

# Extended Services in Schools: Baseline Survey of Maintained Schools in 2005

Sam Clemens, Robert Kinnaird, Tara Mackey,  
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BMRB Social Research

Research Report

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Schools in 2005*

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## 2 Introduction

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children and young people, their families and the wider community. The services provided can include childcare and activities for children and young people, adult education, parenting support programmes and access to community based health and social care services.

The Every Child Matters: Change for Children programme aims to improve outcomes for all children and young people. Children and young people said that five outcomes are key to well-being in childhood and in later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The Change for Children programme sets out a national framework for local change programmes to build services around the needs of children and young people which maximise opportunity and minimise risk.

Children's trusts will bring together all services for children and young people in an area, underpinned by the Children Act 2004 Duty to Co-operate. This will be driven by an analysis of local priorities and secured through more integrated front line delivery, processes, strategy and governance.

Extended schools form a key part of developing integrated front line delivery in local areas. Schools are encouraged to work in partnership with other organisations across the private, voluntary and community sectors to offer childcare and to provide other activities and support for children and parents, including access to specialist services on school sites.

The Government has set out a core offer<sup>1</sup> of the extended services that all schools should be able to offer by 2010 (with half of all primary schools and a third of all secondary schools doing so by 2008). This core offer will comprise:

- Childcare/varied menu of activities for children and young people between the hours of 8am-6pm, all year round;
- Parenting support, including family learning;
- Ensuring swift referral from schools to a wider range of specialised support services for pupils;

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<sup>1</sup> "Extended Schools: Access to Opportunities and Services for All". DfES, 2005.

- Widespread community use of the school's facilities.

Schools will make this offer themselves or in partnership with other schools or the private, voluntary and community sector. Provision will mainly be on school sites, at a neighbouring school or on a different site.

Many schools already provide a range of services for pupils, their parents and the wider community. However, prior to this survey in 2005 there were no nationally representative figures for how many schools in England were providing such services, nor any measure of what types of services were being provided.

Therefore, this nationally representative survey was commissioned by the Department for Education and Skills to provide a baseline measure of the prevalence and characteristics of extended services across different types of schools. This will allow any change in the level of extended service provision over the next few years to be assessed, as well as providing information on which types of schools currently have high and low levels of provision.

The survey involved a 20 minute telephone interview with the Headteacher (or other staff member with specific responsibility for extended services) and looked at whether the school provided the following services:

- Integrated childcare for pre-school (three and four year old) children (for schools providing standard nursery education);
- before school childcare and activities for children;
- after school childcare and activities for children;
- childcare and activities for children in the school holidays;
- childcare and activities for children at weekends;
- specific childcare for young children (other than integrated care for three and four year olds in nursery education);
- other services for pre-school children and their parents;
- parenting support – including education courses or workshops, and family learning;
- other adult education (on non-parenting issues);
- provision of health, social care and other support/ advice services for the community;
- community access to school facilities (such as ICT, sports, arts and library facilities);
- school working with non-teaching professionals to support pupils.

The term “provide” as used throughout this report does not mean that services, activities or childcare were provided directly by a school, nor that they were on the

school site. Some schools may offer services to their pupils, parents or the local community which are directly provided by another school or provider with which the school is in partnership, or services may be provided jointly by a school and other schools/providers. In some cases, external providers may operate services on the school site.

For all services provided, details were collected. (As explained in greater detail in the Technical Appendices, for the before and after school activities, details were not collected if the activities took place at another school. Therefore, for a few schools details of their before and after school provision are missing).

A nationally representative sample of primary and secondary schools (drawn randomly from Edubase<sup>2</sup>) was interviewed between 3<sup>rd</sup> March 2005 and 20<sup>th</sup> May 2005 (with a break for the Easter holidays). All maintained special schools and nursery schools were contacted for an interview during the same period. In total, 3,806 schools took part in this research:

1,811 maintained primary schools

1,001 maintained secondary schools (including City Technology Colleges and Academies)

655 maintained special schools

339 maintained nursery schools

Further details of the methodology, and a copy of the interview questionnaire and other fieldwork documents, are provided in the Technical Appendices of this report.

## **2.1 Notes on the report**

In this report, schools are split into various sub-groups for analysis purposes. The breakdowns used are defined below:

Level of deprivation	The new Index of Multiple Deprivation 2004 (IMD 2004) is a Super Output Area (SOA) level measure of multiple deprivation and is made up of seven SOA level Domain Indices: Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime. Each school was assigned to an SOA based on its postcode.
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<sup>2</sup> Edubase is the Department's database of all schools in England.

The main analysis divides SOAs into the 30 per cent most deprived; the next 20 per cent most deprived and the 50 per cent least deprived.

