activities, and 29% say that transport is not necessary because the off-site location is within walking distance of the school.

The provision of childcare and activities varies somewhat by school types. The following subgroup differences are illustrated in Figure 24.

- Mainstream primary and secondary schools are more likely than special schools to provide childcare and activities at any time, either at their school or elsewhere. This is particularly the case with before-school and after-school provision: around one quarter (24%) of special schools provide before-school activities compared with two-thirds (66%) of mainstream primary and secondary schools, and only around three in five (62%) special schools provide after-school activities compared with just over nine in ten (92%) mainstream primary and secondary schools.

[19] DCSF guidance on Extended Schools suggests that where appropriate, schools should work in partnership with other local organisations such as SureStart, particularly to meet demand for childcare.

- Secondary schools are most likely to offer childcare and activities in the evenings and during holidays (49% and 71% of secondary schools compared with 24% and 52% of schools overall).
- Location is also an important factor, with schools in urban areas being more likely than rural schools to provide childcare and activities at all times except for straight after school.
- Schools that are not part of a cluster are less likely than those that are to offer any form of childcare or activity provision.

Figure 24 - Differences in school provision of childcare and activities

	School phase			School location		Provides in a cluster	
	Primary	**Secondary**	**Special**	**Urban**	**Rural**	**Yes**	**No**
Base: All schools	*(774) %*	*(820) %*	*(307) %*	*(1,683) %*	*(218) %*	*(982) %*	*(824) %*
Times provided							
Before school	67	61	25	68	46	68	62
Straight after school	93	92	62	91	90	95	91
After 6pm	21	49	29	27	12	30	19
During school holidays	50	71	46	55	38	65	40
None provided	5	3	26	6	8	2	5
Location of provision							
On-site	53	51	44	52	56	41	69
Off-site	1	1	2	1	1	1	1
Both	40	41	27	41	34	54	24
None provided	5	3	26	6	1	2	5

Source: Ipsos MORI

The number of pupils making use of the childcare and activities offered provides a proxy indicator of the level of demand for these services. As well as being the most commonly-provided by schools, after-school activities are also used by the most pupils (according to schools the mean number of pupils using after-school activities is

39), although holiday activities come a close second (mean of 34 pupils per school) [20]. Fewer pupils on average make use of activities in the evenings (mean 26), and before-school activities are the least well-attended (mean 22), despite being offered by nearly two-thirds of schools. However, it is not known whether there are more pupils who want to attend these activities but cannot due to a limited number of places.

Usage of childcare and activities is discussed further in the next section.

4.1.2 When are childcare and activities used?

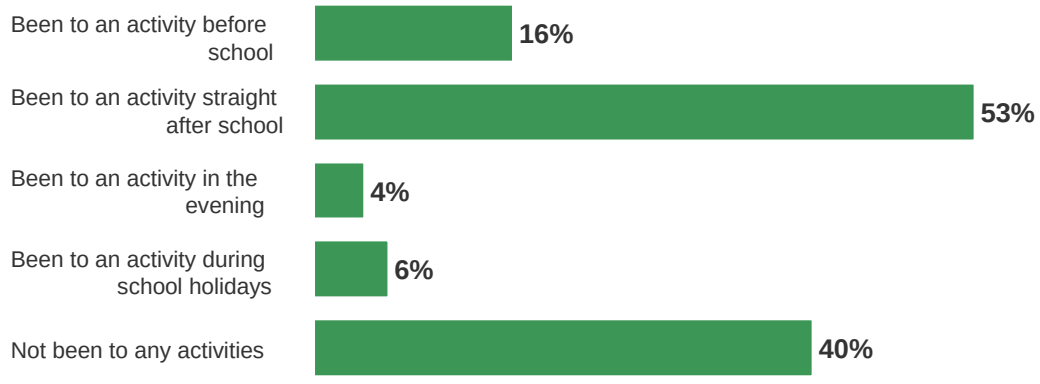
In line with the number of schools providing childcare and activities, almost nine in ten (88%) parents say that their child's school offers some form of childcare or activities[21]. Overall, though, nearly three in five (58%) parents say their child has attended an activity or childcare service provided by the school in the last term (term-time)[22] and only six percent say their child has been to any activity or childcare provided by the school during the holidays in the last year. Childcare and activities provided straight after school are the most commonly used, with more than half (53%) of parents saying their child has been to one in the last term.

Figure 25

Usage of childcare and activities at various times

Q Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to before school/straight after school/after 6pm in the evening in the last term?

Q I'd now like you to think about the activities and childcare services that are offered by the school during the school holidays. Thinking about the last year, in which holidays, if any did your child go to activities or childcare services provided by the school?



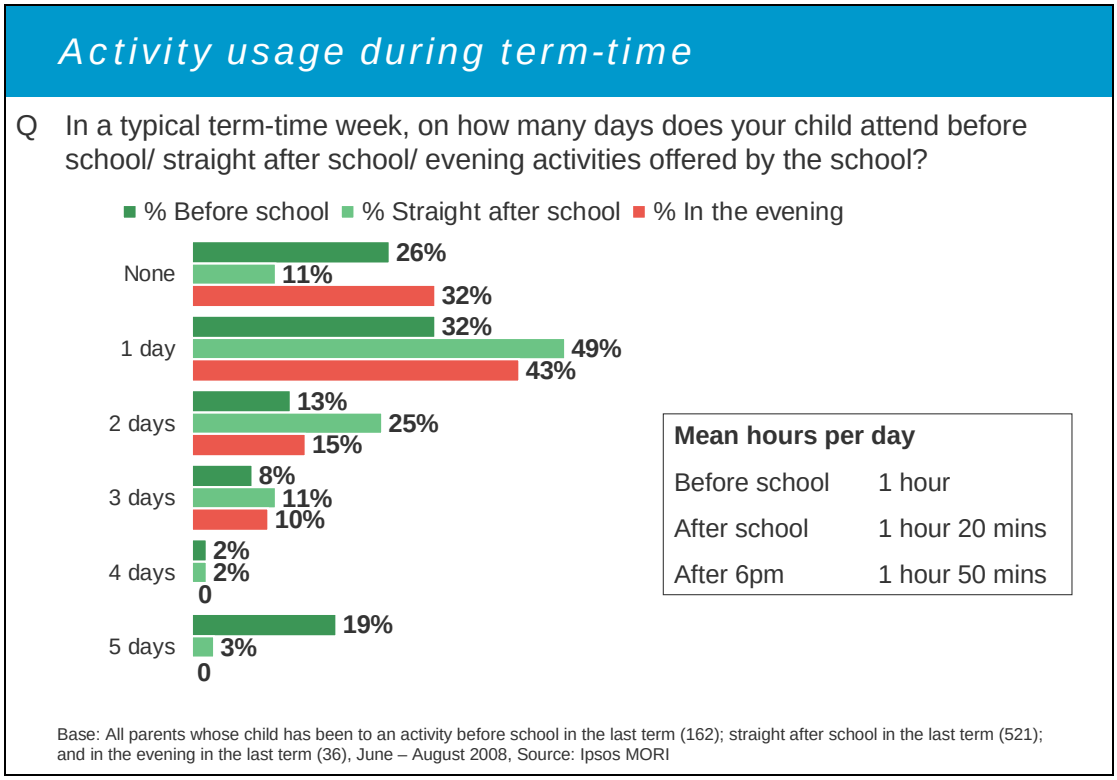
Base: All parents (1,021), June – August 2008, Source: Ipsos MORI

[20] Schools were asked to give attendance figures for childcare and activities separately for after school and holiday provision. These figures cannot be combined to give an overall childcare and activities average as results suggest that many schools have counted some of the same pupils in both categories. On the whole, the number of pupils using childcare is slightly lower than the number using activities.
[21] Section 3.4 looks in more detail at parents' awareness of what their child's school offers.
[22] This figure combines those who have been to an activity before school, straight after school or in the evening. Please note that multiple answers were possible (i.e. children could have attended activities at more than one time of day) so percentages in Figure 25 cannot simply be summed to provide overall usage estimates.

Although parents are somewhat more likely to say that their child has used childcare and activities straight after school than before school in the last term, before-school activities tend to be used more frequently. Among the 16% of parents who say their child has attended childcare or activities before school, around a third typically attend once a week, and around one in five (19%) attend every day. In contrast, among the 53% of parents whose child attends activities or childcare straight after school, around half (49%) typically attend once a week and one quarter (25%) do so two days a week. A similar pattern of use can be seen for evening activities (after 6pm): twenty one out of the 36 parents [23] whose child has attended activities in the evenings in the last term say their child attends on one or two days in a typical week.

Despite more frequent use of before-school activities, pupils attend for fairly short periods of time. The mean length of time spent at activities before school is 1 hour, compared with 1 hour 20 minutes spent at activities straight after school and 1 hour 50 minutes at evening activities. This may reflect the fact that there is less scope for longer opening hours before school than after school.

Figure 26



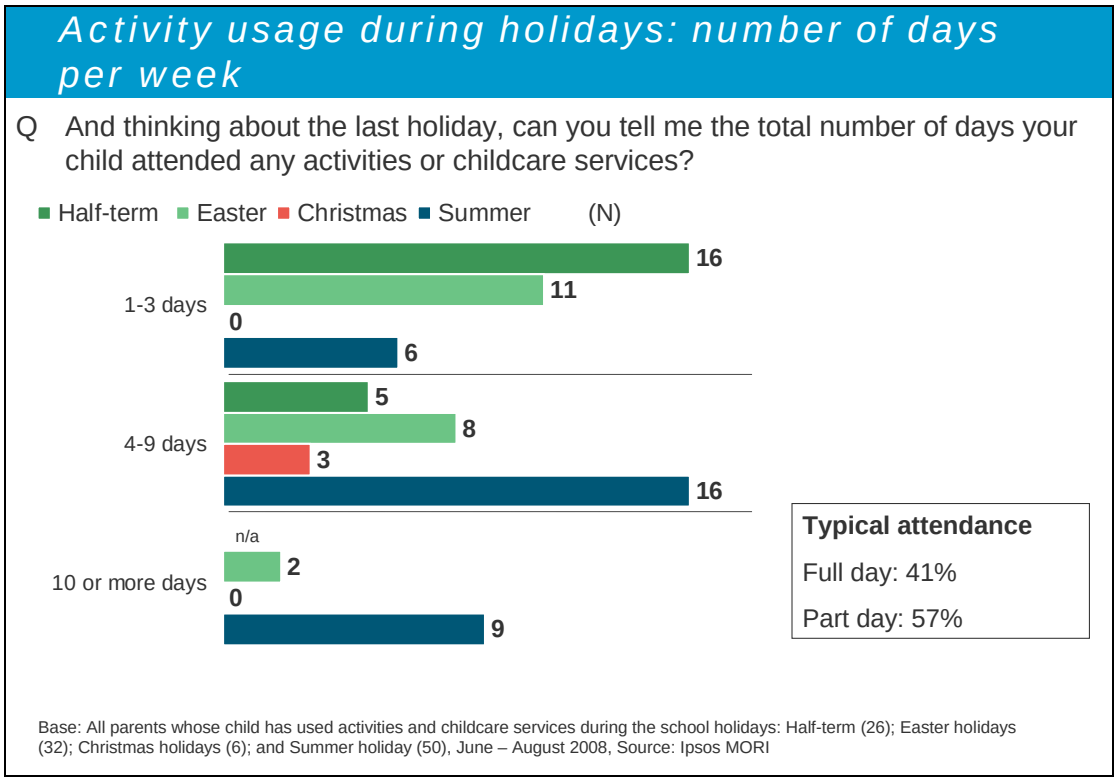
A quarter (25%) of parents say they would like their child to be able to make more use of activities after school, with parents of children at primary school being significantly more likely to require this (28%). Only eight percent of parents say they would like to be able to make more use of activities before school.

Relatively few parents say that their child has used activities and childcare during the holidays, so findings relating to specific usage during school holidays are indicative only. Nevertheless, it appears that pupils who use childcare and activities during the

[23] The number of parents saying their child attends activities or childcare in the evenings is small (36) so caution should be taken interpreting these results.

school holidays generally do so for just a few days rather than the full holiday period, regardless of which school holiday it is. Furthermore, pupils are more likely to attend activities and childcare for parts of days than full days (57% compared with 41%).

Figure 27



There are some key differences in usage of childcare and activities relating to school phase, pupil age and family circumstances (including working status and eligibility for free school meals). These are illustrated in Figure 28.

Most notably, pupils who are least likely to have used any type of childcare or activity include those from a more deprived background, pupils attending a special school and the children of parents who are less satisfied with the school.

Figure 28 - Types of children most likely to be using childcare and activities (from parents survey)

Note: groups that are significantly more likely to have attended each type of activity are listed under each heading.

Base: All parents (1,021)

Pupils most likely to have been to an activity before school

- Child is female (19% compared with 14% of parents of boys)
- Child is in primary school (20% compared with 12% of parents of children in secondary schools)
- Child has SEN (22% compared with 16% of parents overall)
- School is in an urban location (17% compared with 3% of parents whose child attends a school in a rural location)
- Families where no parent works (22% compared with 16% of parents overall)

Pupils most likely to have been to an activity straight after school

- Families where two parents are working (58% compared with 50% of families with one working parent and 46% where no parent works)
- Child is not eligible for free school meals (55% compared with 45% of parents whose child is eligible)
- Child is in mainstream school (54% compared with 30% of parents whose child is in a special school)

Pupils most likely to have been to an activity in the evening

- Child is in Years 10-13 (11% compared with 3% of parents whose child is in Years 7-9 and 1% whose child is in Reception-Year 6)
- Child is in mainstream school (4% compared with no parents whose child is in a special school)

Pupils most likely to have been to an activity during school holidays

- Families where two parents are working (8% compared with 4% of families with one working parent and 4% where no parent works)
- Child is in a special school (16% compared with 6% of parents whose child attends a mainstream school)

Pupils most likely not have been to any activities

- Child is in Years 7-9 (46% compared with 38% of parents whose pupil is in Reception-Year 6 or Years 10-13)
- Family has one or no working parents (45% and 48% compared with 34% of parents in families where two parents work)
- Child is eligible for free school meals (48% compared with 39% of parents whose pupil is not eligible)
- Child attends a special school (53% compared with 40% of parents whose child attends a mainstream school)
- Parent is dissatisfied with the school (56% compared with 40% overall)
- Parent does not feel the school takes parents' views into account (47% compared with 40% overall)
- Access to activities is difficult (46% compared with 28% of parents who find access to childcare and activities easy)

The majority (62%) of parents say they would like to be able to use more activities in the school holidays, particularly in the summer and Easter holidays (58% and 23%, respectively). As usage of activities in the holidays is relatively low (only six percent of parents say their child has attended an activity during school holidays in the last year) this suggests that parents may currently be unaware of and/or have problems accessing current provision.

Those who are eligible for free school meals, lone parents and those in rural areas are most likely to say they want more activities to be offered in the summer holidays (68%, 64% and 59%, respectively).

Although only 12% of parents overall say they want their child to be able to use more activities at the weekend, those whose child attends a special school or is eligible for free school meals are significantly more likely to want this (27% and 18%, respectively).

4.1.3 What types of activities are used?

Schools offer a variety of activities, clubs and groups to cover activities and childcare. Across all term-time and holiday activities, those most commonly used are supervised activities[24] including sports, drama, music and art (48% of parents say their child has used these at some time), followed by homework and study groups (15%).

However, the types of activity that pupils tend to use differ depending on the time of day:

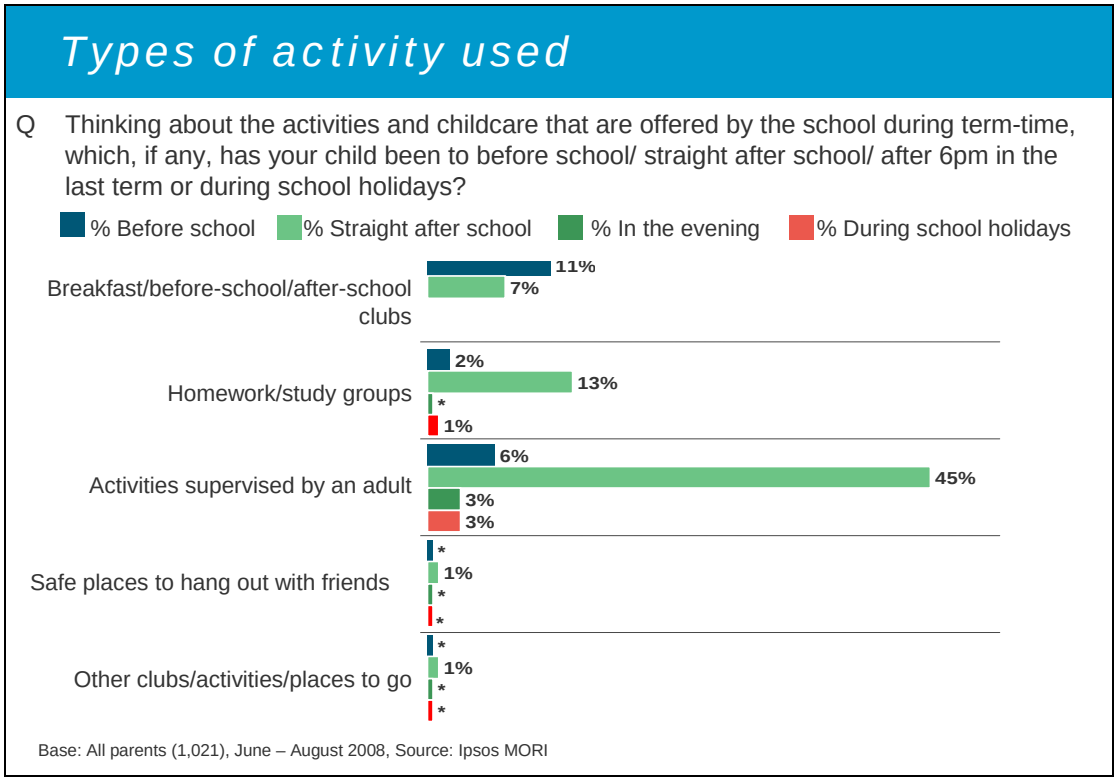
- Reflecting lower usage of activities before school, around one in ten (11%) parents say their child has been to a breakfast club or before-school club and just six percent say their child has attended a supervised activity or club before school. The supervised activities used before school are mainly accounted for by sports clubs (4%).

- As with the supervised activities used before school, the most commonly attended supervised activities straight after school are sports clubs (32%) followed by drama and performing arts (9%) and music clubs (8%).

- Only a very small proportion of parents say their child has been to any type of activity or childcare in the evening (4%) or during the school holidays (5%). However, the most commonly used type of activities at both of these times are supervised (3%).

[24] "Activities supervised by an adult" includes activities such as sports, drama and music; i.e. clubs and groups where a specific activity has been organised for pupils to engage in. "Homework/study groups" refers to groups organised with the specific purpose of doing homework or studying. Breakfast/before-school/after-school clubs may also be supervised by an adult but tend to be arranged primarily for the purpose of childcare, potentially covering a variety of activities, rather than being designed for pupils to engage in a specific form of activity. For the purpose of this survey, these activity types differ from "safe places to hang out with friends", which are less formal and not necessarily supervised by an adult.

Figure 29



Some key differences in usage of specific types of childcare and activities according to school phase, and these are illustrated in Figure 30 below.

Most notably, homework and study groups are more likely to be used by secondary school pupils, whereas supervised activities and clubs are more likely to be used by primary school pupils. Parents of pupils in special schools are more likely to say their children use safe places to hang out with friends, and holidays and trips away than parents of pupils in primary and secondary schools.

Figure 30 - Differences in types of childcare and activity used

	Eligibility for FSM		School phase			Family work status		
	Yes	No	Primary	Second-ary	Special	Two nts work	One t works	No t works
Base: All parents	*(183)* %	*(838)* %	*(455)* %	*(461)* %	*(105)* %	*(489)* %	*(359)* %	*(171)* %
Before-school/breakfast club	14	10	15	5	17	11	8	16
Homework/study groups	14	15	7	25	4	17	14	10
Supervised activities and clubs	40	50	51	46	36	53	44	43
Safe places to hang out with friends	2	2	2	2	5	2	1	4
Other activities/clubs/ places to go	1	2	1	3	1	2	2	1
Day trips and holidays away	1	1	1	1	5	2	1	1

Source: Ipsos MORI

Further to the subgroup differences illustrated in the table above, parents' satisfaction with their child's school and feeling their views are taken into account are also related to usage of supervised activities; half (50%) of parents who are satisfied with their child's school say their child uses supervised activities, compared with one quarter (25%) of those who are not satisfied. Similarly, over half (55%) of parents who feel the school takes their views into account say their child uses supervised activities, compared with two-fifths (39%) of those who feel the school does not.

Perhaps unsurprisingly, ease of access appears to be a driver of usage, with three in five (60%) parents who find access easy saying that their child uses supervised activities, compared with around two in five (39%) of those who find access difficult.

There are also differences in usage of supervised activities in relation to pupil characteristics:

- Girls are more likely than boys to have been to dance (15% vs. 2%), drama and performing arts (12% vs. 7%), music (11% vs. 6%), and art and craft (8% vs. 4%) clubs. Boys, on the other hand, are more likely to have been to sports clubs (39%) than girls (30%).

- Reflecting the finding that primary school pupils are more likely than secondary school pupils to have attended supervised activities, those in Reception to Year 6

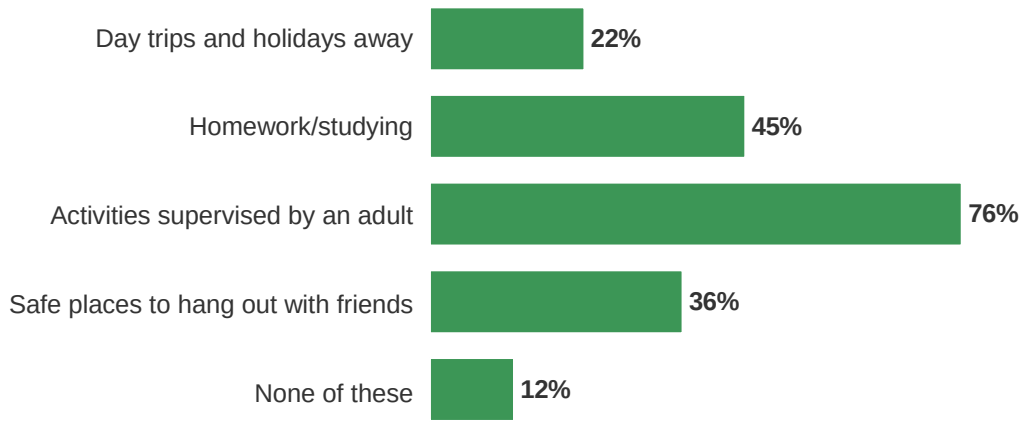
are more likely than older pupils to have been to sports clubs (37% vs. 33%) and to art and craft clubs (8% compared with 3%).

Overall, nearly nine in ten (87%) parents would like their child to use activities more than they already do. Over three quarters (76%) would like their child to use more supervised activities; nearly half (45%) would like them to use more homework and study groups and just over a third (35%) would like to see their child making more use of safe places to hang out with friends. Parents who do not think that the school takes into account their views are significantly more likely to want their child to use more of all three of these types of activity.

Figure 31

Types of activity parents would like to use more

Q Which, if any, of these types of activities would you like your child to use, or to use more than he/she already does?



Base: All parents who are aware of activities (894), June – August 2008, Source: Ipsos MORI

The types of activities that parents would like their child to use more vary according to a number of factors:

- Parents of secondary school children are more likely to want their child to attend more homework and study groups (56% compared to 45% overall). As noted previously, secondary school pupils are also more likely than other pupils to be currently using these types of activities.

- Again reflecting current patterns of usage, parents of children attending special schools are more likely than primary school parents to want their child to make more use of safe places to hang out with friends (47% vs. 34%). Those with children in Years 7 to 9 are also more likely to want their child to use safe places to hang out more than they already do (43% compared to 36% overall).

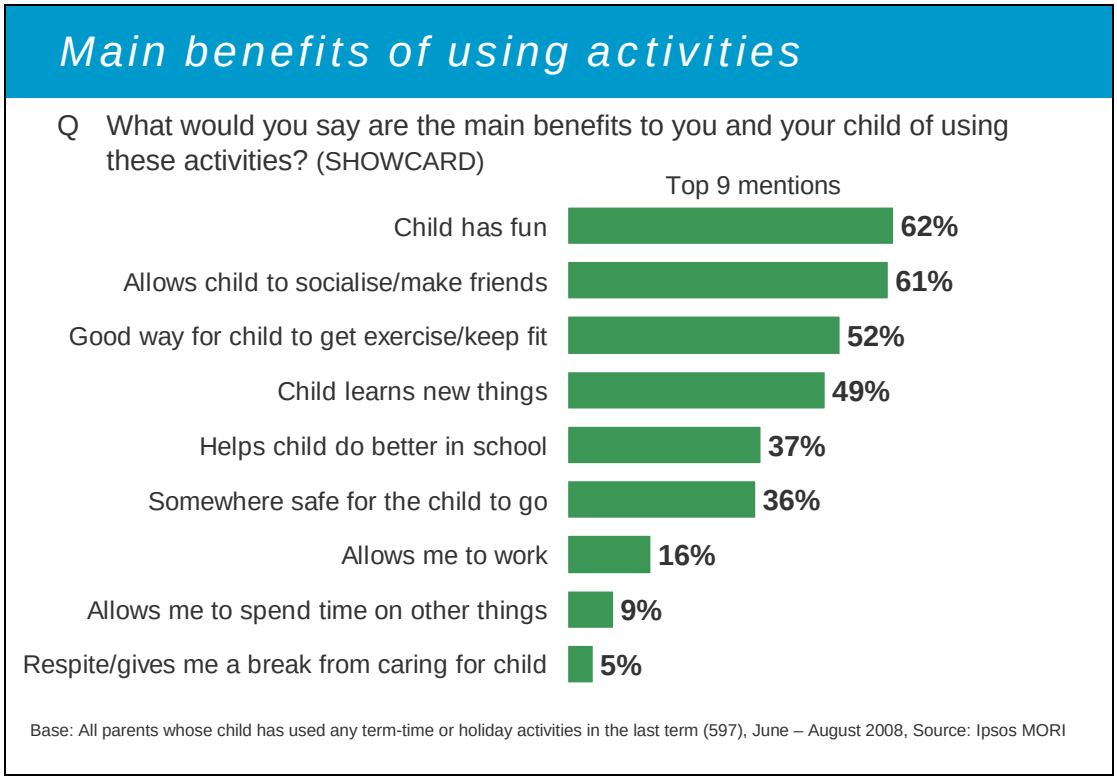
- Those eligible for free school meals and parents of pupils attending special schools are more likely than other parents to want their child to attend more supervised activities (84% and 90% compared to 76% overall). However, these groups are also the least likely to be currently using these types of activity.

4.1.4 Reasons for use and perceived benefits

Parents whose child had been to any type of childcare or activity in the last term were asked what they felt the benefits of using these services were. As illustrated in Figure 32 below, most parents cite fun and socialising as benefits (62% and 61%, respectively). Improved health and academic outcomes are also frequently cited.

One in six (16%) parents say that a benefit of their child using activities is that it allows the parent to work. This corresponds with the proportion of parents who use activities as childcare during term-time (14%).

Figure 32



There are some differences in perceived benefits of childcare and activities according to school phase and family work status. These are illustrated in Figure 33.

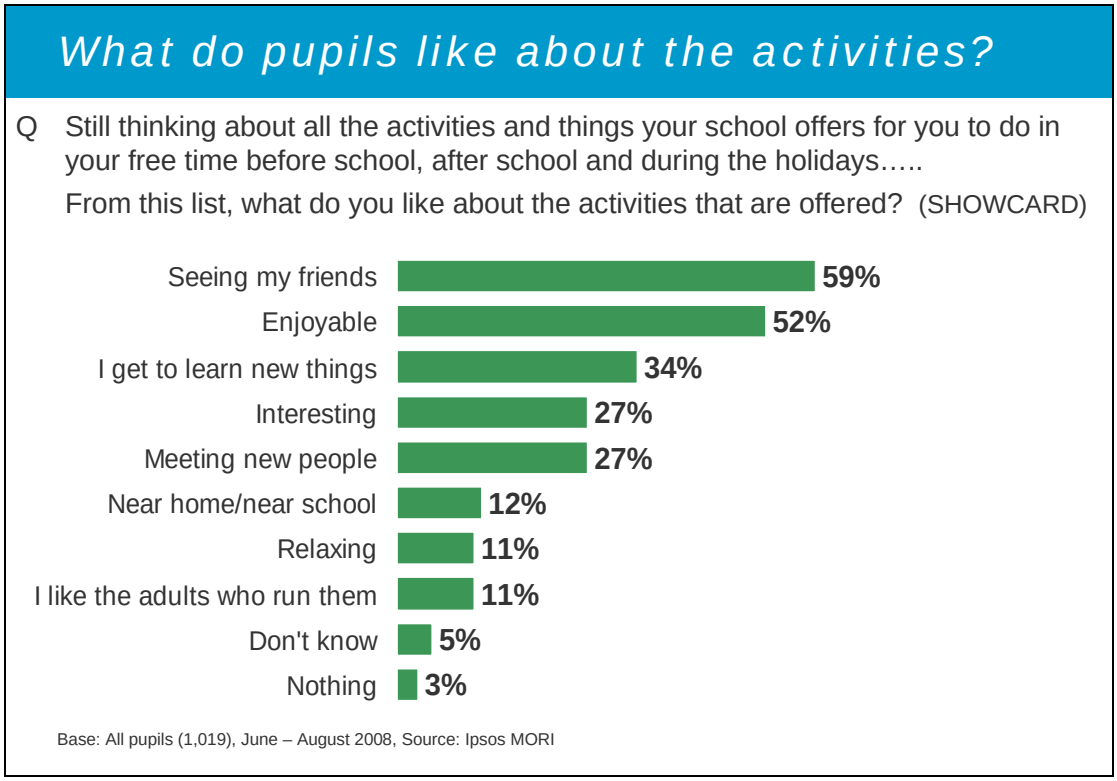
Notably, allowing the parent to work is more frequently cited as a benefit by the parents of primary school pupils and families where two parents work. These groups, and parents of special school pupils, are also most likely to cite fun for the child as a benefit. In contrast, parents of secondary school pupils are more likely to cite improved academic outcomes, reflecting the fact that secondary school pupils are more likely to attend revision and homework classes than primary pupils.

Allowing parents to spend time on other things and offering respite from caring are also mentioned as key benefits by parents of children in special schools.

Figure 33 - Differences in perceived benefits of using childcare and activities					
	School phase			Family work status	
	Primary	Secondary	Special	Two parents work	One or no parent works
Base: All parents whose child has been to an activity in the last term	*(281) %*	*(267) %*	*(49) %*	*(316) %*	*(281) %*
Child has fun	72	49	74	66	56
Helps child to do better in school	25	52	38	33	41
Allows me to work	22	8	17	22	7
Allows me to spend time on other things	11	5	39	7	11
Respite/break from caring	6	2	33	4	6
					Source: Ipsos MORI

As with parents, the main benefits of attending activities perceived by pupils relate to fun and socialising: three in five (59%) pupils like being able to see their friends, and more than half (52%) say activities are enjoyable. Other perceived benefits include learning new things (34%), being interesting (27%) and meeting new people (27%).

Figure 34

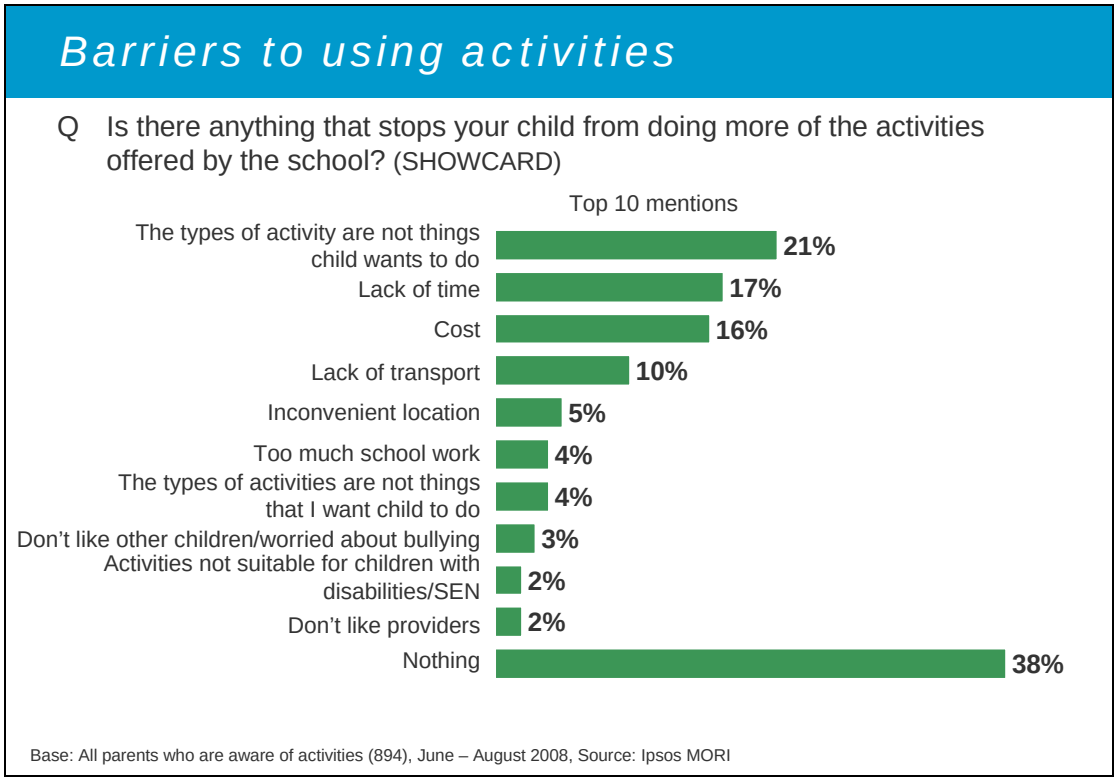


The only notable difference in perceived benefits between subgroups relates to age: pupils in Year 11 and above are more likely than others to mention learning new things (39%), relaxing (17%), the location being near home/school (14%) and liking the adults who run them (14%) as things they like about the activities offered by their school.

4.1.5 Barriers to use

Parents who are aware that their child's school offers childcare or activities were asked what, if anything, stops them from using them more (see Figure 35 below). Three in five (60%) parents cite barriers. The most frequently cited barriers are the types of activities available not being what the child wants to do (21%) and lack of time (17%). Cost is the third most frequently cited barrier (mentioned by 16%) and lack of transport is cited by one in ten (10%).

Figure 35

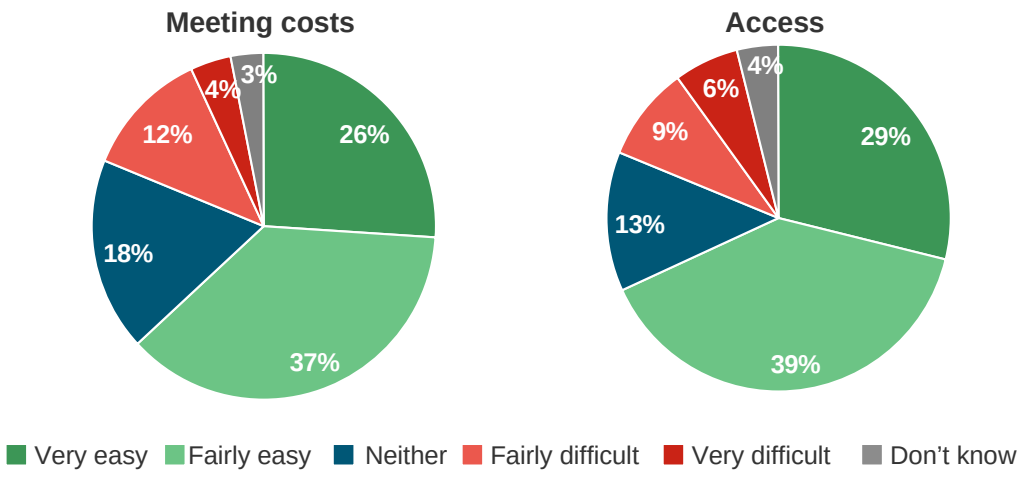


When asked explicitly about meeting the costs of childcare and activities, the same proportion of parents say they find it fairly difficult or very difficult to meet costs as spontaneously mention costs as a barrier (16%). A similar proportion of parents (16%) say accessing the activities offered by the school is very difficult or fairly difficult. This indicates that the majority find meeting costs (63%) and accessing activities (68%) easy.

Figure 36

Ease/difficulty of meeting costs and access

Q How easy or difficult is it for you to meet the costs of/access the activities offered by the school that you want your child to use?



Base: All parents who are aware of activities being provided by their child's school (894), June – August 2008, Source: Ipsos MORI

Looking at the top four perceived barriers to use according to parents, key differences are seen across school phases. These are illustrated in Figure 37.

Most notably:

- Parents of secondary school children are most likely to cite their child not wanting to do the types of activity available as a barrier;
- Parents of secondary school pupils and, to an even greater extent, special school pupils are also more likely to cite lack of transport. This may be because pupils are more likely to travel further to special schools and secondary schools than primary schools;
- Cost of activities is also more likely to be cited as a barrier by parents of special school pupils and by lone parents than anyone else; and
- Lack of time is equally likely to be a barrier across all parents.

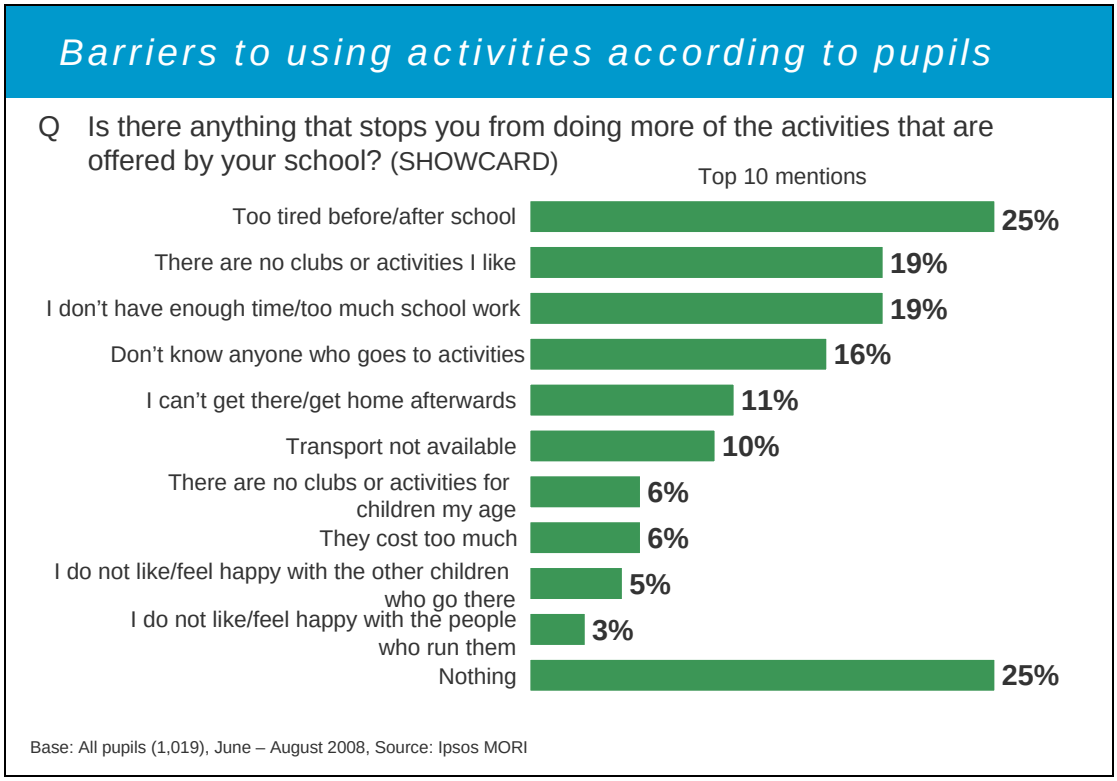
Figure 37 - Differences in barriers to use

	School phase			Family type		Family work status		
	Primary	**Secondary**	**Special**	**Two parents**	**Lone parent**	**Two working parents**	**One working parent**	**No working parents**
Base: All parents who are aware that school provides activities	*(422) %*	*(389) %*	*(83) %*	*(703) %*	*(191) %*	*(438) %*	*(316) %*	*(138) %*
The types of activity are not what child wants to do	19	25	9	21	22	52	34	14
Lack of time	17	18	8	18	14	22	20	20
Cost	18	13	27	14	24	19	16	12
Lack of transport	5	15	39	10	9	11	19	26

Source: Ipsos MORI

Reflecting findings from the survey of parents, pupils are also most likely to cite a lack of activities they like and not enough time as among the top barriers to using more of the activities offered by their school. However, being too tired is the most common barrier according to pupils (mentioned by 25%). Transport is also cited as barrier by a similar proportion of pupils (11% cannot get there/get home and 10% say there is no transport) and parents (10%).