Urban	Schools are defined as being in either rural or urban areas on Edubase.
No. pupils	For most schools this was provided on Edubase. However, where this figure was not provided or was 0, we asked for the current number of pupils at the end of the interview.
Free school meals	The proportion of children at a school who are eligible for free school meals (whether or not they take up the offer). This data was from the Department's Annual School Census.
% BME	The proportion of children at each school who are of black or minority ethnic origin. This includes all children not defined as "White – British", and so includes white minority ethnic groups. This data was from the Department's Annual School Census.
% SEN statement	The proportion of pupils with Special Educational Needs.
School designation	<p>This is a proxy to assess whether a school receives any extra funding. If a school was designated as any of the following (based on Edubase information), it counts as a yes.</p> <ul style="list-style-type: none"><li>• Beacon School;</li><li>• Education Action Zone;</li><li>• Excellence in Cities; Excellence in Cities Group; Excellence in Cities – City Learning Centre; Excellence in Cities Action Zone;</li><li>• Training School;</li><li>• Leading Edge Partnership Programme;</li><li>• Leadership Incentive Grant;</li><li>• Specialist school.</li></ul>

In this report the term "parent" includes any adult carer.

The figures presented in this report for primary, secondary and special schools have been weighted to take account of non-response. Details of the weighting applied are provided in the Technical Appendix. All bases given in the tables or charts are, however, unweighted.

The percentages in the tables do not always add to 100 per cent due to rounding, and, where percentages in the text differ to the sum of percentages in the tables, this too will be due to rounding.

A \* in a table signifies a value between 0 and 0.49, while a – signifies a zero.

### 3 Summary

The Government has set out a core offer<sup>3</sup> of the extended services that all schools should be able to offer by 2010 (with half of all primary schools and a third of all secondary schools doing so by 2008). This core offer will comprise:

- Childcare/varied menu of activities for children and young people between the hours of 8am-6pm, all year round;
- Parenting support, including family learning;
- Ensuring swift referral from schools to a wider range of specialised support services for pupils;
- Widespread community use of the school's facilities.

Schools will make this offer themselves or in partnership with other schools or the private, voluntary and community sector. Provision will mainly be on school sites, at a neighbouring school or on a different site.

This nationally representative survey was designed to assess the level and characteristics of provision of extended services in maintained schools in England in 2005. It involved telephone interviews with 3,806 schools (339 maintained nursery schools, 1811 primary schools, 1001 secondary schools and 655 special schools) which were carried out from March to May 2005.

#### **Childcare and activities (including study support) offered by primary schools**

Most primary schools (87 per cent) offer regular activities or childcare for their pupils after the standard school day. This was most common in larger schools (92 per cent of those with over 400 pupils) and those in less deprived areas (88 per cent of schools in the 70 per cent least deprived areas). Most schools did not run their after school activities beyond 5pm (63 per cent of those schools offering after-school activities finished at 5pm or earlier), and half of the primary schools providing after school activities (52 per cent) did so for fewer than five days a week. Nearly all (96 per cent) of the primary schools offering after school activities said that children attending were given supervised opportunities to take part in sports, arts, music or ICT; far fewer (38 per cent) provided supervised opportunities for children to complete homework or coursework.

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<sup>3</sup> "Extended Schools: Access to Opportunities and Services for All". DfES, 2005.

Two fifths (40 per cent) of primary schools offered before school activities or childcare to their pupils. Again, this was most common in larger schools (56 per cent of those with over 400 pupils), but before school activities were more common in schools in more deprived areas (54 per cent of schools in the 30 per cent most deprived areas). Most of the primary schools offering before school activities or childcare (75 per cent) started their before school provision at 8am or earlier, and ran it five days a week (89 per cent) for all three terms (96 per cent). Of the primary schools providing activities before school, 44 per cent offered supervised opportunities for children to complete homework and coursework, and 55 per cent offered supervised opportunities to take part in sports, arts, music or ICT.

Holiday activities or childcare were less common. A quarter (23 per cent) of primary schools offered some activities or childcare to their pupils (and often to other children) in the school holidays (which was provided with input from the school (use of school site or school staff) or with some contract or partnership agreement with the provider). Again this was more common in larger schools (35 per cent of those with over 400 pupils) and those in more deprived areas (26 per cent in the 30 per cent most deprived areas). Only a minority of primary schools offering holiday activities or childcare provided these during all holidays (33 per cent), and similar proportions started their holiday activities at 8am or earlier (35 per cent) and finished at 6pm or later (33 per cent). Nearly all (91 per cent) of the primary schools offering holiday activities, said that children attending were given supervised opportunities to take part in sports, arts, music or ICT; far fewer (23 per cent) provided supervised opportunities for children to complete homework or coursework.