Figure 38



As with the perceived benefits of activities, the most notable differences in perceived barriers between subgroups of pupils are related to age. Pupils in Year 11 and above are more likely than younger pupils to say that: they are too tired after school (30%); they do not have enough time/have too much school work (25%); that there are no clubs or activities they like (22%); and that there are no clubs or activities suitable for children of their age (10%).

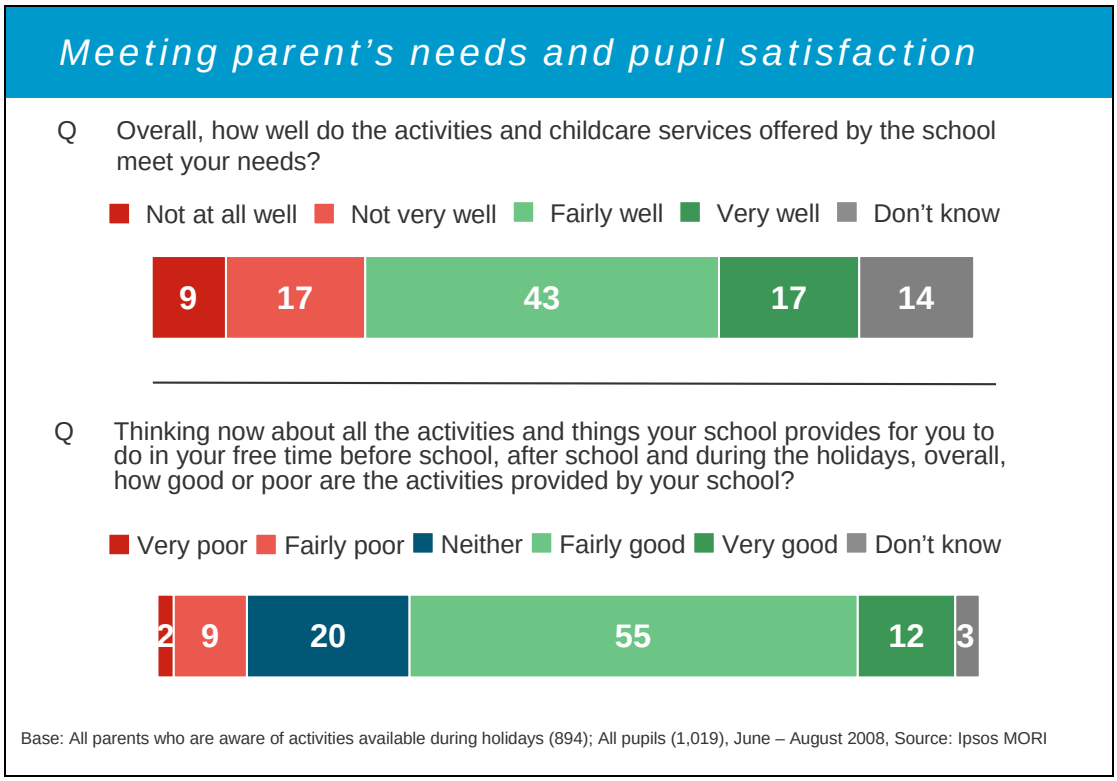
A quarter (25%) of pupils say that there are no barriers to them using activities.

4.1.6 How well are activities and childcare rated by parents and pupils?

Overall, both pupils and parents rate the activities and childcare services offered by their school positively, with pupils being slightly more positive than their parents. Two-thirds (67%) of pupils say that the activities and things their school provides for them to do before school, after school and during the holidays are good and only one in ten (10%) say they are poor.

When asked how well activities and childcare services offered by their child's school meet their needs, three in five (60%) parents say that the activities and childcare services meet their needs well. However, one quarter (26%) of parents say that the services do not meet their needs.

Figure 39



There are some key differences between subgroups of parents in terms of whether activities provided by their child's school meet their needs. There are also some differences between subgroups of pupils in how well activities are rated. As illustrated in Figure 40 below, these differences relate mainly to family status and attitude towards, or relationship with, the school.

In summary:

- Both parents and pupils who have positive attitudes about the school (for example in terms of feeling informed, feeling that their views are taken into account and talking to teachers) are more likely to be satisfied with the childcare and activities provided by the school.

- Parents and pupils from two-parent families and families where two parents work tend to feel their needs are met and that the activities are good.

- Pupil age is also an issue with the youngest age groups being more likely to feel that provision is good, and parents of these pupils feeling their needs are met.

Figure 40 - Parents and pupils who are satisfied and dissatisfied with provision of childcare and activities	
More likely than average to say that childcare and activities meet needs very well or fairly well (Base: 549)	***More likely than average to say that activities are very good or fairly good (Base: 678)***
• Parents of children in Reception – Year 6 (65% compared with 60% overall) • Families with two working parents (64% compared with 55% of families with one working parent) • Parents who are satisfied with the school (63% compared with 37% of those dissatisfied with the school) • Parents who feel the school takes parents' views into account (69% compared with 46% of those who feel the school does not) • Parents who know at least a little about the activities provided by the school (67% compared with 40% of those who say they know nothing) • Parents who say access to extended school activities is easy (70% compared with 37% of those who find access difficult)	• Pupils from two-parent families (69% compared with 59% of pupils from one-parent families) • Pupils from families with two working parents (70% compared with 60% of pupils from families where no parent works) • Pupils who feel they know enough about the activities their school offers (76% compared with 60% of those who feel they need more information) • Pupils who enjoy school all or most of the time (74% compared with 52% of those who only sometimes or never enjoy school) • Pupils who find it easy to talk to teachers (73% compared with 47% of those who find it difficult) • Pupils who feel adults at their school are good at helping children deal with personal problems (74% compared with 43% of those who feel adults at their school are poor) • Pupils from large schools (70% compared with 63% from small schools)
More likely than average to say that childcare and activities do not meet needs (Base: 233)	***More likely than average to say that activities are poor (Base: 107)***
• Parents of children in Years 7-9 (38% compared with 26% of parents overall) • Parents of children in special schools (39% compared with 26% of parents of pupils in mainstream schools) • Mirroring those most likely to feel their needs are met, parents most likely to feel their needs are not met tend to: be dissatisfied with the school (54%); feel the school does not take parents' views into account (40%); know nothing about the activities provided by the school (42%); and find access difficult (49%)	• Pupils from families where no parent works (16% compared with 10% overall)

Further analysis using regression (see Appendix 2) highlights some additional points relating to parents' needs being met:

- The parents of primary school aged children with SEN are least likely to feel that needs are being met.
- The needs of parents of primary school pupils tend to be quite different to parents of secondary school pupils. Whereas primary school parents have a particular need for services before and immediately after school, parents of secondary school pupils have more diverse needs.

- Among the parents of secondary school pupils, one of the strongest predictors of needs not being met is that children do not want to do the activities currently on offer.

The regression analysis therefore suggests that better tailoring of activities is an important development to ensure that services meet needs. Activities should be made available and appealing to all groups of pupils, taking into account differences in age, gender and special needs.

4.2 Other extended services

This research also looked at extended services other than childcare and activities. Each of these services is defined as follows:

- **Swift and Easy Access** refers to schools working with other statutory services and the voluntary and community sector to identify and support children and young people who have additional needs or who are at risk of poor outcomes. This involves schools being proactive in identifying children's needs, using the common assessment framework (CAF)[25] where appropriate, and providing support through the school. Access to services should be swift and effective in ensuring that the child's needs are met, with someone (in the school or in another service as appropriate) coordinating interventions and monitoring their impact, liaising with the child and their family, and taking further steps when needed.

- **Community access** refers to opening school facilities to the public. For example, the school hall might be used by community groups, or the IT facilities for adult education classes.

- **Parental support services** include parenting programmes and family learning sessions, as well as information about local services for families. For example, secondary schools might run courses for parents of pupils who have just started secondary school so that parents can support their children at their new school.

4.2.1 Provision and awareness of other extended services

Encouragingly, the majority of schools surveyed offer other extended services, either at their school or off-site, with Swift and Easy Access (76%) being the most commonly-provided service. Parenting support is offered by seven in ten (70%) schools and community access is offered by over half (54%) of all schools surveyed. Positively, parents' awareness is fairly widespread and in line with what is currently being offered for all three of these other extended services. However, recent usage of these extended services by parents is somewhat lower than awareness, with around half of parents who are aware of each service having used them *in the last year*.

[25] Local authorities and partners in children's trusts have clear procedures in place (e.g. CAF) to identify children's needs and bring services together to provide effective multi-agency support from professionals, in and through the extended school. Referral pathways should be clear and effective, with agreed frameworks for communication and accountability.

Figure 41 – Provision, awareness and usage of other extended services			
	% schools offering service	% parents aware of services	% parents using service/ saying child used in last year
Base:	*All schools (1,019)*	*All parents (1,021)*	*All parents (1,021)*
Swift & easy access	76[26]	68	30
Parenting support	70	70	36
Community access	54	49	20
			Source: Ipsos MORI

Perhaps unsurprisingly, schools providing services in a cluster are significantly more likely than average to offer other extended services. Secondary schools are also more likely than primary schools to offer such services; in line with this, awareness of all of these other extended services is highest among those with older children (i.e. those attending secondary schools where provision is at its highest).

Findings relating to the provision and awareness of other extended services are summarised below, service by service. Supporting data can be found in the appendices to this report[27]. Usage of these extended services is then discussed in section 4.2.2.

Swift and Easy Access

The majority (76%) of schools currently provide access to a range of services and professionals in order to support children and their families. According to schools, school nurses are the most commonly-provided professionals either on- or off-site (97%), reflecting usage rates as specified by parents (parents cite school nurses as the most frequently used Swift and Easy Access service). Speech and language therapists, disability/SEN support professionals and police are also commonly provided by schools (93%, 91% and 79%, respectively), and all three of these are commonly used by pupils according to their parents.

Positively, the findings show that the majority of parents are aware of the support services available at the child's school, should they need to access them. Parents from white ethnic backgrounds are significantly more likely than BME groups to be aware of Swift and Easy Access (71% vs. 53%).

[26] Although 76% of schools say they offer Swift and Easy Access to services, the figure is most certainly higher – when prompted with a list of services falling under Swift and Easy Access, 97% of schools offer at least one of them, with school nurses at the top of the list.
[27] See toplines in Appendix A: Parent survey Q36-Q50, School survey Q10-16, Pupils survey Q20-24.

The vast majority of pupils know who to go to if they have any personal problems (91%) and around seven in ten (72%) feel that teachers and other adults at their school are good at helping children when they have personal problems[28].

Parental support services

Seven in ten (70%) schools provide a range of parental support services either on- or off-site, with deprived schools being more likely to offer this type of support than non-deprived schools (85% vs. 66%, respectively).

The most commonly-provided services are information sessions for parents before or after their children enter education (84% provided on-site) and information for parents about where they can obtain advice and support (83% provided on-site). Reflecting provision, parents are most likely to be aware of information sessions relating to their child's schooling (42%). Awareness of adult learning opportunities including literacy and numeracy support is the lowest, with only a quarter (24%) of parents aware of this service.

Community access

Although community access is the least commonly-provided extended service, over half (54%) of schools open at least one of their facilities for public use.

Around four in five (79%) of the schools that open their school facilities allow public access to their halls or classrooms, while seven in ten (71%) open their sports facilities. In line with this, there is greatest awareness among parents of access to these two facilities (26% and 30%, respectively).

Community access is somewhat more likely than average to be offered by secondary schools (86%) and schools that provide services in a cluster (62%).

There appears to be a gap between provision and awareness of community access in special schools; although over half (52%) of special schools provide community access, 91% of parents whose children attend these schools say they are not aware of it.

4.2.2 Usage of other extended services

As illustrated in Figure 41, many parents have made use of extended services provided by their child's school other than, or in addition to, childcare and activities. Of these services, parenting support is the most commonly accessed (36%); three in ten (30%) parents have made use of Swift and Easy Access; and one in five (20%) have used community access.

There are some key differences between subgroups in usage of these extended services. Parents of children attending special schools are significantly more likely to say they would approach the school for help if either they or their child had a problem. Perhaps unsurprisingly, parents who are satisfied with the school, those who are aware of activities provided by the school, and those who feel the school takes into account parents' views are significantly more likely to say they would use these services.

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[28] As mentioned previously, it is difficult to make direct comparisons due to differences in question wording.

Findings relating to usage of other extended services are summarised below, service by service. Supporting data can be found in the appendices to this report[29].

Swift and easy access

According to parents who are aware of Swift and Easy Access, 65% of children have not used any of the support services offered by the school. However, nearly nine in ten parents (86%) say they would be likely to approach the school for help in accessing support services if their child had a problem, with three in five (59%) saying they would be *very likely* to do so. Perhaps unsurprisingly, those who agree that they have a good relationship with their child's school are significantly more likely to say that they would approach the school if their child had a problem than those who do not (89% vs. 65%).

In terms of usage, the most accessed Swift and Easy Access services are healthcare-related (17%), whilst the least used are services relating to behaviour (3%). This reflects current provision in schools.

Those eligible for free school meals are more likely to have received support from Swift and Easy Access services than those who are ineligible (46% compared with 33%). Perhaps unsurprisingly, parents with children attending special schools are significantly more likely than average to have made use of nearly all of these support services, particularly in regard to healthcare, SEN/disabled services and emotional/mental health services. In line with this finding, these parents are also more likely to say they would approach the school for help in accessing support services (94% compared to 86% overall).

Most pupils say that their school is good at offering help with bullying (73%), and more than half say the school is good at giving extra help with school work (56%), and helping with worry over exams and tests (53%) and health issues (51%).

When asked which things they would like their school to give young people more help with, pupils most commonly cite smoking, drugs and drinking (26%, 22% and 21%, respectively). Over a quarter (28%) of pupils do not feel that the school should provide more help with any of these things.

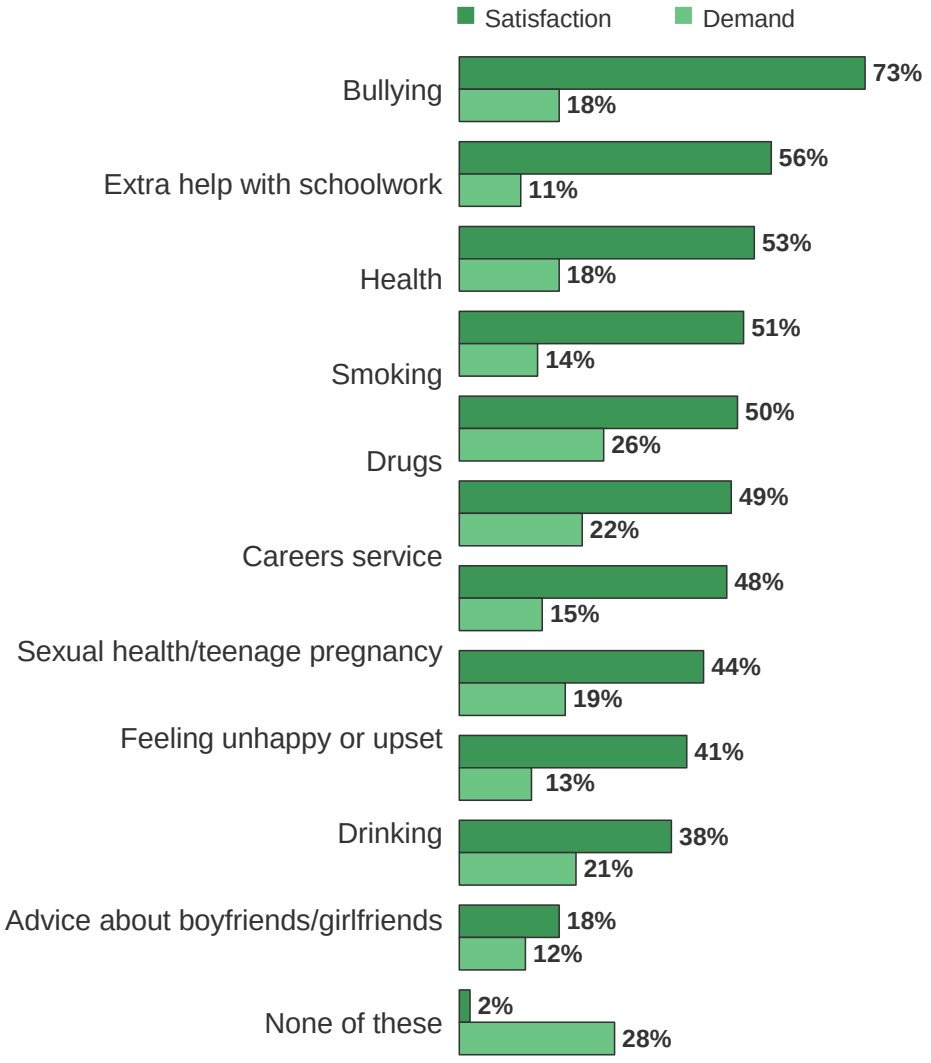
[29] See toplines in Appendix A: Parent survey Q36-Q50, School survey Q10-16, Pupils survey Q20-24.

Figure 42

Demand for swift and easy access according to pupils

Q Do you think your school is good at helping young people with any of these things?

Q And do you think your school should give young people more help about any of these things?



Base: All pupils (1,019), June–August 2008, Source: Ipsos MORI

As illustrated in Figure 43 below, there are some differences between subgroups of pupils in demand for Swift and Easy Access. Most notably:

- Pupils from BME groups are more likely to want the school to provide additional help with certain aspects of their well-being. For example, one in five (20%) would like to see more help provided relating to health issues compared to only 12% of pupils from white ethnic groups.

- Those from deprived backgrounds are significantly more likely to say they require further support with bullying than those from more affluent families.
- Girls are more likely than boys to want support on a number of issues, for example sexual health, bullying and worrying about exams.

Figure 43 - Pupil demand for Swift and Easy Access (mentions over 10%)

	Total	Deprivation (FSM)		Gender		Ethnicity	
		Deprived	Not deprived	Male	Female	White	BME
Base: All pupils	*(1019) %*	*(211) %*	*(808) %*	*(498) %*	*(521) %*	*(792) %*	*(210) %*
Smoking	**26**	29	25	26	26	24	33
Drugs	**22**	25	21	24	20	20	27
Drinking	**21**	20	21	21	21	20	23
Sexual health/teenage pregnancy	**19**	20	18	15	22	18	19
Worrying about exams/tests	**18**	19	17	15	20	17	19
Bullying	**18**	25	16	15	20	17	20
Careers service	**15**	13	16	14	16	15	16
Health	**14**	14	14	12	15	12	20
Feeling unhappy or upset	**13**	16	13	11	16	13	15
Advice about boyfriends/girlfriends	**12**	10	12	9	14	11	12
Extra help with school work	**11**	13	11	11	12	11	12
None of these	**28**	**26**	**29**	**32**	**24**	**30**	**21**

Source: Ipsos MORI

Perhaps unsurprisingly, pupils who enjoy school find it easy to talk to teachers and think that their school is good at dealing with personal problems are significantly more likely to think that their school is good at helping young people with their well-being.

Parental support

Usage of specific parental support services is varied and tends to depend on the size of the school and the nature of the service provided.

Information sessions for parents before their children enter primary or secondary education have the highest attendance figures, with a third (32%) of schools providing the service having over 50 parents taking part in these sessions last term (summer term 2008). In contrast, parenting classes/programmes and adult learning

opportunities have the lowest attendance figures, with between 10-30 parents attending these services each term.

However, it must be noted that many schools are unable to provide attendance figures for parental support services, with up to one in five schools stating “don’t know” for each of these services.

Around half (51%) of parents who are aware of parental support services provided by the school have used them. However, over three-quarters (77%) say they would be likely to approach the school for help in accessing support services if they had a problem and nearly half (48%) say they would be *very likely* to access such services if they had a problem.

Parents with a child at secondary school are more likely than average to say they do not make use of any parental support services (55% compared with 49% on average). They are also least likely to say they would approach the school for help in accessing support if they had a problem (26% unlikely compared to 22% on average).

In terms of usage of specific parental support services, parents are most likely to attend social events, particularly those with children attending primary and special schools. Those from BME groups are significantly less likely to attend social events than those from white ethnic groups. However, they are the most likely to want more social events for parents and families to be made available (23% BME vs. 16% white).

Although parents with children at special schools are more likely than average to attend parenting courses and support groups, they are also more likely to want more of these services made available to them (25% compared to 18% on average).

In terms of demand for parental support services, two in five (40%) parents do not want any more services made available. However, reflecting the popularity of information sessions, a third (32%) would like to see more information sessions available.

Community access

Parents who are aware of community access services are most likely to have used sports facilities and halls, rooms and spaces at their child’s school (19% and 16%, respectively), but three in five (60%) have not used any school facilities at all. However, it is worth bearing in mind only around half (54%) of all schools surveyed currently provide community access.

Just over a quarter of parents want sports (28%) and computer facilities (26%) to be made available for them to access, but nearly half of all parents do not require any school facilities to be made accessible that are not already open to the community.

Some key differences between subgroups in demand for community access are illustrated in Figure 44 below. In summary, demand for greater access to sports facilities, libraries and medical facilities is higher among BME groups than white ethnic groups. In contrast, those with children attending special schools are the least likely to have used community access and are the least likely to demand such services.

Figure 44 - Parental demand for Community Access (all mentions)						
	Total	**School phase**			**Ethnicity**	
		Primary	**Secondary**	**Special**	**White**	**BME**
Base: All parents	*(1,021)* *%*	*(455)* *%*	*(461)* *%*	*(105)* *%*	*(815)* *%*	*(202)* *%*
Sports facilities	**28**	30	25	27	25	38
Computer facilities	**26**	26	26	22	25	30
Halls, rooms and spaces	**20**	20	19	18	19	22
Library	**16**	15	17	11	14	25
Arts facilities	**16**	16	16	14	16	16
Medical facilities	**8**	9	7	12	7	12
None of these	**47**	**47**	**47**	**64**	**50**	**33**
						Source: Ipsos MORI

4.2.3 Barriers to using other extended services

Perceived barriers to using other extended services are summarised below, service by service.

Swift and easy access

Around 13% parents say they would be unlikely to approach their school for help in accessing support services if their child had a problem. When asked why, more than a quarter (28%) of these parents say they are not aware that the school offers help with this type of thing in the first place, which implies that there is scope for improving awareness. Parents whose children attend a large school are the most likely to cite lack of awareness as a barrier to use (37%).

Around half (51%) of parents who are unlikely to approach their school for help say they would rather go to other professionals first. Others say that school staff lack experience/specialist knowledge (19%) or aren't interested (16%), or cite previous bad experience (17%) as reasons for not using Swift and Easy Access.

Those with children attending secondary schools are significantly more likely than those with children at primary schools to cite previous bad experience when seeking advice from school staff or that school staff aren't interested/won't listen as reasons for not approaching the school if their child had a problem (23% and 22% compared with nine per cent of primary school parents).

Figure 45 - Reasons for not using swift and easy access (mentions over 10%)			
	Total	**School phase**	
		Primary	**Secondary**
Base: All parents who would not be very likely/not at all likely to approach the school for help	*(133) %*	*(53) %*	*(74) %*
Would go to other professionals first	**51**	51	50
Didn't know they offered help with this type of thing	**28**	29	27
School staff lack experience/ lack specialist knowledge	**19**	15	22
Previous bad experience when seeking advice from school staff	**17**	9	23
School staff aren't interested/ won't listen	**16**	9	22
None of these	**13**	**15**	**12**
			Source: Ipsos MORI

Whilst not asked directly about "Swift and Easy Access", nearly three-quarters (72%) of pupils say that their teachers are good at helping children with personal problems. Pupils attending schools that provide the full core offer of extended services are significantly more likely to say their school is *very good* at helping with this than those whose school doesn't offer the full provision (31% vs. 25%, respectively).

Parenting support

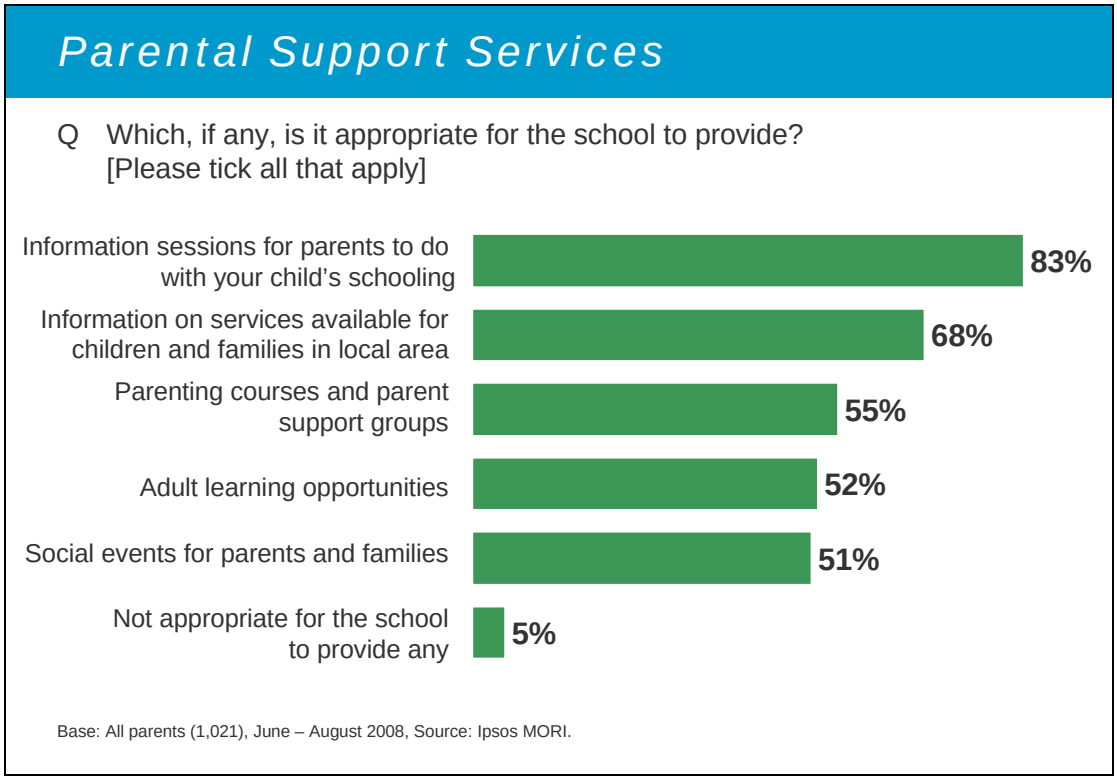
Echoing the barriers to Swift and Easy Access, the main barrier to using parental support services cited by parents is that they would rather go to other professionals first (59%). Those from non-deprived backgrounds (i.e. not eligible for free school meals) are significantly more likely to say they would go to other professionals first than those from more deprived backgrounds (i.e. eligible for free school meals): 63% vs. 39%.

Figure 46 - Reasons for not using parenting support (mentions over 10%)			
	Total	**Deprivation (FSM)**	
		Deprived	**Not Deprived**
Base: All parents who would not be very likely/not at all likely to approach the school for help	*(217) %*	*(40) %*	*(177) %*
Would go to other professionals first	**59**	39	63
Didn't know they offered help with this type of thing	**22**	17	23
School staff lack experience/ lack specialist knowledge	**16**	14	16
Don't feel comfortable approaching the school	**15**	27	13
Worried about confidentiality	**14**	20	13
School staff aren't interested/ won't listen	**12**	16	11
Previous bad experience when seeking advice from school staff	**12**	9	13
None of these	**10**	**15**	**9**
			Source: Ipsos MORI

Only five per cent of parents say it is not appropriate for schools to provide any parental support services, which indicates that the overwhelming majority think that the school does have a role to play in providing parents with such services.[30] The majority (83%) of parents agree that it is appropriate for schools to provide information sessions for parents regarding their child's schooling. Positively, even the parental support service least in demand (social events) is still regarded as appropriate for schools to provide according to around half of all parents (51%).

[30] This question is based on all parents.

Figure 47



Parents of children who attend special schools are more likely than average to say that it is appropriate for schools to provide parental support services, particularly support groups (77%) and social events (76%).

Community access

Three in ten (29%) schools that currently open their facilities to the public do not have any more facilities that could be opened for community access. However, some schools are not currently opening facilities that are highly regarded by parents. For example, over a quarter of schools say they could (but don't currently) make ICT suites available for use (27%), and this is one of the facilities parents would most like to see made available. Similarly, 15% of schools say they could open their libraries to the public, and as mentioned previously, some parents – particularly those from BME groups – say they want access to school libraries.

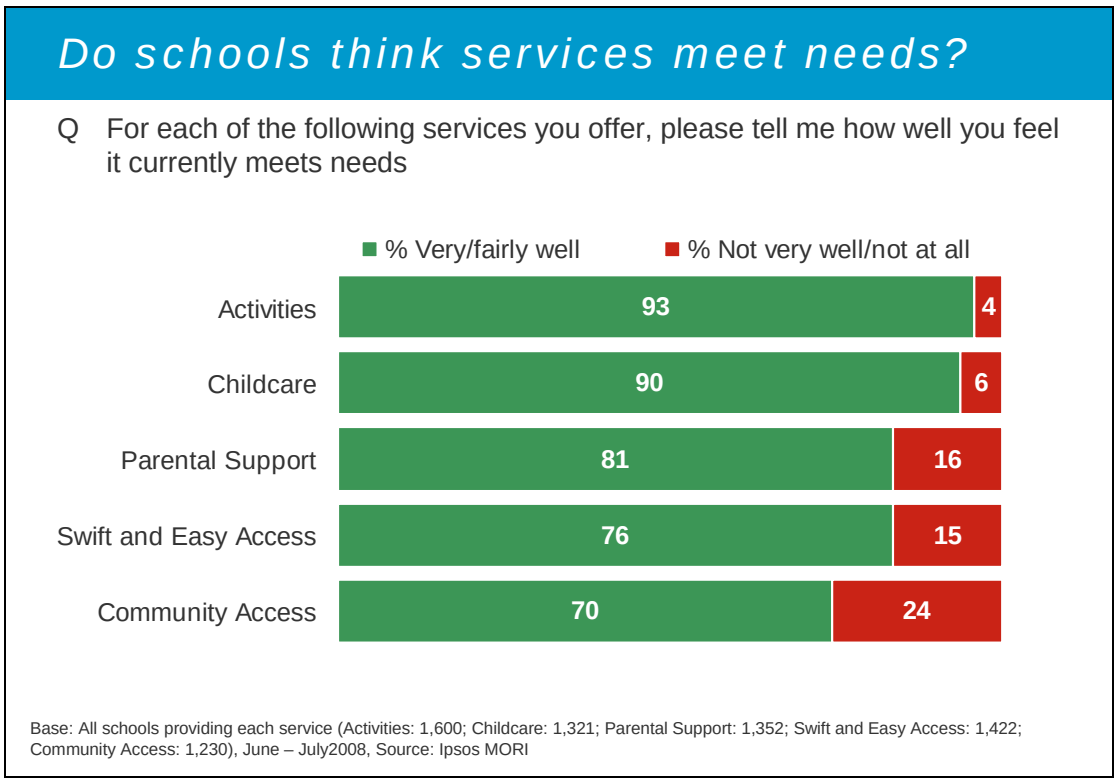
5. Developing extended services further

This section looks at schools' perceptions of whether extended services meet needs and the perceived barriers to further developing and providing services.

5.1. Meeting needs

On the whole, schools believe that the extended services they provide meet needs very well or fairly well, as shown in Figure 48 below.

Figure 48



However, the perceptions of pupils and parents do not entirely match those of schools, as pupils and parents are more likely to cite areas for improvement or services where extra help would be of benefit. However, it is important to note here that pupils and parents were asked about whether provision meets needs in different ways, which may explain the discrepancy to some extent.

Perceptions of whether services meet needs are discussed below, service by service. In this section we link back to parent and pupil data already discussed earlier in the report.

Activities and Childcare

The vast majority of schools feel that the activities and childcare that they offer meet needs: 93% and 90% of schools who provide these services respectively say that they currently meet needs very well or fairly well. Only four per cent of schools say activities do not meet needs, although this figure is higher among special schools and in schools with low achievement at level 5.

Pupils and parents, however, are less positive about the provision of activities and childcare, with only 67% of pupils rating the activities provided as good or very good, and even fewer parents agreeing that the activities and childcare provided meet their needs very well or fairly well (60%)[31].

As seen in section 3, a large proportion (62%) of parents say they would like their child to be able to use more activities in the school holidays, and a quarter would like their child to be able to make more use of activities after school.

One parallel between the findings from schools and pupils, however, is that special schools are less confident that activities meet needs, and children with SEN or a disability are more likely to rate the activities at their school as poor.

Parental Support

Four in five (81%) schools believe that their parental support services meet needs very well or fairly well, while 16% of schools say that services do not meet needs. Secondary schools, particularly those with below-average levels of achievement, are more likely than average to disagree that their parental support services meet needs.

Parents are not quite as satisfied with the level of parental support available as schools may think. Although two in five (40%) parents say they do not require information on services, information sessions, social events, parenting courses or adult learning opportunities to be made more available to them, the remaining three in five (60%) do feel there are areas where they would like more support. Particularly important to parents are information sessions to do with their child's schooling or information on services available for children in the local area (34% and 32% respectively would like these to be more available to them) [32].

Community Access

Seven in ten (70%) schools feel that the community access services they provide meet needs very well or fairly well. However, around a quarter (24%) of schools say that community access needs are not met well or at all – more so than for any other type of extended service. Large secondary schools are more likely than average to say that they can meet the needs of the community while small primary schools are most likely to say they cannot.

Although nearly half (48%) of parents are satisfied with the school facilities currently open to the community and would not like any further facilities open for them to access, around half (51%) would like school facilities made more available. Sports facilities (28%) and computer facilities (26%) are at the top of parents' wish-lists[33].

Swift and easy access

Three quarters (76%) of schools say that their Swift and Easy Access services meet needs very well or fairly well, although low achieving schools at level 5 are most likely to feel that needs are not met well in this area.

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[31] Discussed in more detail in section 2.1.6.
[32] Discussed in more detail in section 4.2.2.
[33] Discussed in more detail in section 4.2.2.

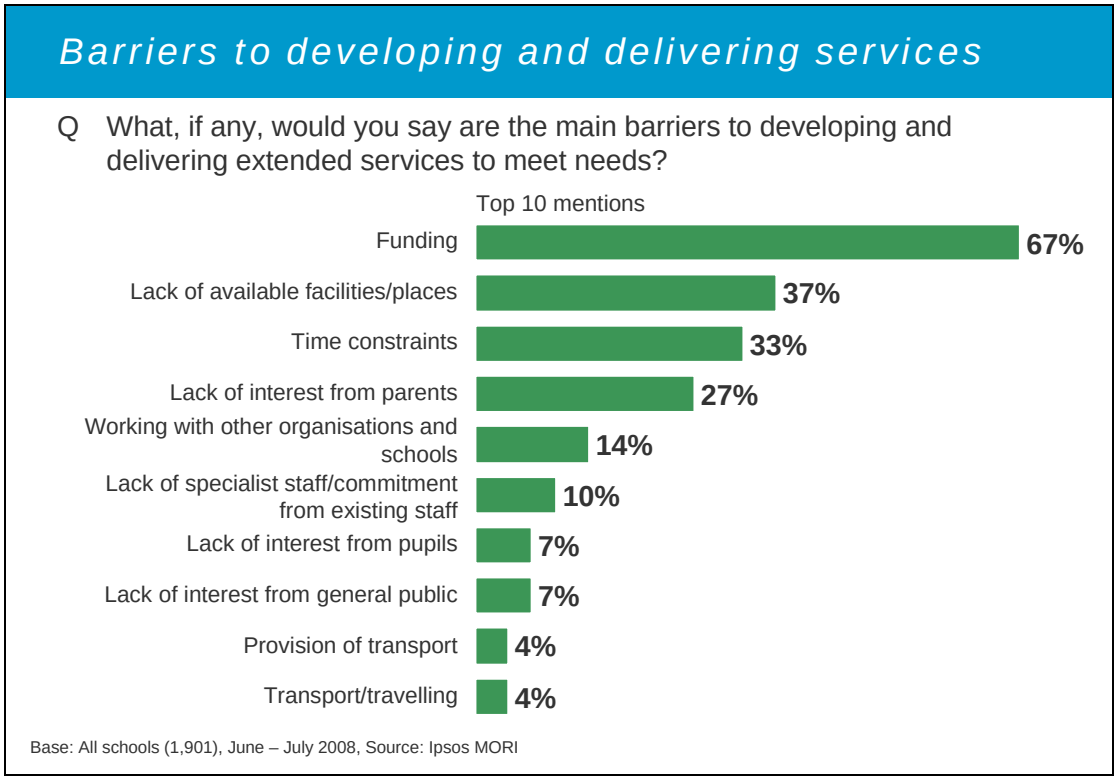
Pupils say that their school should give young people more help on certain issues, particularly smoking (25%), drugs (22%) and drinking (21%).

5.2. Barriers to developing and providing services

As discussed in Section 4, while all schools offer some form of extended services, only a third (32%) provide the full core offer. It may not be necessary for all schools to offer every type of service if other local services fulfil needs but it is clear from schools' and users' ratings on whether services meet needs that some schools need to further develop their own services.

Overall, schools are most likely to cite funding as a barrier to developing and providing extended services to meet needs, mentioned by two-thirds (67%) of schools. Lack of available facilities/places is mentioned by almost two in five (37%) and time constraints by one in three (33%). Lack of interest from parents is also an issue for just over a quarter (27%) of schools.

Figure 49



Looking at the top ten issues that act as barriers to developing and providing services, the main differences are seen across school phases and levels of deprivation. These are illustrated in Figure 50 and summarised below.

- Secondary schools are more likely than average to cite funding and lack of interest from the general public as barriers, and non-deprived secondary schools in particular cite time constraints and lack of interest from pupils.
- Primary schools are most likely to cite lack of available facilities/places as a barrier, although more so for non-deprived primary schools; deprived primary schools are more likely to cite funding and lack of interest from parents.

- Provision of transport and transport/travel are more likely to be cited as barriers by special schools than mainstream schools, and are in fact the most commonly cited issues among special schools, second only to funding.

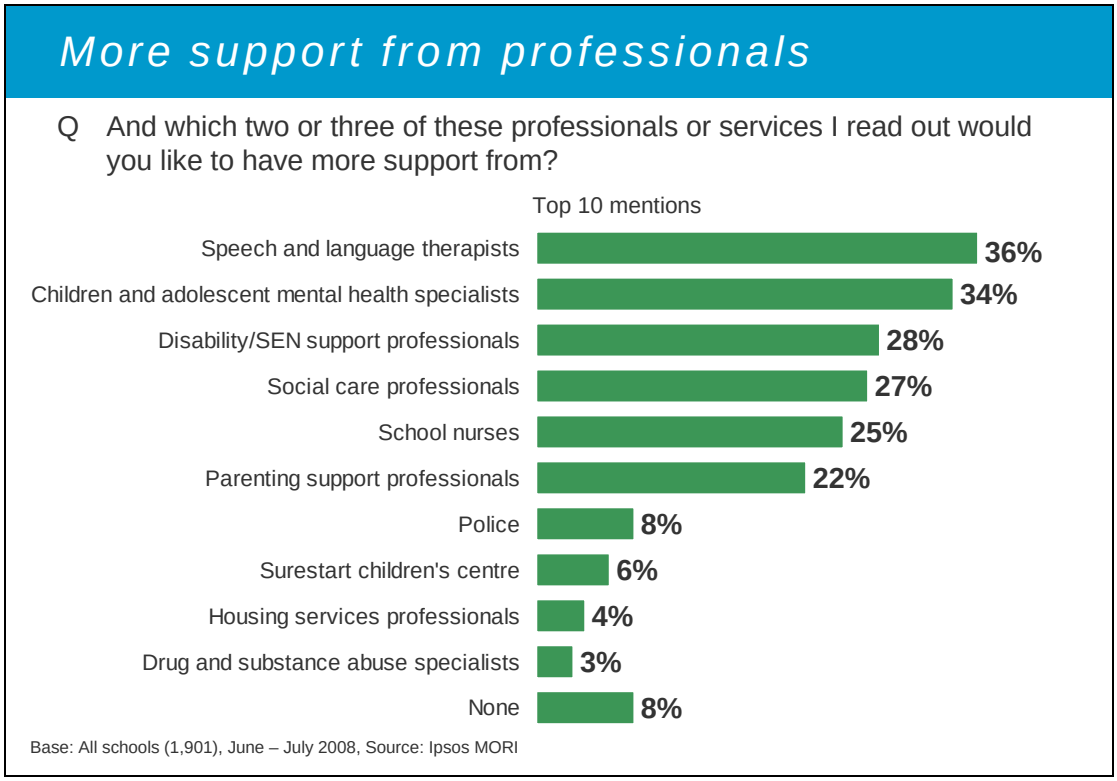
Figure 50 - Barriers to developing and providing services across different types of schools

	Deprivation by school phase				
	Derived Primary	**Not deprived Primary**	**Deprived secondary**	**Not deprived secondary**	**Special**
Base: All parents	*(154)* %	*(447)* %	*(130)* %	*(672)* %	*(307)* %
Funding	75	63	73	73	64
Lack of available facilities/places	31	43	23	20	19
Time constraints	28	32	33	39	21
Lack of interest from parents	38	24	24	27	15
Working with other organisations and schools	15	12	15	17	10
Lack of specialist staff/commitment from existing staff	6	12	10	7	12
Lack of interest from pupils	9	6	9	15	3
Lack of interest from general public	8	6	13	13	3
Provision of transport	1	4	3	3	21
Transport/travelling	0	3	1	5	24

Source: Ipsos MORI

Overall, one in seven (14%) schools mention working with organisations and schools as a barrier to developing and providing extended services, although 92% would like more support from professionals or services. Figure 51 below illustrates the top ten professionals and services from which schools would like more support - most commonly speech and language therapists (36%) and child and adolescent mental health specialists (34%).