To provide the core offer of 8am-6pm all year round childcare, primary schools would need to offer before school activities or childcare that started at 8am or earlier and after school activities or childcare ending at 6pm or later, as well as holiday activities or childcare that ran from at least 8am – 6pm (with school input or some contract or partnership agreement with the provider). These would all have to be provided for five days a week, during all terms or holidays. If the before or after school activities were not on the school site, supervised transport would have to be provided.

Twelve per cent of primary schools provided this level of childcare or activities for school-age children during term time, and three per cent provided this level of childcare for school-age children in the holidays. This equates to around 2,060 primary schools in England providing term time activities at this level, and around 578 providing holiday activities at this level. Overall, two per cent of primary schools in England (equating to around 430 primary schools) were offering all year round childcare at the level specified by the core offer. It appears to be slightly more common for schools in the least deprived areas to do so (three per cent of primary schools in the 50 per cent least deprived areas compared to one per cent of primary schools in the 30 per cent most deprived areas). This may be because primary schools in less deprived areas have a

greater number of children with two working parents, and so there is greater demand for this level of provision.

Although the core offer specifies 8am-6pm provision, we also looked at provision for nine hours a day<sup>4</sup>. Eighteen per cent of primary schools provided activities or childcare for school-age children for nine hours a day, five days a week, three terms a year, with supervised transport where necessary. Five per cent provided this level of childcare or activities during all the school holidays, and three per cent of primary schools were offering all year round childcare, five days a week for nine hours a day.

### **Access to study support and a range of activities for children provided by secondary schools**

Nearly all secondary schools (95 per cent) offered regular activities for school-age children after school. Ninety per cent of these offered supervised opportunities to complete homework and coursework and 99 per cent provided supervised opportunities to take part in sports, arts, music or ICT. Most of these secondary schools offer after school activities that finished before 5pm (55 per cent), while 28 per cent ran activities until 6pm or later. Sixty per cent of schools that offered after school activities did so for five days a week.

The majority of secondary schools (61 per cent) offered regular activities for school age children before school. Most of the secondary schools providing before school activities started them at 8am or earlier (72 per cent), ran them for five days a week (88 per cent) and three terms a year (97 per cent). Sixty per cent of the secondary schools providing before school activities offered supervised opportunities for children to do homework and coursework; 54 per cent provided supervised opportunities to take part in sports, arts, music, or ICT.

It was also common for secondary schools to offer activities to school age children in the holidays (usually on the school site). In total, 65 per cent of secondary schools offered holiday activities (either on site or with school staff, or with some partnership or contract with a provider). Ninety three per cent of these offered supervised opportunities to take part in sports, arts, music, or ICT; 58 per cent provided opportunities for children to complete homework or coursework. Although holiday activities were offered by most schools, they were often provided for fairly limited hours. Only four per cent of secondary schools that provided holiday activities started these at 8am or earlier – it was much more common for activities to start at 9am or

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<sup>4</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).



later (83 per cent). Most schools also ended their holiday activities early – only five per cent of schools provided activities that ran until 6pm or later. Only ten per cent of the schools providing holiday activities did so in all holidays, many (25 per cent) were just open in the summer, or were closed at Christmas (29 per cent).

Although 60 per cent of secondary schools offered activities for school-age children both before and after school, only ten per cent (approximately 331 secondary schools in England) offered access to these activities from 8am to 6pm, five days a week in all three school terms. Secondary schools in more deprived areas were more likely to provide activities across this time range (14 per cent of those in the 30 per cent most deprived areas). Although the core offer specifies 8am-6pm provision, we also looked at provision for nine hours a day<sup>5</sup>. A far greater proportion of secondary schools (25 per cent) provided activities for nine hours a day, five days a week in all three school terms.

Access in holidays was lower. Only one per cent of secondary schools (around 34 schools in England) provided holiday activities that ran from 8am-6pm, five days a week during all holidays. This did not vary for the nine hour option.

A significant minority of secondary schools (43 per cent) offered activities before school and after school and in the holidays. However, only five (weighted) of the interviewed schools (0.5 per cent) offered these activities for the time specified in the core offer i.e. 8am-6pm, all year round. Ten (weighted) interviewed secondary schools (one per cent) offered activities for nine hours a day, five days a week, all year round.

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<sup>5</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).

## **Wider community access to ICT, sports and arts facilities, and adult learning**

### ***Primary schools***

Most primary schools (75 per cent) allowed people from outside the school to use at least one of the following facilities: rooms or other space (e.g. the school hall) (63 per cent); sports facilities (48 per cent); ICT facilities (20 per cent); arts facilities (seven per cent); library facilities (four per cent). This was slightly more common among schools in less deprived areas, although ICT access was more common in more deprived areas.

Access to these facilities was most common in the evenings after school in term time, but sports facilities in particular were often available for use in the school holidays or at weekends.