Figure 51



The most notable differences in terms of where more support is required are across school phases:

- Primary schools are more likely than secondary schools to want more support from speech and language therapists (39% compared with 9%) disability/SEN professionals (30% compared with 20%) and school nurses (26% compared with 17%).

- Secondary schools are more likely to want more support from child and adolescent mental health specialists (44% compared with 32%) and drug and substance abuse specialists (11% compared with 2%).

- Special schools are more likely than mainstream schools to want more support from speech and language therapists (43%) and from child and adolescent mental health specialists (42%).

6. Conclusions and recommendations

This final section draws together conclusions and recommendations relating to the provision, usage and perceptions of extended services in schools. Key findings are summarised in the executive summary at the beginning of this report, and are detailed in sections 2 to 5.

Each conclusion/recommendation is discussed in turn below.

- **Developing and providing extended services in a cluster appears to be effective.**

  Schools providing services in clusters are more likely than average to say they have received support from a range of sources. Parents and pupils attending schools that provide extended services in clusters are more likely than others to feel consulted and informed about these services. Rates of provision of all five core extended services are also higher among schools working in clusters. The findings suggest that clear communication of the benefits of working in a cluster, explanation of how clusters are established and operate (including the role of Extended Schools Co-ordinators within clusters for example) could be worthwhile, and highlight the value of current DCSF initiatives to support schools in setting up and developing these types of networks.

- **There is room for more support and guidance to schools to help in developing and providing extended services – particularly schools that do not deliver services in a cluster.**

  Schools are more likely to agree than disagree (42% vs. 28%) that they currently receive sufficient support to develop and provide extended services. The most common sources of support include local authorities (cited by 82% of schools), other schools (54%), the health sector (32%) and School Improvement Partners (26%). However, non-cluster schools are least likely to say they receive support for planning, developing and providing services, and are also least likely to agree they receive sufficient support.

- **Findings from across the surveys highlight that further support and assistance in establishment and provision of extended schools services in special schools would be worthwhile.**

  Staff in special schools are less likely than those in mainstream schools to feel they currently receive enough support to develop and provide services, and rates of provision, usage and user ratings of services are all lower in special schools. At the same time, extended services appear to fulfil different, and important, functions for parents of special school children: for example, a third of these parents mention that childcare and activities provide respite from caring for their child and a chance to engage in other activities themselves. However, the parents of SEN pupils are the least likely to say that childcare and activities currently meet their needs. In addition to more general support for special schools to help with provision of services, transport and cost are particular barriers for parents of special school pupils, and more help and support on these issues could help to improve access to services where they are available.

- **Awareness of extended services among parents is broadly in line with provision; however, a significant minority of parents do not recall being consulted or listened to when schools developed extended services, and a similar proportion feel they do not know much about these services. The greatest communications challenge appears to be in secondary schools, where parents are less likely than average to feel informed or consulted about extended services.**

  While the majority of schools say they have consulted parents about extended services (86%), two in five parents do not recall being consulted and the same proportion do not feel the school listens to their views when developing extended services. A significant minority of parents also say they do not know much about extended services at the moment. However, general levels of awareness of the provision of each of the five core services are in line with the rates of provision reported by schools (for example, 70% of schools provide parenting support services and 70% of parents are aware that their child's school provides these). The findings indicate a correlation between service usage and feeling consulted about services, highlighting the importance of focussing on these aspects.

- **Schools should continue to inform parents about extended services via preferred channels: written information, including email, and parents evenings.**

  Parents say they prefer to receive information about extended services via formal/written channels and parents evenings. In addition, findings show that written information and parents evenings are most effective in raising awareness of extended services among parents. Email communications are cited third most often by parents as their preferred channel of information from schools about extended services, although they rarely recall having received information in this way. Some of the most widely used forms of consultation about extended services are parents' evenings, questionnaires and informal discussions. Furthermore, written communications updating parents and pupils on the changes that are being made in response to their feedback could help to reinforce the message that schools are acting upon consultation findings.

- **Childcare and activities are used widely at present; however, pupils from more deprived backgrounds are less likely than average to use activities. Findings suggest that more help and support for these groups, or more communication about the fact that financial help is available, could be worthwhile.**

  Although childcare and activities are used fairly widely at present (58% parents say their child has attended at least one activity in the past term), there are some groups where access appears to be more difficult. Pupils from more deprived backgrounds (i.e. those eligible for Free School Meals and/or with only one or no parents in work) are less likely than average to use activities. In line with this, cost is the third most commonly cited barrier to using activities (mentioned by 16% of parents), and is most likely to be mentioned by lone parents. Although schools are clearly making efforts to improve affordability – for example, by waiving fees or part of the fees, or by signposting parents to financial support services – the findings suggest that more help and support for these parents, or more communication about the fact that financial help is available, could be worthwhile.

- **There appears to be a gap between usage and provision of, and demand for, childcare and activities in the school holidays, suggesting that a significant proportion of parents and pupils are unable to access holiday activities and/or are unaware of them.**

  While only six percent of parents say their child has attended an activity during school holidays in the last year, just over half of schools provide activities and childcare during school holidays and daily attendance at these activities, according to schools, is 34 pupils per school (mean). A large proportion of parents say they would like to be able to use more activities in the holidays (for example, 58% would like to use more activities in the summer holidays). This suggests that there is either a lack of awareness of holiday activities and/or barriers to accessing activities currently provided by schools in the holidays.

- **Findings indicate that more work on making activities more appealing to pupils – particularly groups of pupils who currently have lower levels of access to services – could be of value.**

  One of the main barriers to using activities more often – as cited by parents and pupils – is that the activities on offer are not of interest to the pupils. This is particularly the case for secondary school pupils and, in line with this, use of activities is lower among those in Years 7-10. Usage is also more limited among children from relatively deprived backgrounds. Having fun and socialising are the key appeal of activities for pupils and their parents, rather than educational value. More work to align activities to what parents and pupils want to use, and to ensure they are appealing, could help to increase usage.

- **Transport is more likely to be cited as a barrier to using childcare and activities among secondary school parents than primary school parents, suggesting that more work to fund and provide this may help improve access.**
- **Information sessions for parents are very popular and widely used at present. A third of parents say they would like more of these, indicating that further work to develop and provide more parenting support sessions would be useful.**
- **Access channels for Swift and Easy Access appear to be working effectively, although some improvements could be made to awareness of Swift and Easy Access services among parents of children in large schools.**

  Most parents (68%) are aware of Swift and Easy Access services, and three in ten (30%) have used them. Furthermore, nine in ten parents say they would know who in the school to approach if they had problems, suggesting that access channels are working effectively. Among those who say they would be unlikely to approach their child's school for help, lack of awareness of such services is cited as a reason by 28%, increasing to 37% among those whose children attend a large school.

- **There may be some scope to extend current provision of community access, particularly around sports and IT facilities.**

  Around half of schools (54%) offer community access, and one in five parents (20%) have used this. While half of parents do not want any more facilities to be opened than are currently available, around a quarter want sports (28%) and computer (26%) facilities to be more widely accessible. A quarter of parents of BME children would like library facilities to be opened for community access. Of

the schools that currently offer community access, three in ten (29%) say there are some facilities that are not accessible that they could open up, and these findings suggest that there is some scope to extend current provision of community access, particularly around sports and IT facilities.

These findings, conclusions and recommendation are based on initial quantitative surveys of schools, parents and schools to measure what and how services are currently being provided, who uses them and opinions of current offerings. Usage and perceptions are likely to evolve as the extended schools programme is rolled out over the next couple of years. The full evaluation will produce a comprehensive assessment of the long term impact of extended schools, building on information of service provision, usage, and programme implementation.

Appendix 1: Topline data for schools, parents and pupils

Topline results from survey of schools

- Final topline results are based on data from 1,383 postal self-completion questionnaires and 518 telephone interviews with primary, secondary and special schools in England.
- The postal self-completion survey ran from 12 May – 25th July 2008.
- The telephone survey ran from 16 June- 17th July 2008.
- All data has been weighted to the profile of state primary, secondary and special schools in England.
- Data are shown separately for the postal and telephone surveys. The 'combined column' represents data from both postal and telephone surveys.
- If no base size is specified, data refers to all respondents.
- All other base sizes are specified (unweighted bases are shown).
- Where results do not sum to 100, this is due to computer rounding or multiple responses.
- An asterisk (*) indicates a finding of less than 0.5%, but greater than zero.

EXTENDED SERVICES OFFERED

Q1 **I would like to start by asking you about the extended services that your school offers. By "extended services" I mean a range of activities and services for children, parents, and the wider local community. Which of the following services does your school offer?**

Base: All respondents	% Postal	% Telephone	% Combined
Childcare or activities that can be used as childcare before and/or after school, for example breakfast clubs or homework clubs, or during the school holidays	72	76	74
All Activities – typically after school or during the school holidays, for example sports, arts and crafts or ICT	79	93	85
Parenting support, such as information sessions, adult learning opportunities, family activities	67	76	70
Community access – opening appropriate facilities to the wider community, for example sports facilities or ICT suites	46	66	54
Swift and easy access - working closely with other statutory services and the voluntary and community sector, to help and support children with additional needs, for example school nurses, speech and language therapists or the police	66	89	76
None of these	2	1	2
No answer	2	-	1

Q2 **Does your school offer extended services as part of a cluster or group of schools?**

Base: All who offer extended services	(1334) % Postal	(516) % Telephone	(1850) % Combined
Yes, as part of a cluster	46	66	55
No, is not part of a cluster	51	33	43
Don't know	1	1	1
No answer	2	-	1

Q3 **And how many schools are there in this cluster?**

Base: All who deliver services in a cluster	(657) % Postal	(325) % Telephone	(982) % Combined
1	1	1	1
2	6	2	4
3-5	15	18	16
6-9	34	41	38
10 or more	35	36	36
Don't know	7	1	4
No answer	2	-	1

CHILDCARE & ACTIVITIES

First I'd like to discuss childcare and activities. For clarity, we'd like to use specific definitions prescribed by DCSF: The definitions overlap, but this is fine, we'd still like you to consider the full range of things under each heading.

By childcare, we mean childcare and also activities that are organised in such away that parents can use them as childcare (e.g. study support, breakfast club, cultural or sporting activities or supervised unstructured activities)

For activities please think about all activities – whether or not they can be used for childcare.

Q4 **I am going to read out a list of services. Please tell me whether your school offers each service, and, if so, whether it is delivered on the school site, off-site, or both?**

	Base: All who provide childcare and activities		% Onsite	% Offsite	% A combination of both	% Not at all	% Don't know	% No answer
A	Childcare, or activities used as childcare, before school	Postal (1255)	58	6	3	23	*	10
		Telephone (497)	56	11	1	31	*	-
		Combined (1752)	57	8	2	26	*	6
B	Childcare, or activities used as childcare, after school	Postal (1255)	56	9	5	17	*	12
		Telephone (497)	54	12	14	19	-	-
		Combined (1752)	55	11	9	18	*	7
C	Activities straight after school	Postal (1255)	85	2	7	1	-	5
		Telephone (497)	73	1	24	2	-	-
		Combined (1752)	80	1	14	2	-	3
D	Activities in the evenings after 6pm	Postal (1255)	17	2	2	54	1	24
		Telephone (497)	20	8	5	68	-	-
		Combined (1752)	18	4	3	60	1	14
E	Childcare, or activities used as childcare, during the holidays	Postal (1255)	28	11	6	36	*	19
		Telephone (497)	22	19	8	50	*	-
		Combined (1752)	26	15	7	42	*	11
F	All activities during school holidays	Postal (1255)	16	9	6	41	2	25
		Telephone (497)	24	19	12	44	*	-
		Combined (1752)	20	13	9	42	1	14

Q5 **You mentioned that some childcare or activities are delivered off-site. Is transport provided for children to reach off-site activities?**

Base: All who deliver childcare and activities offsite	(372) % Postal	(288) % Telephone	(660) % Combined
Yes, for all childcare or activities delivered offsite	10	20	16
Yes, for some childcare or activities delivered offsite	21	22	22
No, transport is not provided for any childcare or activities	32	24	27
Not applicable, pupils can walk to the offsite location(s)	33	26	29
Don't know	*	7	4
No answer	4	-	2

Q6 **Are registers taken to record which pupils attend the childcare and activities that your school offers?**

Base: All who offer childcare and activities	(1255) % Postal	(497) % Telephone	(1752) % Combined
Yes, registers are taken for all childcare and activities offered	70	81	75
Yes, registers are taken for some childcare and activities offered	21	15	18
No	6	4	5
No answer	3	-	1

Q7 **Does your school hold information on attendance at childcare activities in a central database?**

Base: All who keep a register	(1057) % Postal	(497) % Telephone	(1524) % Combined
Yes	22	35	28
No	77	65	72
No answer	2	-	1

Q8 **On a typical day, approximately how many children from your school make use of…..**

			% Less than 10	% 10-30 children	% 31-50 children	% 51+ children	% Don't know	% No answer
Base: All who offer each service								
A	Childcare, or activities used as childcare, before school	Postal (745)	19	59	9	3	4	5
		Telephone (324)	17	60	12	7	4	-
		Combined (1069)	18	60	10	5	4	3
B	Childcare, or activities used as childcare, after school	Postal (805)	12	59	9	5	5	10
		Telephone (389)	12	55	17	12	5	-
		Combined (1194)	12	57	12	8	5	5
C	All activities straight after school	Postal (1141)	2	54	13	15	7	10
		Telephone (473)	6	58	17	15	4	-
		Combined (1614)	4	56	15	15	6	5
D	All activities in the evenings after 6pm	Postal (404)	8	33	7	6	23	24
		Telephone (205)	21	42	6	7	24	-
		Combined (609)	15	38	7	7	23	11
E	Childcare, or activities used as childcare, during the holidays	Postal (597)	6	45	9	5	22	13
		Telephone (264)	9	43	11	8	29	-
		Combined (861)	8	44	10	7	25	7
F	All activities during school holidays	Postal (522)	5	33	10	8	30	14
		Telephone (303)	11	43	9	8	29	-
		Combined (825)	9	39	9	8	29	6

Q9 **Thinking of a typical week during term-time, approximately how many *different* activities, including those activities used as childcare, are run or provided by your school out of school hours? Please count an activity that is run more than once a week as <u>one</u> activity**

Base: All who offer childcare and activities out of school hours	(1177)	(486)	(1663)
	% Postal	% Telephone	% Combined
1-5	35	40	37
6-10	35	37	36
11 or more	17	18	17
Don't know	2	5	3
No answer	11	-	6

PARENTAL SUPPORT

Q10 **I am now going to read out some types of parental support services. For each type, please tell me if your school provides it and, if so, whether this is on the school site, off-site, or both?**

	Base: All who provide parental support		% Onsite	% Offsite	% A combination of both	% Do not provide	% Don't know	% No answer
A	Family-wide activities including visits, workshops, activity sessions	Postal (949)	48	3	11	17	1	19
		Telephone (403)	46	9	23	22	1	-
		Combined (1352)	47	6	17	20	1	10
B	Support for parents including parenting classes and programmes	Postal (949)	57	8	13	14	*	7
		Telephone (403)	47	15	22	16	-	-
		Combined (1352)	52	11	17	15	*	4
C	Information sessions for parents before their children enter primary/secondary education	Postal (949)	87	1	7	2	*	2
		Telephone (403)	81	2	15	2	-	-
		Combined (1352)	84	2	11	2	*	1
D	Adult learning opportunities (including literacy and numeracy support)	Postal (949)	46	6	8	27	1	12
		Telephone (403)	44	11	14	31	*	-
		Combined (1352)	45	8	11	29	1	7
E	Information for parents (e.g. leaflets) about where they can get advice and support	Postal (949)	86	1	8	2	*	3
		Telephone (403)	79	2	16	3	-	-
		Combined (1352)	83	1	12	2	*	2

Q11 **Approximately, how many parents or guardians of children from your school used** [INSERT SERVICE CODED AT Q10] **(whether onsite or offsite) during the Autumn/Winter term of 2007?**

	Base: All who provide each service		% Less than 10	% 10-30 parents	% 31-50 parents	% 51+ parents	% None – didn't offer service last term	% Don't know	% No answer
A	Family-wide activities: including visits, workshops, activity sessions	Postal (549)	10	37	8	16	10	15	4
		Telephone (297)	10	40	12	16	1	22	-
		Combined (846)	10	39	10	16	5	19	2

B	Support for parents, including parenting classes and programmes	Postal (723)	17	43	3	3	15	14	5
		Telephone (341)	30	45	4	5	2	14	-
		Combined (1064)	23	44	3	4	9	14	3
C	Information sessions for parents before their children enter primary/secondary education	Postal (874)	5	26	11	31	14	8	6
		Telephone (386)	7	33	20	32	1	7	-
		Combined (1260)	6	29	15	32	8	7	3
D	Adult learning opportunities (including literacy and numeracy support)	Postal (548)	18	38	3	5	17	13	8
		Telephone (257)	26	48	7	3	1	15	-
		Combined (805)	22	43	5	4	9	14	4

COMMUNITY SUPPORT

Q12 **Thinking specifically about community access, which school facilities has your school opened for public use in the last 12 months?** (Responses 5% or over)

Base: All who open school facilities to the public	(865)	(365)	(1230)
	% Postal	% Telephone	% Combined
Halls, rooms or spaces (e.g. for concerts, plays or community groups)	76	82	79
Sports facilities (e.g. sports hall, swimming pool, playing fields etc)	68	74	71
ICT suites	33	43	38
Arts facilities (e.g. arts, crafts, music or drama)	24	36	30
Library	8	14	11
Medical facilities	5	10	8
Other	1	2	2

Q13 **Do you have any other facilities in your school that <u>could</u> be opened for public access that have not been open for public use in the past 12 months?**

Base: All who open school facilities to the public	(865)	(365)	(1230)
	% Postal	% Telephone	% Combined
ICT suites	31	24	27
Library	16	14	15
Arts facilities (e.g. arts, crafts, music or drama)	13	11	12
Halls, rooms or spaces (e.g. for concerts, plays or community groups)	15	9	12
Sports facilities (e.g. sports hall, swimming pool, playing fields etc)	12	6	9
Medical facilities	3	6	4
Other	1	1	1

SWIFT AND EASY ACCESS

Q14 **The Common Assessment Framework (CAF) is a tool which enables school staff to see which additional services a child is receiving and/or what, if any, further help might be required on top of the universal services they are receiving.**

Is your school using the Common Assessment Framework (CAF)?

Base: All respondents	% Postal	% Telephone	% Combined
Yes	68	68	68
No	24	27	25
Don't know	3	5	3
No answer	5	-	3

Q15 **I am going to read out a list of professionals or services that may work with schools to support children and families. Which of these work with your school, either onsite or offsite?** (Responses 10% and over)

Base: All respondents	% Postal	% Telephone	% Combined
School nurses	96	98	97
Speech and language therapists	91	95	93
Disability/SEN support professionals	88	94	91
Police	72	90	79
Social care professionals	69	89	77
Children and Adolescent Mental Health specialists	58	78	66
Parenting support professionals	53	80	64
Surestart Children's Centre	27	53	38
Drug and substance abuse specialists	27	47	35
Sexual health professionals	19	44	30
Youth offending teams	24	34	28
Connexions	23	35	28
Housing services professionals	11	31	19
Don't know	*	-	*
No answer	1	-	*

Q16 **And which two or three, if any, of these professionals or services would you like to have more support from?** (Responses 5% and over)

Base: All respondents	% Postal	% Telephone	% Combined
Speech & Language Therapists	40	29	36
Children & Adolescent Mental Health Specialists	34	34	34
Disability/SEN Support Service Professionals (e.g. Behaviour Specialists)	34	21	28
Social Care Professionals	28	25	27
School Nurses	29	19	25
Parenting Support Professionals	29	12	22
Police	9	7	8
Surestart Children's Centre	8	4	6
None	1	16	8
Don't know	2	3	2
No answer	13	-	8

DEVELOPMENT OF SERVICES TO MEET NEEDS

I would now like to ask some questions about how your school goes about planning extended services.