Fifty-nine per cent of primary schools provided some courses or workshops for adults (including family learning; courses or sessions on parenting support and adult education on non-parenting issues). These were most commonly held during school hours (85 per cent of schools running such courses/sessions). A third of primary schools that offered these courses or sessions ran them on weekday evenings after 5pm. Very few primary schools charged for these courses (three per cent always charged; six per cent charged for some courses or attendees).

### ***Secondary schools***

Nearly all secondary schools (97 per cent) allowed people from outside the school to use at least one of the following facilities: sports facilities (89 per cent); rooms or other space (e.g. the school hall) (87 per cent); ICT facilities (51 per cent); arts facilities (46 per cent); library facilities (17 per cent). This was more common among schools with less deprived intakes.

Access to these facilities was most common in the evening after school, but sports facilities in particular were usually available during school holidays and at weekends.

Fifty-eight per cent of secondary schools provided some courses or workshops for adults (including family learning; courses or sessions on parenting support and adult education on non-parenting issues). These courses were most likely to be run on weekday evenings after 5 (87 per cent of secondary schools running such courses ran them then). Secondary schools were more likely than primary schools to charge for these courses. Eighteen per cent of secondary schools offering adult education courses or sessions always charged, and 32 per cent charged for some courses or attendees.

### ***Maintained nursery schools***

Most maintained nursery schools (62 per cent) allowed people from outside the school to use at least one of the following facilities: sports facilities (15 per cent); rooms or other space (e.g. the school hall) (46 per cent); ICT facilities (22 per cent); arts facilities (six per cent); library facilities (14 per cent). This was more common among nursery schools in more deprived areas.

Access to these facilities was most commonly during the school day, unlike primary and secondary schools.

The vast majority of nursery education schools (85 per cent) provided some courses or workshops for adults (including family learning; courses or sessions on parenting support and adult education on non-parenting issues). It was more common for nursery schools in more deprived areas to run these. Nearly all the nursery schools that ran courses (99 per cent) did so between 9 and 5 during the week. A fifth provided courses in the evenings, and only eight per cent offered such courses at weekends. The majority of nursery schools that provided these courses (89 per cent) did so free of charge.

### ***Special schools***

Most special schools (74 per cent) allowed people from outside the school to use at least one of the following facilities: sports facilities (52 per cent); rooms or other space (e.g. the school hall) (61 per cent); ICT facilities (14 per cent); arts facilities (10 per cent); library facilities (four per cent).

Access to these facilities was most common in the evenings after school, but sports facilities were often available for use at weekends and during the school holidays.

Half of the special schools (52 per cent) provided some courses or workshops for adults (including family learning; courses or sessions on parenting support and adult education on non-parenting issues). Most of the special schools that ran courses (85 per cent) did so between 9 and 5 during the week. Thirty nine per cent provided courses in the evenings, and only eight per cent offered such courses at weekends. The majority of special schools (87 per cent) that provided these courses did not charge.

### **Parenting support, including sessions for parents, parenting programmes and family learning**

Schools were asked about the following parenting support services:

- Family learning (formal and informal courses and workshops/sessions specifically designed for parents to attend with their children);

- courses, workshops and sessions specifically for parents to provide parenting support;
- whether the school employs a family support worker;
- whether there are other parent support facilities or groups at the school.

The questionnaire was developed before the core offer was finalised, and so these questions ask schools about a wider range of parenting support than the more specific parenting support activities in the core offer.

### ***Primary Schools***

Sixty five per cent of primary schools provided at least one of these parenting support services, the most common being courses, workshops or sessions that provide parenting support for parents without their children (42 per cent), and the least common being the employment of a specific family support worker (20 per cent). Thirty-nine per cent of primary schools offered family learning. There were quite marked differences by school location: in the 30 per cent most deprived areas, 85 per cent of primary schools provided at least one of these types of parenting support, compared to 56 per cent of primary schools in less deprived areas.

### ***Secondary schools***

Sixty five per cent of secondary schools provided at least one of these parenting support services, the most common being the provision of parent support facilities or groups at the school (37 per cent) and the least common being employment of a specific family support worker (27 per cent). Thirty-one per cent of secondary schools offered family learning. There were quite marked differences between schools in more and less deprived areas. 75 per cent of secondary schools in the 30 per cent most deprived areas provided at least one of these parenting support services compared to 61 per cent in the 50 per cent least deprived areas.

### ***Maintained nursery schools***

Nearly all maintained nursery schools (93 per cent) provided at least one of these parenting support services. The most common parenting support services were the provision of parent support facilities or groups at the school (78 per cent) and running courses, workshops or sessions that provide parenting support for parents without their children (78 per cent). The least common was the employment of a family support worker (42 per cent). Sixty seven per cent of nursery schools offered family learning. While it was slightly more common for maintained nursery schools in more deprived areas, or with more deprived intakes (as measured by the proportion of children eligible

for free school meals) to provide parenting support, it was also very common among maintained nursery schools in less deprived areas.

### ***Special schools***

Eighty four per cent of special schools provided at least one of these parenting support services, the most common being the provision of parent support facilities or groups at the school (71 per cent) and the least common being family learning (24 per cent). There were no significant differences between different types and locations of special schools.

### **Swift referral to a range of specialised support services**

Schools were asked if they worked with a range of non-teaching professionals to help support their pupils. We do not, from this, know the detail of the joint working, for example whether there is co-location at the school, or just some occasional communication.

### ***Primary schools***

Nearly all (99 per cent) primary schools worked with at least one sort of health professional, most commonly psychologists and mental health professionals (97 per cent) and speech therapists (96 per cent). There was a tendency for schools in more deprived areas to work with a broader range of health professionals.

Primary schools also worked with a range of other professionals, most commonly the police (90 per cent) and social workers (excluding Educational Welfare Officers) (80 per cent). Again, schools with more deprived intakes were more likely to work with other professionals.

### ***Secondary Schools***

Nearly all (99 per cent) secondary schools worked with at least one sort of health professional, most commonly psychologists and mental health professionals (94 per cent), nurses (87 per cent) and health professionals dealing with sexual health issues (84 per cent). There was a tendency for schools in more deprived areas to work with a broader range of health professionals (especially drug and alcohol misuse workers and speech therapists).

Secondary schools also worked with a range of other professionals, most commonly the police (97 per cent) and social workers (excluding Educational Welfare Officers) (87 per cent). Again, schools with more deprived intakes were more likely to work with other professionals.

### ***Maintained nursery schools***

All maintained nursery schools worked with at least one sort of health professional, most commonly speech therapists (98 per cent), psychologists and mental health professionals (97 per cent) and health visitors (95 per cent). There was a tendency for schools in more deprived areas to work with a broader range of health professionals.

Maintained nursery schools also worked with a range of other professionals, most commonly social workers (excluding Educational Welfare Officers) (87 per cent) and the police (73 per cent). Again, schools with more deprived intakes were more likely to work with other professionals.

### ***Special schools***

All special schools worked with at least one sort of health professional. All special schools worked with psychologists and mental health professionals, and most worked with speech therapists (95 per cent) and nurses (92 per cent). All types of special school appear to work with a broad range of health professionals.

Special schools also worked with a range of other professionals, most commonly social workers (excluding Educational Welfare Officers) (98 per cent) and the police (80 per cent). Special schools in more deprived areas and with more deprived intakes were more likely to work with other professionals.

3.1

**Summary table**

	<b>% OF PRIMARY SCHOOLS</b>	<b>% OF SECONDARY SCHOOLS</b>
<b>SCHOOL-AGED CHILDREN – CORE CHILDCARE OFFER</b>		
Term-time 8-6 core offer	12	10
Holiday 8-6 core offer	3	1
All year round 8-6 core offer	2	0.5
<b>SCHOOL-AGED CHILDREN – SOME LEVEL OF CHILDCARE</b>		
Some before-school childcare/ activities	40	61
Some after-school childcare/ activities	87	95
Some holiday childcare/ activities	23	65
<b>PARENTING SUPPORT</b>		
Any parenting support <sup>6</sup>	65	65
Family learning	39	31
Parenting courses	42	29
Family support worker	20	27
<b>COMMUNITY SERVICES</b>		
Adult education <sup>7</sup>	59	58
Access for people from outside the school to at least some school facilities	75	97
Health/therapeutic, social and/or advice services to the local community	29	31
<b>SUPPORT FOR PUPILS</b>		
Works with at least one type of health professional to support pupils	99	99
Works with social workers <sup>8</sup> to support pupils	80	87

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<sup>6</sup> Includes parenting courses, family support worker, advice for parents, a parents' room, other parenting support groups and facilities, and family learning.

<sup>7</sup> Includes family learning and parenting courses.

<sup>8</sup> Not including Educational Welfare Officers.

## 4 Primary schools

In January 2004, there were 17,762 maintained primary schools in England. Where figures in this report for the interviewed sample of primary schools are grossed up to the overall population figure, this is the figure that has been used. 1,811 maintained primary schools in England took part in this research.

### 4.1 Childcare and activities (including study support) for school-age children

By 2010, the aim is that all schools will deliver a core offer of extended services. The core offer relating to childcare for primary school children is that:

- “All parents of primary age children will be able to access affordable childcare at or through their school from 8am to 6pm, all year round. This childcare could be based at their child’s primary school, a nearby school or on a different site provided in partnership with private or voluntary sector providers (including childminders), with supervised travel arrangements to and from the provision.”<sup>9</sup>

This offer will be available in at least half of all primary schools by 2008.