Q17 **Has your school consulted pupils, parents or the wider local community when planning extended services.**

Base: All respondents	% Postal	% Telephone	% Combined
Parents	84	89	86
Pupils	70	77	73
The wide local community	35	53	43
None of the above	4	6	5
Not applicable – we have not started planning extended services yet	4	1	3
Don't know	2	1	2
No answer	1	-	-

Q18 **I am going to read out some sources of information – please tell me which of these you use to build up a picture of local needs for extended services.** (Responses 5% and over)

Base: All respondents	% Postal	% Telephone	% Combined
Extended schools development tea/advisors	66	82	73
Liaison with other providers	50	86	65
Local authority	47	84	63
Information held by your school on usage of existing extended services	32	83	54
Detailed information about other local services already available	29	72	47
Local pupil and population and profile data (e.g. Census, Deprivation Scores)	38	58	47
Audit of services available	30	69	46
Research among parents conducted by other local agencies	34	36	35
Research among the local community conducted by other local agencies	26	34	29
Research among children conducted by other local agencies	22	30	25
The local authority childcare sufficiency assessment	13	32	21
Labour market information	4	14	8
Own research with students/parents	2	10	5
None of the above	6	1	4
Not applicable – we have not started planning extended services yet	2	*	1
Don't know	1	3	2
No answer	2	-	1

Q19 **In which of the following ways does your school promote the services it offers to parents and pupils?** (Responses 5% and over)

Base for postal: All who offer any extended services *Base for telephone: All respondents*[34]	(1334) % Postal	(518) % Telephone	(1850) % Combined
Letters home to parents	92	99	95
School Newsletter	89	98	93
School notice boards	82	94	87
Flyers/leaflets/brochures	82	93	87
Parents' Evenings	64	91	76
Postings on school website	50	70	59
School annual/termly planner	21	49	33
Local authority/Family Information Service	20	43	30
Local newspaper	15	43	27
Via other local services	9	44	24
None of the above	*	*	*
Don't know	*	-	*
No answer	3	-	2

[34] Before the telephone survey went live we decided that it might be interesting to see the responses from schools who did not say they currently offer any services, so opted to ask this question to extra people.

SERVICE FUNDING

Q20 **For each of the core extended services that your school offers, please tell me how it is funded?**

Base: All providing each service

A **Childcare including activities outside of school hours (i.e. study support, breakfast club, cultural or sporting activities or supervised unstructured activities)**

	(935) % Postal	(386) % Telephone	(1321) % Combined
Users pay for the service	77	69	73
School funding	28	39	32
Public sector – i.e. local authority funding/PCT funding	11	17	13
Private sector	5	7	6
Voluntary sector	4	4	4
Staff volunteer	14	16	15
Others volunteer	7	3	5
Other funding	7	4	5
Don't know	*	1	1
No answer	10	-	6

B **All activities, typically after school, i.e. sports clubs, music tuition)**

	(1131) % Postal	(469) % Telephone	(1600) % Combined
Users pay for the service	35	51	43
School funding	59	57	58
Public sector – i.e. local authority funding/PCT funding	9	14	11
Private sector	4	5	4
Voluntary sector	6	4	5
Staff volunteer	52	30	42
Others volunteer	20	4	13
Other funding	10	4	7
Don't know	*	1	*
No answer	13	-	7

C **Parental support (i.e. information sessions, adult learning opportunities, family activities)**

	(949) % Postal	(403) % Telephone	(1352) % Combined
Users pay for the service	2	7	5
School funding	34	54	43
Public sector – i.e. local authority funding/PCT funding	38	36	37
Private sector	2	2	2
Voluntary sector	7	4	6
Staff volunteer	12	10	11
Others volunteer	4	1	3
Other funding	7	5	6
Don't know	1	3	2
No answer	27	-	15

D **Community access (opening school facilities to the public)**	(865) % Postal	(365) % Telephone	(1230) % Combined
Users pay for the service	46	60	53
School funding	17	27	22
Public sector – i.e. local authority funding/PCT funding	9	14	11
Private sector	6	7	7
Voluntary sector	7	1	4
Staff volunteer	6	2	4
Others volunteer	3	2	3
Other funding	5	2	3
Don't know	1	4	2
No answer	35	-	17

E **Swift and easy access (to specialist support services)**	(960) % Postal	(462) % Telephone	(1422) % Combined
Users pay for the service	1	6	3
School funding	30	50	40
Public sector – i.e. local authority funding/PCT funding	27	46	37
Private sector	1	2	1
Voluntary sector	4	1	3
Staff volunteer	3	1	2
Others volunteer	1	*	1
Other funding	3	1	2
Don't know	3	8	5
No answer	48	-	24

Q21 **How, if at all, does your school provide help for families who struggle to pay the full fee for childcare or activities?** (Responses 5% and over)

Base: All whose users pay for childcare or activities services	(662) % Postal	(281) % Telephone	(943) % Combined
Charge a lower fee or waive the fee for payment	48	61	53
Signpost families to other sources of support, including the Working Tax Credit	50	47	49
Make special arrangements (e.g. a payment plan)	38	44	41
None of the above	9	8	9
Don't know	3	5	4
No answer	5	1	3

DETAILS OF DELIVERY

Q22 **For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day?**

Base: All who provide each service

A **Childcare including activities outside of school hours (i.e. study support, breakfast club, cultural or sporting activities or supervised unstructured activities)**

	(935) % Postal	(386) % Telephone	(1321) % Combined
The school	61	73	67
Another school	8	8	8
Local authority	4	4	4
Private providers	36	35	36
Voluntary sector providers	7	7	7
Health/statutory Agency	1	2	1
Other	4	2	3
Don't know	*	*	*
No answer	9	-	5

B **All activities, typically after school (i.e. sports clubs, music tuition)**

	(1131) % Postal	469) % Telephone	(1600) % Combined
The school	84	89	86
Another school	6	5	5
Local authority	6	8	7
Private providers	27	29	28
Voluntary sector providers	8	6	7
Health/statutory Agency	1	1	1
Other	3	2	3
Don't know	*	1	*
No answer	11	-	6

C **Parenting support (i.e. information sessions, adult learning opportunities, family activities)**

	(949) % Postal	(403) % Telephone	(1352) % Combined
The school	56	66	60
Another school	4	7	5
Local authority	33	40	36
Private providers	3	9	5
Voluntary sector providers	12	5	9
Health/statutory Agency	16	3	10
Other	5	2	4
Don't know	*	*	*
No answer	21	-	12

D **Community access (opening school facilities to the public)**	(865) % Postal	(365) % Telephone	(1230) % Combined
The school	45	75	60
Another school	4	2	3
Local authority	11	6	8
Private providers	16	14	15
Voluntary sector providers	10	5	8
Health/statutory Agency	2	*	1
Other	4	3	4
Don't know	1	3	2
No answer	32	-	16

E **Swift and easy access (to specialist support services)**	(960) % Postal	(462) % Telephone	(1422) % Combined
The school	46	75	60
Another school	3	2	2
Local authority	27	26	27
Private providers	2	4	3
Voluntary sector providers	5	2	3
Health/statutory Agency	20	4	12
Other	1	*	1
Don't know	2	3	2
No answer	39	-	20

SUSTAINABILITY AND SUPPORT FOR EXTENDED SCHOOLS

Q23 **What, if any, would you say are the main barriers to developing and delivering extended services to meet needs?** (Responses 5% and over)

Base: All respondents	% Postal	% Telephone	% Combined
Funding	79	50	67
Lack of available facilities/places	43	30	37
Time constraints	43	18	33
Lack of interest from parents	37	13	27
Working with other organisations and schools	16	11	14
Lack of specialist staff/commitment from existing staff	6	15	10
Lack of interest from pupils	10	3	7
Lack of interest from general public	9	4	7
None	1	2	1
Don't know	*	1	1
No answer	2	-	1

Q24 **Overall, which of the following sources of support have you used to help you plan, develop and deliver extended services?** (Responses 5% and over)

Base: All respondents	% Postal	% Telephone	% Combined
Local Authority (e.g Extended Schools Remodelling Advisers (ESRAs)	75	91	82
Other Schools	38	77	54
Health Sector	16	55	32
SIP (School Improvement Partner)	10	47	26
Online Resources	9	44	24
TDA (Training and Development Agency for Schools)	11	28	18
Ofsted	8	28	16
PVI Sector	7	16	11
Continyou	8	11	10
4Children	7	8	7
None	9	2	6
Not applicable – have not started to plan/deliver extended services	3	*	2
Don't know	1	2	1
No answer	3	-	2

Q25 **Overall, to what extent do you agree or disagree that your school has received sufficient support to help you develop and deliver extended services effectively?**

Base: All respondents	% Postal	% Telephone	% Combined
Strongly agree	6	11	8
Tend to agree	28	42	34
Neither agree nor disagree	28	20	24
Tend to disagree	19	15	17
Strongly disagree	12	9	11
Don't know	1	3	2
No answer	5	-	3

Q26 **And for each of the following services you offer, please tell me how well you feel it currently meets needs.**

Base: All who provide each service

			% Very well	% Fairly well	% Not very well	% Not at all	% Don't know	% No answer
A	Childcare, or activities used as childcare outside of school hours (i.e. study support, breakfast club, cultural or sporting activities or supervised unstructured activities	Postal (935)	46	43	5	1	*	4
		Telephone (386)	41	51	5	1	1	-
		Combined (1321)	44	47	5	1	1	2
B	All activities (i.e. sports clubs, music tuition)	Postal (1131)	46	46	3	*	*	5
		Telephone (469)	49	45	5	1	1	-
		Combined (1600)	47	46	4	1	*	2
C	Parental support (i.e. information sessions, adult learning opportunities, family activities)	Postal (949)	19	59	17	1	*	4
		Telephone (403)	30	55	14	*	1	-
		Combined (1352)	24	57	15	*	1	2
D	Community access (opening school facilities to the public)	Postal (865)	16	46	23	4	1	7
		Telephone (365)	28	50	21	1	1	-
		Combined (1230)	22	48	22	2	1	3
E	Swift and easy access (to specialist support services)	Postal (960)	25	44	14	2	3	8
		Telephone (462)	32	52	13	1	2	-
		Combined (1422)	28	48	14	2	2	4

Q27 **And finally, what is your job title?** (Responses 5% and over)

Base: All respondents	% Postal	% Telephone	% Combined
Headteacher/Principal	85	74	80
Deputy/Assistant Headteacher	7	10	8
Extended Schools Co-ordinator	5	6	5
Other	*	2	1
No answer	1	-	1

Q28 **Would you be willing to be re-contacted by Ipsos MORI about this survey if necessary?**

Base: All respondents	% Postal	% Telephone	% Combined
Yes	36	76	53
No	61	24	46
No answer	2	-	1

Extended Schools

Topline results from survey of parents

- Results are based on 1,021 face-to-face in-home interviews with parents of children attending primary, secondary and special schools in England.
- Interviews were conducted with 1,021 parents (455 parents with at least one child attending primary school, 461 with a child in secondary school and 105 with a child in a special school).
- A sample of 23 primary schools, 50 secondary schools and 5 special schools was selected randomly (with probability proportionate to size); pupil names were then selected randomly from the roll at each school using the National Pupil Database. Interviewers aimed to interview the parent who knew most about the selected pupil's out of school activities.
- Data are weighted to correct for unequal selection probabilities.
- A minimum of six attempts were made to interview a parent at all sampled addresses on different days and at different times.
- Fieldwork took place between June-August 2008.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't knows/not stated.
- Results are based on all respondents unless otherwise stated.
- An asterisk (*) represents a value of less than one half or one percent, but not zero.

HOUSEHOLD/CHILDREN CONTEXT

QD2. **How many dependent children do you have who live with you? By dependent I mean those who are under 16, or 16 to 18 and in full-time education, for whom you are legally or financially responsible.**

Base: All respondents (1,021)

	%
One	18
Two	47
Three	22
Four	7
Five	3
Six	1
Seven	*
Eight	*
Nine	*

QD3 **And apart from your child, how many of your children attend [school]?**

Base: All who have more than one child (829)

	%
None	51
One	41
Two	7
Three	1

QD5 **For each of your children who attend [school], (again, excluding your child, please could you tell me what year group they are in, and whether they are male or female.**

Base: All who have more than one child attending the school (370)

	%
Male	56
Female	61
Reception	11
Year 1	11
Year 2	11
Year 3	10
Year 4	10
Year 5	13
Year 6	14
Year 7	7
Year 8	5
Year 9	7
Year 10	7
Year 11	7
Year 12	2
Year 13	3

VIEWS OF THE SCHOOL

Q1. **Overall, how satisfied or dissatisfied are you with the school your child goes to?**

Base: All respondents (1,021)

	%
Very satisfied	54
Fairly satisfied	37
Neither satisfied nor dissatisfied	4
Fairly dissatisfied	3
Very dissatisfied	2
Don't know	*

Q2. **I am going to read out a list of statements about your child's school. Please tell me to what extent you agree or disagree with each?**

Base: All respondents (1,021)

		Strongly agree	Tend to agree	Neither /nor	Tend to disagree	Strongly disagree	Don't know
The school has a good reputation	%	52	33	8	4	2	1
The school supports my child's wellbeing	%	48	39	7	3	2	*
The school encourages my child to achieve	%	52	37	6	4	1	*
I have a good relationship with the school	%	44	36	13	5	2	-
The school involves me in issues that affect my child	%	42	40	9	7	3	*

SERVICES GENERALLY

Q3. **Overall, how satisfied or dissatisfied are you with the availability of…… in this area?**

Base: All respondents (1,021)		Very satisfied	Fairly satisfied	Neither/nor	Fairly dissat-isfied	Very dissat-isfied	Don't need
Childcare	%	7	20	16	9	4	44
Clubs and activities suitable for [child's name]	%	12	27	15	25	17	3
Leisure facilities anyone can use	%	9	38	15	23	13	2
Adult learning services, for example evening classes	%	11	32	26	12	7	13
Support and advice on being a parent, for example, support groups and advice services	%	8	21	30	10	7	24
Information about what services are available locally, such as childcare, leisure facilities, evening classes and support services	%	11	39	23	14	9	5

Q4. **If more services were to be made available, where would you like this/these to be provided?**

Base: All who are dissatisfied with each service or information	(Base)		At or near my child's school	At or near my place of work	At some other local community facility	Near home/ anywhere local to home	Other	Out of the local area/ in a nearby town	Don't know
Childcare	(148)	%	72	15	24	2	1	-	2
Clubs and activities suitable for [child's name]	(463)	%	62	2	55	2	*	*	1
Leisure facilities anyone can use	(387)	%	40	5	67	3	2	1	1
Adult learning services, for example evening classes	(196)	%	42	4	64	1	2	-	*
Support and advice on being a parent, for example, support groups and advice services	(182)	%	41	6	62	4	2	1	2
Information about what services are available locally, such as childcare, leisure facilities, evening classes and support services	(248)	%	53	8	52	2	4	-	1

Q5. **Have you heard of Sure Start Children's Centres?**

Base: All respondents (1,021)

	%
Yes	64
No	35
Don't know	1

Q6. **As far as you are aware, are there any Sure Start Children's Centres in this area?**

Base: All who have heard of Sure Start (645)

	%
Yes	62
No	21
Don't know	16

Q7. **How much, if at all, do you feel you know about the types of additional services that your child's school offers?**

Base: All respondents (1,021)

	%
A great deal	10
A fair amount	29
A little	33
Nothing	22
Not applicable/nothing is offered by school	4
Don't know	1

Q8. **Compared with a year ago, would you say [school name] now provides more or fewer of these types of additional services, or do you think it provides about the same amount?**

Base: All respondents (1,021)

	%
More	22
Fewer	4
About the same amount	54
Don't know	20

CHILDCARE AND ACTIVITIES

Q9. **As far as you are aware, is the school involved in providing any childcare or activities such as the ones listed on this card <u>before school</u> or not?**

Q10. **And, as far as you are aware, is the school involved in providing any childcare or activities <u>straight after school</u>, or not?**

Q11. **As far as you are aware, is the school involved in providing any childcare or activities <u>in the evenings (after 6pm)</u>, or not?**

Q12. **And finally, as far as you are aware, is the school involved in providing any childcare or activities <u>during school holidays</u>, or not?**

Base: All respondents (1,021)

	Q9. %	Q10. %	Q11. %	Q12. %
Yes – on the school site	52	78	10	17
Yes – elsewhere	3	4	1	3
Yes – not sure where	1	2	1	3
No – not offered	32	11	69	60
Don't know	14	8	20	17

Q13. **Thinking about the activities and childcare that are offered by the school during term-time, which, if any, has your child been to <u>before school</u> in the last term?**

Q14. **And which, if any, has your child been to <u>straight after school</u> in the last term?**

Q15. **And which, if any, has your child been to later in the evenings <u>after 6pm</u> in the last term?**

Base: All who are aware of activities provided	Q13 Before School (533) %	Q14 After School (796) %	Q15 After 6pm (117) %
Breakfast/before school club	20	N/A	N/A
After school club	N/A	9	N/A
Homework/study:	**4**	**16**	**1**
Homework/study club	3	11	-
Revision classes run by teachers	2	9	1
Activities supervised by an adult:	**11**	**56**	**26**
Sports	7	40	13
Dance	2	9	2
Music	2	10	7
Drama/performing arts	1	11	7
Art and craft	1	7	-
Computer/IT	2	5	-
Language Class/Club	-	1	-
Other clubs/youth clubs	1	3	6
Safe places to hang out with friends:	**1**	**1**	**3**
Indoor meeting place such as youth café, club or centre with adult staff to keep children safe	*	1	3
Outdoor space such as park play area with adult staff to help keep children safe	1	1	-
Other activities/places to go:			
Religious groups	*	1	-
Duke of Edinburgh Award	-	*	1
Other clubs/activities/place to go	1	1	2
None of these	70	33	67
Don't know	*	1	2

Q16. **In a typical term-time week, on how many days does your child attend before school activities offered by the school?**

Base: All whose child has been to an activity before school in the last term (162)

	%
0	26
1	32
2	13
3	8
4	2
5	19

Q17. **And on average, how many hours per day does your child spend at before school activities offered by the school?**

Base: All whose child has been to an activity before school in the last term (121)

	%
Up to 1 hour	27
From 1 hour up to 2 hours	67
From 2 hours up to 3 hours	2
3 hours or more	4

Q18. **In a typical term-time week, on how many days does your child attend straight after school activities offered by school?**

Base: All whose child has been to an activity straight after school in the last term (521)

	%
0	11
1	49
2	25
3	11
4	2
5	3

Q19. **And on average, how many hours per day does your child spend at straight after school activities offered by the school**

Base: All whose child has been to an activity straight after school in the last term (465)

	%
Up to 1 hour	4
From 1 hour up to 2 hours	75
From 2 hours up to 3 hours	17
3 hours or more	3

Q20. **In a typical term-time week, on how many days does your child attend evening (after 6pm) activities offered by school?**

Base: All whose child has been to an activity in the evening in the last term (36)

	%
0	32
1	43
2	15
3	10
4	-
5	-

Q21. **And on average, how many hours per day does your child spend at evening (after 6pm) school activities offered by the school**

Base: All whose child has been to an activity in the evening in the last term (25)

	N
Up to 1 hour	1
From 1 hour up to 2 hours	7
From 2 hours up to 3 hours	13
3 hours or more	4

Q22. **Do you use any of these activities or services as childcare, or do you not need childcare? By that we mean is it somewhere you rely on to look after your child whilst you are unable to, for example due to work commitments.**

Base: All who use any term time activities (572)

	%
Yes: Before school	4
Yes: Straight after school	11
Yes: In the evening	-
No: Don't use activities as childcare	86
Don't know	*

Q 23. **I'd now like you to think about the activities and childcare services that are offered by your child's school during the school holidays. Thinking about the last year, in which holidays, if any, did your child go to activities or childcare services provided by his/her school?**

Base: All who are aware of activities available during the school holidays (253)

	%
Half-term holiday	12
Easter holiday	10
Christmas holiday	2
Summer holiday	17
None	72
Don't know	2

Q 24. **And in the last year, which, if any, of these activities and childcare services offered by your child's school did your child go to during school holidays?**

Base: All whose child has used activities and childcare services during the school holidays (72)

	%
Day trips and holidays away for children/young people	23
Homework/studying:	**24**
Homework/study club	2
Revision classes run by teachers	20
Summer school to do extra lessons	6
Activities supervised by an adult:	**55**
Sports	28
Dance	4
Music	9
Drama/performing arts	7
Art and craft	9
Computer/IT	6
Holiday play scheme offering activities	9
Other clubs/youth clubs	8
Safe places to hang out with friends:	**5**
Indoor meeting place such as youth café, club or centre with adult staff to keep children safe	2
Outdoor space such as park play area with adult staff to help keep children safe	5
Other activities/places to go:	
Religious groups	2
None of these	16
Don't know	2

Q25. **And thinking about the last holiday, can you tell me the total number of days your child attended any activities or childcare services?**

Base: All whose child has used activities and childcare services during the school holidays	Half-term holiday (26) N	Easter holiday (32) %	Christmas holiday (6) N	Summer holiday (50) %
0	5	-	-	-
1	4	14	-	3
2-3	12	36	-	12
4-5	5	34	4	38
6-10	-	5	-	15
11-14	-	4	-	7
16+	-	-	-	6
Don't know	-	7	2	19