In this section we look at the components of 8am – 6pm year round childcare (activities and childcare provided before school, after school and during the school holidays) to assess the current level of provision.

#### 4.1.1 Before school

Two-fifths of primary schools (40 per cent) said that there were regular activities or childcare provided for children before school. Twenty-three per cent said that they had plans to provide such activities or childcare in the future, and 36 per cent were not providing any activities before school and had no plans to (one per cent were not sure if they had plans). Most of the primary schools with plans to provide before school activities had discussed this with other organisations (68 per cent) or the local authority (67 per cent); 64 per cent had looked into possible funding sources and 14 per cent had recruited staff to run or plan such services.

In general, it appeared to be larger primary schools and those in more deprived areas that were more likely to provide activities or childcare before school, as figure 1.1 shows.

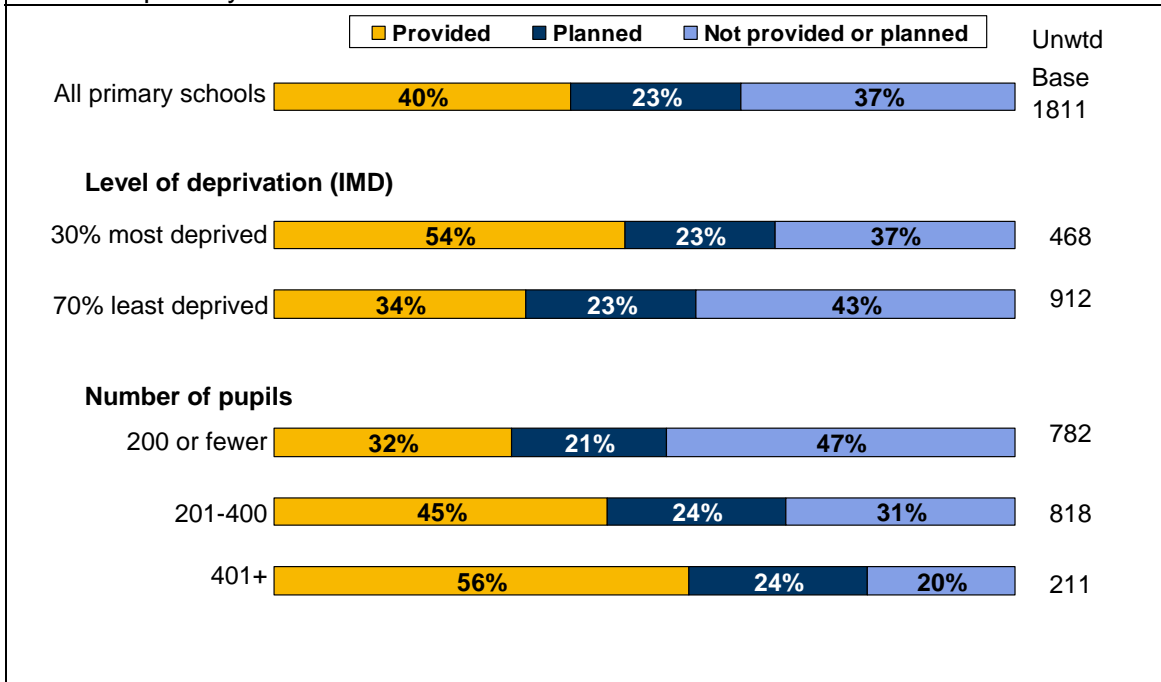
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<sup>9</sup> “Extended Schools: Access to Opportunities and Services for All”. DfES, 2005.



**Figure 4.1: Provision of any activity for children or childcare before school**

Base: All primary schools



Before school activities may consist of childcare, study support or recreational activities. In this report, we call them “before school activities” as shorthand. It is possible that the before school activities may be made up of a number of different clubs and activities. To allow for this, we asked for very general details of the provision (such as the earliest starting time of all activities, latest finishing time etc.).

Nearly all of the schools providing activities before school did so on site at their school (95 per cent). For three per cent of the schools offering before school activities, the activities were provided at another school (one per cent with supervised transport); for a further three per cent the activities were provided at another site (one per cent with supervised transport). For primary-age children, if the activities or childcare are provided on another site, there needs to be supervised transport always provided to and from that site.

If this is taken into account, 39 per cent of all primary schools were providing some before school activities or childcare for school age children (Reception to end of Key Stage Four). (Three schools that answered the question claimed to provide before school activities, but not for children aged 3-19. We have assumed that this is miscoded data. Two schools only provided before school childcare for nursery age

children but this does not affect the overall percentages). This suggests that around 7,000 (+ or – 414)<sup>10</sup> primary schools in England were providing such services.

Most (61 per cent) of the schools providing activities and childcare before school used only staff employed by the school to run these activities. A quarter (24 per cent) used only staff from another organisation and 13 per cent used both. Not surprisingly, where schools offered before school activities at another site, these were most likely to be staffed by staff from another organisation, suggesting use of an external provider (of the 18 schools that offered before school activities at another site, 15 of these were staffed fully by staff from another organisation, one was staffed by school staff, one by a mixture and one by parents). However, around a quarter of schools (23 per cent) providing before school activities on site used only external staff to run these.

**Table 4.1 Who staffs the before school activities and where they take place; primary schools providing before school activities on site or at another site (not another school)**

	Total	Where activities take place	
		At the school	At another site
Unwtd base	679	660	19
Wtd base	705	687	18
	%	%	n*
Only staff employed by the school	61	63	(1)
Only staff from another organisation	24	23	(15)
Both	13	13	(1)
Other	1	1	(1)

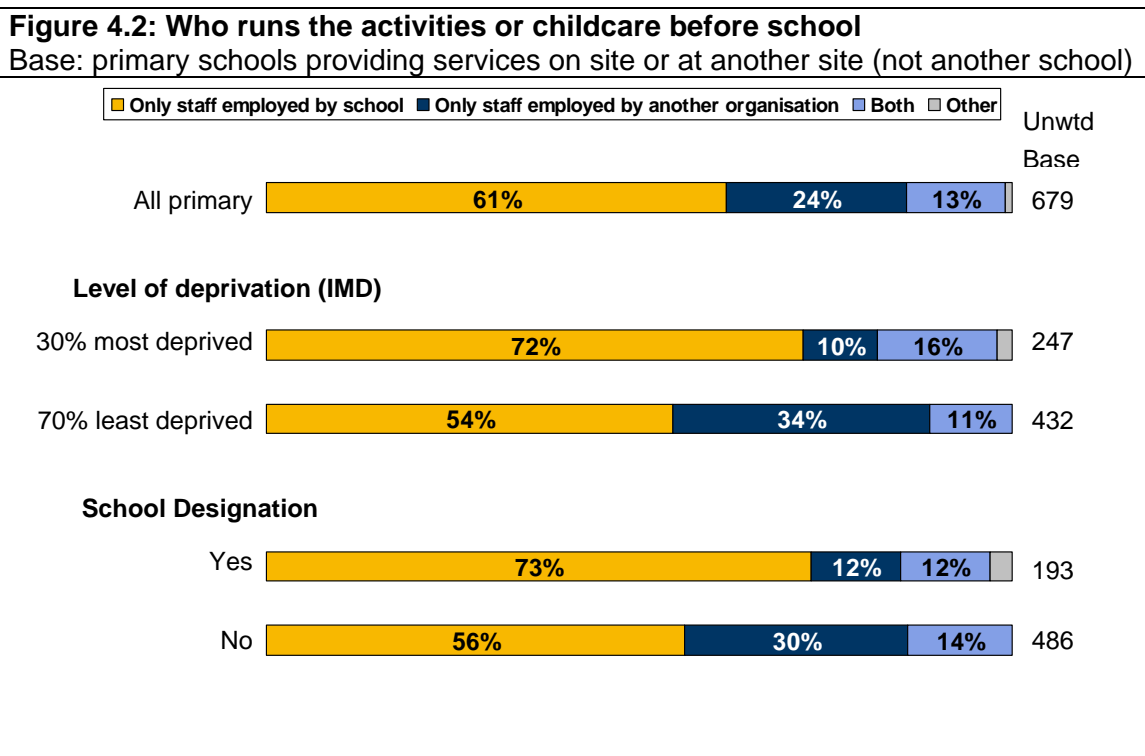
\*Due to small base, actual weighted frequencies are shown rather than percentages

Schools in more deprived areas, or with a more deprived intake, were most likely to use staff employed by the school (72 per cent used only staff employed by the school), but there were no differences by size of school. This may be linked to school designation, as primary schools in more deprived areas were more likely to receive some form of extra funding. In fact, schools that were identified as having some such

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<sup>10</sup> This figure is grossed up by applying the percentage to the total number of primary schools. The percentage figure is subject to sampling error, so we have applied 95% confidence intervals to the grossed figure – we are 95% confident that the true population figure lies between 6586 and 7414.

designation were also more likely to use school employees to run their before school activities.



Of the 40 per cent of primary schools who said that they provided activities or childcare before school, full follow up questions were completed by 96 per cent of these (38 per cent of the full sample of primary schools). There were 28 schools (two per cent of the total sample) where we did not ask the follow up questions: 19 provided the services at another school, and nine referred us on to someone who we were not able to contact. The rest of this section only covers those schools asked the follow up questions.