Q26. **Thinking about all the activities and childcare your child has gone to during any school holidays in the last year now….. On the days when your child attended activities and childcare services during school holidays, did he/she typically attend for a full day at a time?**

Base: All whose child has used activities and childcare services during the school holidays (72)

	%
Yes	41
No	57
Don't know	2

Q27. **And during the past year, did you use any of these activities or services as childcare?**

Base: All whose child has used activities and childcare services during the school holidays (72)

	%
Half-term	14
Easter	12
Christmas	4
Summer	23
Did not use activities as childcare	67
Don't know	1

Q28. **Overall, how well do the activities and childcare services offered by the school meet your needs?**

Base: All who are aware of activities available during holidays (894)

	%
Very well	17
Fairly well	43
Not very well	17
Not at all well	9
Don't know	14

Q29. **What would you say are the main benefits to you and your child of using these activities?**

Base: All where child uses any term-time or holiday activities (597)

	%
Child has fun	62
Allows child to socialise/make friends	61
Good way for child to get exercise/keep fit	52
Child learns new things	49
Helps child do better in school	37
Somewhere safe for the child to go	36
Allows me to work	16
Allows me to spend time on other things	9
Respite/gives me a break from caring for child	5
Other	*
Don't know	2

Q30. **Are there any times that you would like to be able to use more activities [other than what's already available] or not?**

Base: All respondents (1,021)

	%
Before school	8
After school	25
Weekends	12
Half terms	26
Easter holidays	23
Christmas holidays	18
Summer holidays	58
No/none	28

Q31. **And which of these changes, if any, would be necessary to cover your childcare needs?**

Base: All who would like activities to be offered on more times/days (743)

	%
Before school	6
After school	14
Weekends	2
Half terms	9
Easter holidays	8
Christmas holidays	7
Summer holidays	26
None necessary for childcare	62

Q32. **Which, if any, of these types of activities would you like your child to use, or to use more than he/she already does?**

Base: All respondents (1,021)

	%
Day trips and holidays away for children/young people	22
Homework/studying:	**45**
Homework/study club	31
Revision classes run by teachers	23
Summer school to do extra lessons	19
Activities supervised by an adult:	**76**
Sports	45
Dance	21
Music	22
Drama/performing arts	22
Art and craft	23
Computer/IT	26
Holiday play scheme offering activities	29
Other clubs/youth clubs	20
Safe places to hang out with friends:	36
Indoor meeting place such as youth café, club or centre with adult staff to keep children safe	24
Outdoor space such as park play area with adult staff to help keep children safe	24
Other activities/places to go:	
Religious groups	4
Other clubs/activities/places to go	*
None of these	12
Don't know	1

Q33. **Generally speaking, how easy or difficult is it for you to access the activities offered by the school that you want your child to use?**

Base: All who are aware of activities (894)

	%
Very easy	29
Fairly easy	39
Neither easy nor difficult	13
Fairly difficult	9
Very difficult	6
Don't know	4

Q34. **Is there anything that stops your child from doing more of the activities offered by the school?**

Base: All who are aware of activities (894)

	%
The types of activity/not things child wants to do	21
Lack of time	17
Cost	16
Lack of transport	10
Inconvenient location	5
Too much schoolwork	4
The types of activities/ not things I want my child to do	4
Don't like the other children/worried about bullying	3
Activities not suitable for children with disabilities/SEN	2
Don't like the providers	2
Transport not safe	1
Availability/not enough places	1
Age/No provision for age group	1
Transport problems for children with disability or special needs	1
Lack of activities/clubs available	1
Lack of information/sufficient notice	*
Does other things/has other commitments	*
Lack of motivation/can't be bothered/doesn't want to	*
Other	1
Don't know	2
Nothing	38

Q35. **Generally speaking, how easy or difficult is it for you to meet the costs of the activities offered by the school that you want your child to use?**

Base: All who are aware of activities (894)

	%
Very easy	26
Fairly easy	37
Neither easy nor difficult	18
Fairly difficult	12
Very difficult	4
Don't know	3

SWIFT AND EASY ACCESS

Q36. **As far as you are aware, does the school help children to get these types of support services if they need them?**

Base: All respondents (1,021)

	%
Yes	68
No	10
Don't know	22

Q37. **In the last school year (so since September 2007), has your child had any help from the school in getting to use any of these support services?**

Base: All who think the school helps with access to support services (922)

	%
Healthcare:	17
School nurses/doctors	16
Physiotherapist	1
Drug and substance misuse specialists	2
Sexual health workers	1
Specialist Special Educational Needs/Disabled services:	**9**
Speech & Language Therapists	5
Educational psychologist	2
Occupational therapist	1
Other disability/SEN support service professionals	5
Emotional/mental health:	**6**
Children and adolescent mental health	*
Anger management	2
Counselling	4
Behaviour:	**3**
Youth offending teams	*
Police	3
Other:	**10**
Sure Start Children's Centre	1
Parenting support professionals	1
Housing services professionals	-
Social workers/social care professionals	2
Connexions	8
Other	1
None used	65
Don't know	2

Q38. **Has the school provided any information to you as a parent about how you can access any of these services if your child needs them?**

Base: All respondents (1,021)

	%
Yes	34
No	60
Don't know	5

Q39. **In your view, does the school do enough to help pupils access the support services they need or not?**

Base: All respondents (1,021)

	%
Yes	43
No	24
Don't know	16
Not applicable/ have never used these services	17

Q40. **How likely would you be to approach the school for help in accessing support services if your child had a problem?**

Base: All respondents (1,021)

	%
Very likely	59
Fairly likely	26

Not very likely	8
Not at all likely	5
Don't know	1

Q 41. **What, if anything, would prevent you from approaching the school if you felt your child needed help from any of these support services?**

Base: All who would be not very /not at all likely to approach the school for help (333)

	%
Would go to other professionals first	51
Didn't know they offered help with this type of thing	28
School staff lack experience/lack specialist knowledge	19
Previous bad experience when seeking advice from school staff	17
School staff aren't interested/won't listen	16
Worried about confidentiality	13
Don't like the school staff	6
Transport – getting to the school	1
Other	1
None of these	13
Don't know	2

PARENTAL SUPPORT SERVICES

Q 42. **As far as you are aware, does the school offer or help parents to get to any of the following things?**

Q 43. **And have you got to use any of these things through the school?**

Q 44. **Would you like any of these things to be more available to you (either through the school or from elsewhere)?**

	Awareness Q42 (*Base: All*) (1,021) %	Access Q43 (*Base: All aware of parental services*) (717) %	More available Q44 (*Base: All*) (1,021) %
Information on services available for children and families in the local area such as childcare, leisure facilities, evening classes and support services	26	10	32
Information sessions for parents to do with your child's schooling e.g. homework support or bullying	42	24	34
Social events for parents and families such as coffee mornings, or family activities	40	26	18
Parenting courses and parent support groups	25	5	18
Adult learning opportunities including literacy and numeracy support	24	6	17
None of these	30	49	40

Q45. **How likely would you be to approach the school for help in accessing support services if you had a problem?**

Base: All respondents

	%
Very likely	48
Fairly likely	28
Not very likely	12
Not at all likely	10
Don't know	1

Q46. **What, if anything, would prevent you from approaching the school if you felt you needed information, support of help accessing these types of services?**

Base: All who would be not very /not at all likely to approach the school for help (217)

	%
Would go to other professionals first	59
Didn't know they offered help with this type of thing	22
School staff lack experience/lack specialist knowledge	16
Don't feel comfortable approaching the school	15
Worried about confidentiality	14
School staff aren't interested/won't listen	12
Previous bad experience when seeking advice from school	12
Don't like the school staff	3
Transport – getting to the school	1
Other	1
None of these	10
Don't know	3

Q47. **Which, if any, of these services is it appropriate for the school to provide?**

Base: All respondents (1,021)

	%
Information sessions for parents to do with your child's schooling e.g. homework support or bullying	83
Information on services available for children and families in local area such as childcare, leisure facilities, evening classes and support services	68
Parenting courses and parent support groups	55
Adult learning opportunities including literacy and numeracy support	52
Social events for parents and families such as coffee mornings, or family activity sessions	51
Not appropriate for the school to provide any	5

COMMUNITY ACCESS

Q48. **Which, if any, of these facilities are available for the community to use at your child's school?**

Q49. **Which, if any, of these school facilities have you personally used?**

Q50. **Are there any school facilities that are not open to the community that you would like to be able to use?**

	Awareness Q48 (*Base: All*) (1,021) %	Access Q49 (*Base: All aware of community access*) (494) %	More available Q50 (*Base: All*) (1,021) %
Sports facilities (e.g. sports hall, swimming pool, playing fields)	30	19	28
Halls, rooms and spaces (i.e. for plays, adult education, community groups)	26	16	20
Computer facilities	13	5	26
Arts facilities (arts, crafts, music, drama)	7	3	16
Library	7	5	16
Medical facilities	3	1	8
Other	*	-	-
Don't know	2	*	1
None	49	60	47

CONSULTATION AND ENGAGEMENT

Q51. **From where do you currently get information <u>about the additional services</u> <u>offered by the school</u>? Please just think about the information provided about additional services and not just information about the school in general (e.g. the types of activities we have just been discussing).**

Q52. **And how would you prefer to be kept informed about the <u>additional services offered by the school</u>?**

Base: All respondents (1,021)

	Current Q51 %	Preferred Q52 %
Letters home to parents	77	70
School newsletter	60	46
From child	37	16
Parents evening	31	17
Word of mouth	28	6
Flyers/leaflets/brochures	25	18
School notice boards	18	7
School annual/termly planner	16	10
Postings on school website	12	12
Local newspaper	9	8
Emails	8	23
Local authority/Family Information Service	4	3
Via other local services	2	1
Text messages	*	1
Phone calls	*	*
Other	*	1
Don't know	*	1
Do not currently receive any information	4	-
Not stated	-	*

Q 53. **As far as you are aware, in what ways, if at all, has the school consulted parents in the last year about the additional services it offers?**

Base: All respondents (1,021)

	%
Parents evening	32
Questionnaire to fill in	28
Informal chat with school staff	15
Letters	*
Other	*
Have not been consulted	40
Don't know	6

Q 54. **To what extent, if at all, do you feel the school takes into account parents' views on the additional services it offers?**

Base: All respondents (1,021)

	%
A great deal	17
A fair amount	44
Not very much	27
Not at all	12

DEMOGRAPHICS

Q 55. **Can you tell me what age you were on your last birthday?**

Base: All respondents (1,021)

	%
16-24	1
25-34	20
35-44	54
45-54	24
55+	2

Q 56. **To which of these ethnic groups do you consider you belong?**

Base: All respondents

	%
White	**81**
White British	78
White Irish	*
Any other White background	2
Mixed	*****
Mixed White and Black Caribbean	*
Mixed White and Asian	*
Mixed other	*
Black or Black British	**3**
Black or Black British Caribbean	2
Black or Black British African	2
Asian or Asian British	**13**
Asian or Asian British Indian	3
Asian or Asian British Pakistani	6
Asian or Asian British Bangladeshi	1
Asian or Asian British other	3
Chinese/Other	**2**
Chinese	1
Any other background	1
Refused	*

Q57. **What is your current legal marital status?**

Base: All respondents (1,021)

	%
Married/in a civil partnership	71
Cohabiting	8
Separated	4
Divorced	7
Widowed	2
Single – that is never been married	8
Refused	*

Q58. **Which statement on this card applies to you?**

Q59. **And which statement on this card applies to your partner?**

Base: All respondents (1,021)

	Q58 You %	Q59 Your Partner %
In full time paid work	35	79
In part-time paid work	33	7
Local or government training scheme (including New Deal) not involving paid work	-	*
Registered unemployed/signing on for Job Seekers Allowance	2	2
Not registered unemployed but seeking work	3	*
Long term sick or disabled	3	2
Retired	1	1
At home/not seeking work	21	7
Full time carer	2	1
Full time education	1	*
Income support	*	-
Other	*	*
Refused	*	-
Don't know	-	*

Q60. **Which letter on this card represents your total household income from all these sources before tax and other deductions?**

Base: All respondents (1,021)

	%
Under £2,500	1
£2,500 - £4,999	2
£5,000 - £9,999	8
£10,000 - £14,999	8
£15,000 - £19,999	7
£20,000 - £24,999	6
£25,000 - £29,999	7
£30,000 - £34,999	7
£35,000 - £39,999	5
£40,000 - £44,999	5
£45,000 - £49,999	5
£50,000 - £74,999	11
£75,000 - £99,999	4
£100,000 or more	2
Not stated	*
Don't know	11
Refused	13

Q61. **And do you (or your partner) receive any of the following to help with the cost of childcare?**

Base: All respondents (1,021)

	%
Working tax credit (not childcare element)	29
Childcare element of working tax credit	18
Financial support with childcare from employer	*
Fair Access to Care for disabled childcare	*
Carers' Allowance	4
None	55
Don't know	1
Refused	1

Q62. **In which of these ways do you occupy this accommodation?**

Base: All respondents (1,021)

	%
Own outright	11
Buying it with the help of a mortgage or loan	56
Pay part rent and part mortgage (shared ownership)	*
Rented from Council	12
Rented from Housing Association/Trust	10
Rented from private landlord	8
Live here rent-free (including rent-free in relative's/friend's property; excluding squatting)	1
Other	*
Refused	*

Q63. **How many cars or light vans are there in your household?**

Base: All respondents (1,021)

	%
One car or light van	39
Two cars or light vans	39
Three or more cars or light vans	7
Refused	*
None	15

Q64. **Starting from the top of this list, please look down the list of qualifications and tell me the letter of the first one you come to that you have passed.**

Base: All respondents (1,021)

	%
Higher degree/ postgraduate qualifications	6
First degree (including BeD) Postgraduate Diplomas/ Certificates (including PGCE) Professional qualifications at Degree level (eg chartered accountant/ surveyor) NVQ/SVQ Level 4 or 5	11
Diplomas in higher education/ other HE qualification HNC/ HND/ BTEC higher Teaching qualifications for schools/ further education (below degree level) Nursing/ other medical qualifications (below degree level) RSA Higher Diploma	11
A/AS levels/ SCE higher/ Scottish Certificate 6th Year Studies NVQ/ SVQ/ GSVQ level 3/ GNVQ Advanced ONC/ OND/ BTEC National City and Guilds Advanced Craft/ Final level/ Part III RSA Advanced Diploma	13
Trade Apprenticeships	1
O level/ GCSE Grades A*-C/ SCE Standard/ Ordinary Grades 1-3 NVQ/SVQ/ GSVQ level 2/ GNVQ intermediate BTEC/ SCOTVEC First/ General diploma City and Guilds Craft/ Ordinary level/ Part II/ RSA Diploma	25
O level/GCSE grade D-G/ SCE Standard/Ordinary grades below 3 NVQ/SVQ/ GSVQ level 1/ GNVQ foundation BTEC/ SCOTVEC First/ General certificate City and Guilds Part I/ RSA Stage I-III SCOTVEC modules/ Junior Certificate	13
Other qualifications including overseas	4
Don't know	*
None of these	16
Refused	*

Q65. **Gender**

Base: All respondents (1,021)

	%
Male	15
Female	85

Q66. **Whether young person was in the room during the interview**

Base: All respondents (1,021)

	%
Yes – YP was in the room all the way through	23
Yes – YP was in the room for some of the interview	13
No – YP was not in the room	64

Q67. **Whether young person influenced parent's answers**

Base: All interviews where parent was in the room (375)

	%
No	79
Yes – once or twice	18
Yes – several times	2
Yes – lots of times	2

Q68. **The Department for Children, Schools and Families may be conducting further research about the services offered by schools in the next 12 to 18 months. Would you be willing to take part in this research? If you agree, Ipsos MORI will pass your name and contact details, together with some of the answers you have given today, to the Department for Children, Schools and Families so that they can contact you for this further research.**

Base: All respondents (1,021)

	%
Yes	80
No	20

Topline results from survey of pupils

- Results are based on 1,019 face-to-face in-home interviews with pupils across 50 secondary schools in England.
- The schools from which pupils and parents were sampled were randomly selected (proportionately to school size) from those which were approached to take part in a separate survey of schools. Pupils were randomly selected from within this sub-sample of schools.
- A minimum of six attempts were made to each address on different days and at different times.
- Data are weighted to correct for unequal selection probabilities; weighted results are representative of all secondary school pupils in England.
- Fieldwork took place between June-August 2008.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't knows/not stated.
- Results are based on all respondents unless otherwise stated.
- An asterisk (*) represents a value of less than one half or one percent, but not zero.

EXPERIENCES AND VIEWS OF LOCAL AREA AND FACILITIES

Q1. **What two or three things do you most like doing in your free time?**

Base: All respondents (1,019)

	%
Hanging out e.g. with friends/brothers/sisters at home or in the street	47
Playing on the computer/Internet	46
Listening to music	38
Watching TV	30
Shopping	26
Doing sports/dancing/going to the gym	25
Going to football games/sports events	18
Going to the cinema or theatre	16
Doing arts, crafts, drama, film/video-making, music/playing musical instruments	15
Swimming	14
Reading	12
Going to the park	11
Going to music concert or gig	7
Hanging out at informal youth centre/club	4
Going to after-school or breakfast clubs	1
Other	1
Nothing	*
Don't know	-

Q2. **Overall, what do you think of the activities and things for you to do in this area?**

Base: All respondents (1,019)

	%
They're good enough	15
We need a little more or better things to do	48
We need a lot more or better things to do	36
Don't know	1

CHILDCARE AND ACTIVITIES (TERM-TIME)

Q3 **Which, if any, of these things have you been to in the past term straight after school or in the evenings provided by [school name]?**

Q4 **And which of these, if any, would you like [school name] to provide more of straight after school or in the evenings. Is there anything else you'd like your school to provide more of after school?**

Base: All respondents (1,019)

	Attended in past term (Q3)	Would like school to provide more of (Q4)
	%	%
After school club	**8**	**2**
Homework/studying/revision:	**31**	**9**
Homework/study club	16	5
Revision classes run by teachers	23	6
Activities supervised by an adult:	**58**	**60**
Sports	40	20
Dancing	9	13
Music	8	10
Drama/performing arts	12	11
Art and craft	5	16
Computer club	8	11
Other clubs/youth clubs	6	12
Safe places to hang out with friends:	**5**	**17**
Indoor meeting place such as youth café, club or centre with adult staff to keep children safe	2	13
Outdoor space such as park play area with adult staff to help keep children safe	3	7
Other activities/clubs/places to go:		
Religious groups	1	1
Other	*	*
None/none of these	28	25
Don't know	*	1

Q5 **Which, if any, of these things have you been to in the past term <u>before school</u> provided by [school name]. Have you done anything else before school in the past term that's provided by your school?**

Q6 **And which, if any, of these would you like your school to provide more of <u>if you get to school early?</u> Is there anything else you'd like your school to provide more of if you get to school early?**

Base: All respondents (1,019)	Attended in past term (Q5)	Would like school to provide more of (Q6)
	%	%
Safe place to hang out with friends	18	23
Breakfast/before school club	12	11
Activities such as sports, arts, computer clubs	10	29
Homework and revision classes	8	13
Library/general study area/homework rooms	*	*
Other clubs/activities/places to go	1	2
None/none of these	62	35
Don't know	*	3

CHILDCARE AND ACTIVITIES - HOLIDAYS

Q7 **Which, if any, of these things have you been to during the school holidays provided by [school name]?**

Q8 **Which, if any, activities would you like [school name] to provide more of during school holidays? Is there anything else you'd like your school to provide more of during the holidays?**

Base: All respondents (1,019)	Attended last holiday (Q7)	Would like school to provide more of (Q8)
	%	%
Activities supervised by an adult:	**18**	**61**
Sports	10	29
Drama/performing arts	2	13
Holiday play scheme offering activities	2	12
Art and craft	2	11
Other clubs/youth clubs	2	10
Dancing	1	12
Music	1	10
Computer club	1	8
Studying/homework:	**15**	**13**
Revision classes run by teachers	10	7
Summer school to do extra lessons	6	4
Homework/study club	2	4
Day trips and holidays away for children/young people	**10**	**19**
Safe places to hang out with friends:	**2**	**13**
Indoor meeting place such as youth café, club or centre with adult staff to keep children safe	1	10
Outdoor space such as park play area with adult staff to help keep children safe	1	6
Other activities/clubs/places to go:		
Religious groups	*	1
Duke of Edinburgh Award	*	-
Other	-	-
None of these	65	21
Don't know	*	1

OVERALL SATISFACTION AND OPINIONS OF SCHOOL OFFERING

Q9 **Thinking now about all the activities and things your school provides for you to do in your free time before school, after school and during the holidays, overall, how good or poor are the activities provided by your school?**

Base: All respondents (1,019)

	%
Very good	12
Fairly good	55
Neither good nor poor	20
Fairly poor	9
Very poor	2
Don't know	3

Q10 **Compared with a year ago, would you say [school name] now provides more activities or fewer activities for young people in their free time, or do you think it provides about the same amount?**

Base: All respondents (1,019)

	%
More	40
Fewer	8
About the same amount	44
Don't know	8

Q11 **Overall, looking at this list, which of the following, if any, do you think your school needs to improve? Are there any other others that should be improved?**

Base: All respondents (1,019)

	%
Before school activities	23
After school activities	29
Weekends	17
Half-term holiday activities	26
Easter holiday activities	13
Summer holiday activities	46
Christmas holiday activities	13
None of these	9
Don't know	2

Q12 **Still thinking about all the activities and things your school offers for you to do in your free time before school, after school and during the holidays….. From this list, what do you like about the activities that are offered? And what else do you like about them?**

Base: All respondents (1,019)

	%
Seeing my friends	59
Enjoyable	52
I get to learn new things	34
Interesting	27
Meeting new people	27
Near home/near school	12
Relaxing	11
I like the adults who run them	11
None	3
Don't know	5

Q13 **And from this list, what do you think, if anything, could make the activities offered by your school better? What else could make the activities better?**

Base: All respondents (1,019)

	%
Offer different activities/more choice	38
Better equipment	35
More fun	28
Make more places available so more young people can go	21
More interesting	19
Friendlier staff	11
Make them nearer home/school	10
Hold them in a nicer place	9
More relaxing	8
Younger staff	7
Other	1
None	7
Don't know	3

Q14 **Is there anything that stops you from doing more of the activities that are offered by your school?**

Base: All respondents (1,019)

	%
Too tired before/after school	25
There are no clubs or activities I like	19
I don't have enough time/too much school work	19
Don't know anyone who goes to activities	16
I can't get there/get home afterwards	11
Transport not available	10
There are no clubs or activities for children my age	6
They cost too much	6
I do not like/feel happy with the other children who go there	5
I do not like/feel happy with the people who run them	3
Transport not safe	2
My parents don't let me go	1
Prefer other activities outside of school	1
Activities clash	*
Other	*
No, nothing	25
Don't know	1

INFORMATION

Q15 **Do you know enough about what activities your school offers outside of school time, or do you need more information?**

Base: All respondents (1,019)

	%
Know enough	44
Need a little more information	40
Need a lot more information	15
Don't know	1

Q16 **How do you find out about things to do in your free time?**

Base: All respondents (1,019)

	%
From teachers or school	59
School noticeboards/newsletters	43
From friends and family	42
Posters/leaflets	39
From other people I know	32
School website	11
By email	5
At the local library	4
Youth clubs	4
Press/local papers	*
Don't know	*

VIEWS ON SCHOOL AND CONSULTATION

Q17 **Looking at this list, can you tell me how much you enjoy going to school overall. Do you enjoy school…..?**

Base: All respondents (1,019)

	%
All of the time	13
Most of the time	53
Sometimes	28
Never	6

Q18 **How much, if at all, do you feel your school listens to young people's views about the activities offered outside lesson times?**

Base: All respondents (1,019)

	%
A great deal	11
A fair amount	58
Not very much	26
Not at all	4
Don't know	2

Q19 **In the past year, have you ever done any of these things to tell your teachers or adults at your school what you think about the activities the school offers outside lesson time?**

Base: All respondents (1,019)

	%
Filled in a questionnaire	53
Discussed in class/tutor group	49
Reported to school council or year group council	27
Talked to teachers and staff at other times	25
Been asked during the group/activity	18
Other	*
None of these	12
Don't know	*

SWIFT AND EASY ACCESS

Q20 **Thinking about your teachers and other adults who work in school….. In general, how easy or difficult do you find the teachers and other adults in your school to talk to**

Base: All respondents (1,019)

	%
Very easy	21
Fairly easy	48
Neither easy nor difficult	21
Fairly difficult	8
Very difficult	2
Don't know	*

Q21 **And how good or poor are teachers and other adults at your school at helping children when they have personal problems?**

Base: All respondents (1,019)

	%
Very good	29
Fairly good	43
Neither good nor poor	15
Fairly poor	7
Very poor	1
Don't know	4

Q22 **Do you know who in your school you could go to if you have any personal problems?**

Base: All respondents (1,019)

	%
Yes	91
No	9

Q23 **Do you think your school is good at helping young people with any of the things on this list? Is there anything else your school is good at helping with?**

Q24 **And do you think your school should give young people <u>more</u> help about any of these things?**

Base: All respondents (1,019)

	School offers good help (Q23) %	School should give more help (Q24) %
Bullying	73	18
Extra help with school work	56	11
Worrying about exams and tests	53	18
Health	51	14
Smoking	50	26
Drugs	49	22
Careers service	48	15
Sexual health/teenage pregnancy	44	19
Feeling unhappy or upset	41	13
Drinking	38	21
Advice about boyfriends/girlfriends	18	12
Other	-	*
None of these	2	28
Don't know	1	2
Not stated	*	-

DEMOGRAPHICS

Q25 **How do you usually get to and from school?**

Base: All respondents (1,019)

	%
Walk	50
Bus/train/tube	27
In car of parent/other adult	25
Special school bus/transport	11
Bike	5
Own car/moped/scooter	1
Taxi	*

Q26 **And who do you usually travel with when you are going to and from school? Do you usually travel alone, with friends or with an adult?**

Base: All respondents (1,019)

	%
Alone	23
With friends/brother/sister	73
With parents/guardian/adult	21
With someone else/others	3

FAMILY & HOUSEHOLD

Q27 **Can I just check who lives here with you?**

Base: All respondents (1,019)

	%
A mum or a step-mum	96
A dad or a step dad	79
Grand parent(s) or other adult(s)	6
Older brothers or sisters, or older step brothers and sisters	52
Younger brothers or sisters, or younger step brothers or sisters	54

Q28 **Does the mum or step-mum that you live with have a (paid) job?**

Base: All who live with mum/step-mum (978)

	%
Yes	69
No	31

Q29 **Does the dad or step-dad that you live with have a (paid) job?**

Base: All who live with dad/step-dad (807)

	%
Yes	87
No	13
Don't know	*

Q30 **Whether parent was in the room during the interview**

Base: All respondents (1,019)

	%
Yes – parent was in the room all the way through	43
Yes – parent was in the room for some of the interview	17
No – parent was not in the room	40

Q31 **Whether parent influenced young person's answers**

All interviews where a parent was in the room (610)

	%
No	83
Yes – once or twice	15
Yes – several times	2
Yes – lots of times	1

Appendix 2: Regression analysis

Regression analysis: do current childcare and activities services meet users' needs?

Logistic regression analysis has been conducted on whether parents feel their needs are met by current extended services. Regression allows us to identify which of a given set of factors are associated with an increased likelihood of parents' needs being met when other, potentially confounding, variables are held constant.

The analysis presented in section 4 shows that parents of primary-age pupils are more likely to feel their needs are being met than parents of older pupils. However, parents of primary-age pupils are also more likely to find access to childcare and activities easier. Regression analysis can help to isolate whether it is pupil age, accessibility, or both, that is driving the likelihood of parents feeling their needs are met (although it may also show that neither has a significant independent effect once other variables are controlled for). While the analysis shows those factors that are associated with parents saying their needs are being met, it is important to note that this does not demonstrate causal relationships; there may be other extraneous factors involved.

The resulting regression model should point to some practical actions that are associated with meeting needs of the parents and therefore assist DCSF in identifying areas where schools should more focus their efforts in developing and providing extended services.

The factors included in the analysis as independent variables are listed in the table below. These variables were selected for inclusion on the basis that they are moderately correlated with the dependent variable and can theoretically be considered to have an association with parents' needs being met.

Figure 52 - Independent variables included in regression analysis

Variable	*Categories and **reference categories***[35]
School level	
School phase	**Primary**, Secondary, Special
Demographics	
Year group	**Reception**, Year 1 - Yr14
Pupil gender	**Male**, Female
Pupil ethnicity	**White,** BME
SEN/Disability	**Not disabled/SEN**, Disabled/SEN
Free school meals	Yes, **No**
Family type	**Two parent family**, One parent family
Family work status	**Two working parents,** one working parent, no working parents
Number of other children attending the school	**None**, one, two three, four or more
Barriers and information	
Barriers to child doing more activities at school	
Sources of information about additional services offered by school	
How parents consulted about ES services offered by school	
Usage	
ES services currently used as childcare	Yes, **No**, don't know
Used childcare/activities before school	Uses, **Doesn't use**
Used childcare/activities after school	Uses, **Doesn't use**
Used childcare/activities in the evenings	Uses, **Doesn't use**
Used childcare/activities during school holidays	Uses, **Doesn't use**
Used Before/after school clubs	Uses, **Doesn't use**
Used Homework/study clubs	Uses, **Doesn't use**
Used Supervised activities	Uses, **Doesn't use**
Used Safe places to hang out	Uses, **Doesn't use**

Source: Ipsos MORI

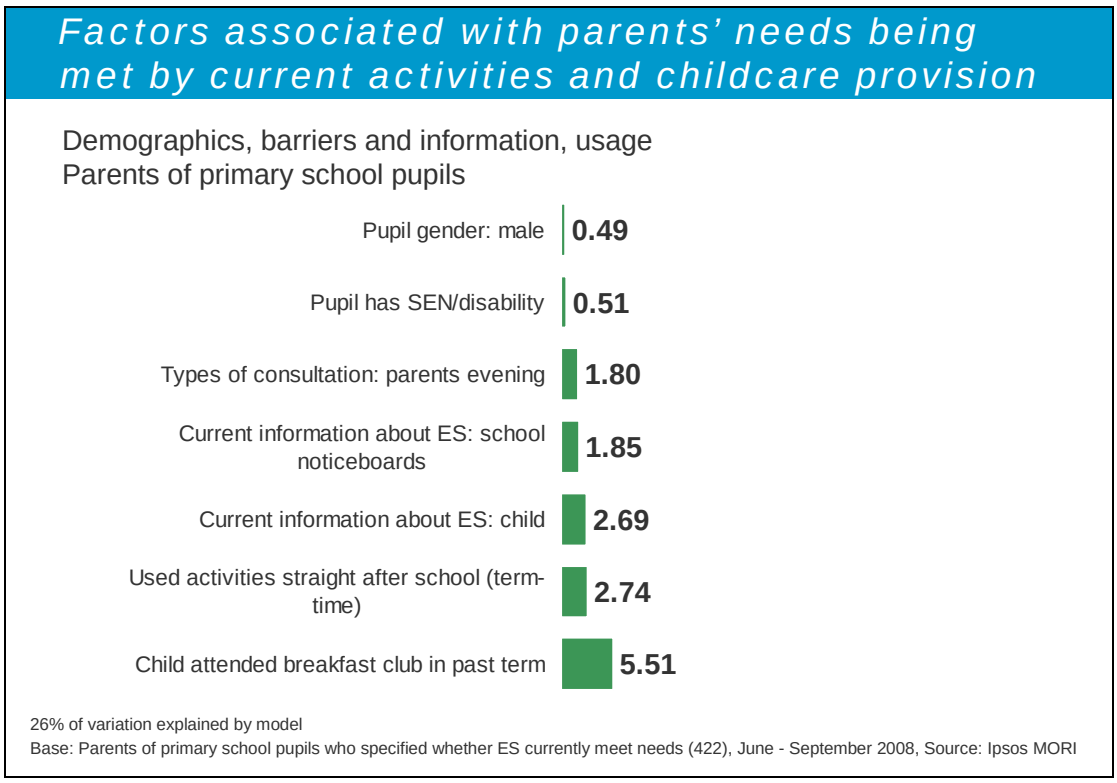
Three models were run (for primary, secondary and all parents) as analysis of the data had shown that there were large differences between phases in terms of what parents and pupils wanted from childcare and activities.

[35] Variables have been set up as categorical variables for the purpose of regression. The categories in each variable are input and interpreted in relation to a reference category. For example with School Phase, Primary is the reference category; secondary school parents and special school parents are each compared against primary school parents. In the table, reference categories are identified by bold font.

In order to find the best fit model (to explain as much of the variance in meeting needs as possible, using as few of the variables as possible), the variables were entered using a forwards step-wise approach[36].

The charts below presents the regression models relating to demographic, barriers and information and usage variables; all variables in the chart have a significant association[37] with parents saying their needs met. The charts present the odds ratios for each variable. Figure 53 shows the model for parents of primary school pupils, and Figure 54 relates to parents of secondary school children.

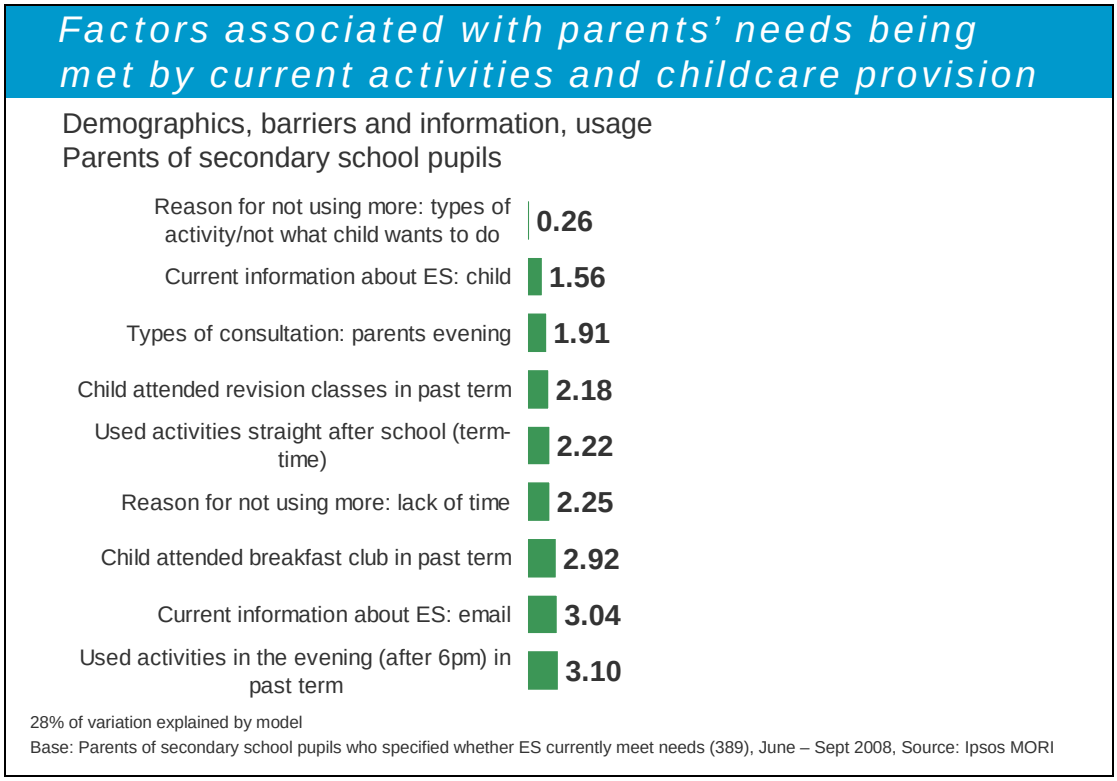
Figure 53



[36] Variables were fed into the model using a stepwise approach: this is an exploratory method of creating a model which makes no *a priori* assumptions regarding the relationships between the variables; the goal of a stepwise model is thus to discover the simplest model that explains as much of the variation in the dependent as possible.

[37] The Wald test is used to test the significance of the variables considered for inclusion in the model. Where variables are shown to have a significant association with parents' needs being met, they are included in the model. Variables that do not show a significant association do not appear in the final model. For those variables that are included in the model, the Wald statistic value indicates how much of the variation (i.e. parents saying their needs are met and are not met) is explained by that variable.

Figure 54



The models indicate the odds ratios for each variable. Odds ratios show the relative likelihood of parents' needs being met for categories within a given variable. For example, if we were considering usage of evening-time activities in the past term, we may find that the odds of someone who had *not* used these activities feeling their needs are met are 1.0 and that the odds of someone who had used evening activities as 3.1. Thus, the odds ratios show how much *more likely* someone who has used activities is to feel their needs are met than those who have not – i.e. parents whose child has used evening activities in the past term are 3.1 times as likely as those whose children have not to say that current childcare and activity provision meets their needs. Where odds ratios are less than 1.0 (e.g. children with SEN) this indicates that these groups are less likely to feel their needs are being met.

Those variables most associated with parents feeling that their needs are met vary by school phase, and reveal some interesting differences in needs:

- **Parents of primary pupils with SEN are less likely than those whose children do not have SEN to say their needs are being met,** suggesting that more tailoring of activities, and ensuring all activities are inclusive, may help some parents.

- **Parents of primary school aged boys are less likely than those with girls in primary school to say their needs are currently met through activities**; consultation to ensure that activities appeal to all groups of pupils might be of value here. In particular, as highlighted in Section 4 of this report, boys and girls tend to be interested in different types of activities (with boys favouring sports and girls favouring arts): ensuring a broad range of activities to suit all needs is likely to be important.

- As might be expected, primary school parents whose children have used a breakfast club in the past term are over five times as likely as those whose children have not to say current activities and childcare meet their needs. **Whereas primary school parents appear to have needs before and immediately after school, parents of secondary school children have more diverse needs; the secondary model shows that use of activities at all times of the day is significantly associated with feeling needs are being met.** These findings link to those reported in section 4 which suggest that, although numbers of users are lower for breakfast clubs than childcare and activities at other times of the day, those who use breakfast clubs attend frequently. Where breakfast clubs are used it appears they meet a strong need effectively, particularly for parents of younger pupils.

- **One of the strongest predictors of secondary parents saying their needs are not current being met by childcare and activities is the activities themselves not being what the child wants to do**. This is not a significant factor for primary children, and might suggest that more efforts to tailor activities for secondary school aged pupils could be of value. One area which may be worth exploring further is whether more educational activities are needed: secondary school parents whose children have attended revision classes in the past term are more than twice as likely as those whose children have not to say current provision meets their needs.

Appendix 3: Parent and pupil survey response rates

Response rates and sample outcomes are outlined below according to best practice industry categorisations[38].

Overall response rates	Parents of 5-18 year olds		Young people aged 11-18	
	Number	% of total sample	Number	% of total sample
Issued addresses	1,456		1,509	
Property invalid: vacant/non-residential etc.	25	1.7	17	1.1
Address not found/no trace	4	0.3	5	0.3
Total property invalid	**29**	**2.0**	**22**	**1.5**
Pupil no longer at the school	22	1.5	26	1.7
Respondent invalid	**22**	**1.5**	**26**	**1.7**
		0.0		0.0
Moved	91	6.3	77	5.1
Too ill to take part	3	0.2	3	0.2
Away during fieldwork	27	1.9	54	3.6
Respondent invalid for fieldwork	**121**	**8.3**	**134**	**8.9**
Total interviews	**1,021**	**70.1**	**1,019**	**67.5**
Total valid sample[39]	**1,371**	**94.2**	**1,430**	**94.8**
Sample response rate	**74.5%**		**71.3%**	
Total valid for fieldwork[40]	**1,228**	**84.3**	**1,259**	**83.4**
Fieldwork response rate	**83.1%**		**81.0%**	
Non-contact with young person after 6+ calls	NA	NA	36	2.4
No contact with parent after 6+ calls	24	1.6	9	0.6
No contact with other household member after 6+ calls	83	5.7	75	5.0
Total non-contacts	**107**	**7.3**	**120**	**8.0**
Refusal by young person	NA	NA	39	2.6
Refusal by parent	85	5.8	66	4.4
Refusal by other household member	19	1.3	17	1.1
Refusal by warden/entry phone	2	0.1	2	0.1
Total refusals	**106**	**7.3**	**124**	**8.2**
Mother tongue required	2	0.1	1	0.1
Other	48	3.3	63	4.2
Total other	**50**	**3.4**	**64**	**4.2**

[38] Categories are informed by the Institute for Social and Economic Research: Recommended Standard Final Outcome Categories and Standard Definitions of Response Rate for Social Surveys, Version 2.0, 2005. http://www.iser.essex.ac.uk/pubs/workpaps/

[39] Total valid sample: Refusals and non-contact with parent/child and child, away for fieldwork, ill, mother tongue required. Plus a proportion of those with unknown eligibility (non-contact with other household member, moved and address unknown, and others). Eligibility rates for sample where eligibility is known were applied to this group.

[40] Total valid sample: Refusals and non-contact with parent/child and child. Plus a proportion of those with unknown eligibility (non-contact with other household member, moved and address unknown, and others). Eligibility rates for sample where eligibility is known were applied to this group.

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