Before school activities in primary schools were predominantly provided to primary age children – especially Key Stage 2 (year 3 – year 6). Ninety-three per cent of schools with before school activities provided them for this age group; 86 per cent provided activities to Key Stage 1 (reception to year 2). In total, 99 per cent of primary schools offering before school activities did so for primary age children (reception to year 6). Six of the primary schools did not provide their before school activities to primary age children. (Two of the schools only provided before school childcare for nursery aged children (three and four year olds), one only provided it for older children and the other three claimed that they did not provide services for any children aged 3-19. We have assumed that these latter three were miscoded, and assumed for the rest of this section that they did provide before school activities for school age children).

As well as catering for primary age children, 29 per cent of primary schools that provide activities or childcare before school did so for 3 and 4 year olds. This was more common among primary schools with nursery education provision (40 per cent

compared to 21 per cent of those with no nursery education). It should be noted that schools were asked very general questions about the provision they offered. We have assumed in this report that the before school provision discussed relates to school age children, but it is possible for these primary schools that provide services for pre-school children that some details of the provision would relate only to the pre-school group.

A few primary schools also offered these activities to older children. In five per cent of schools that provided activities before school, the activities were available for 11-14 year olds, and in one per cent the activities were available for children aged 14 and over. Of the four middle schools deemed primary that offered before school activities, all provided them to 11-14 year olds. However, most of the primary schools with before school activities that were also available for 11-14 year olds did not teach this age group.

These primary schools where the before school activities were offered to older children seemed slightly more likely to use only staff employed by another organisation than primary schools that did not offer before school activities to older children (38 per cent compared to 22 per cent), suggesting that the services were more likely to be provided by a provider external to the school, and possibly jointly managed. However, the base size is small and so this should be treated as indicative only.

In most schools providing before school activities or childcare (78 per cent), these were only available for their pupils. In six per cent of schools with before school provision, these before school activities were also available to pupils of other specific schools, and in 18 per cent the before school activities were available to any child of a relevant age. Five per cent of the primary schools that offered before school activities on site provided supervised transport to and from other schools so that pupils from other schools could use the service.

Most schools with activities before school started these at 8am or earlier (75 per cent), with the remainder starting them between 8 and 9am.

The table below shows that primary schools in the 30 per cent most deprived areas offering before school activities were less likely to open earlier than 8 am than those in the 70 per cent least deprived areas.

**Table 4.2 Before school provision opening times; primary schools providing before school activities on site or at another site (not another school)**

	Total	Level of deprivation	
		30% most deprived	70% least deprived
Base	669	246	423
	%	%	%
Before 8 am	28	21	33
8 am	47	48	46
8.01-8.59	24	31	20
9am or later	*	-	*

Nearly all primary schools that offered before school activities did so for all three terms (96 per cent) and for five days a week (89 per cent).

Any activities provided before school will be limited, as the time available is fairly short, and often a meal will be provided in this time. Fewer than half of the schools with before school activities (44 per cent) said that they provided supervised opportunities for children to complete homework or coursework, and just over half (55 per cent) provided supervised opportunities to take part in sports, arts, music or ICT. This did not vary much by school type, size or location.

Most before school provision was fairly limited in size. Eighty two per cent of primary schools providing this service said that the maximum number of places that they could provide was less than 50. A further 11 per cent could provide between 50 and 100 places. Not surprisingly, larger schools with over 400 pupils were more likely to be able to provide 50-100 places than smaller schools (20 per cent compared to 10 per cent). Schools in more deprived areas (those in the 30 per cent most deprived areas or with 25 per cent or more of their pupils eligible for free school meals) were also slightly more likely to be able to provide more places.

**Table 4.3 Maximum number of places that could be provided before school each day; primary schools providing before school activities on site or at another site (not another school)**

	Total	Level of deprivation (IMD)		Number of pupils		Free school meals	
		30% most deprived	70% least deprived	400 or fewer	401+	Less than 25%	25%+
Unwtd base	669	246	423	559	110	451	218
Wtd base	696	281	414	607	88	438	258
	%	%	%	%	%	%	%
Less than 50	82	77	86	85	68	86	77
50-100	11	15	8	10	20	8	16
100+	3	4	2	2	5	2	3
Don't know	4	4	4	3	7	4	3

The distribution of places was not significantly different for those schools that provided before school activities from 8am or earlier and those that provided activities that started later.

Most schools offering before-school activities (63 per cent) charged for all before school places and a further 14 per cent charge for some places. Around a quarter of primary schools (23 per cent) made no charge. Schools with a specific designation (denoting some extra funding) were less likely to charge (34 per cent do not charge for any places compared to 18 per cent of schools with no designation). Schools in more deprived areas were also less likely to charge (32 per cent of schools in the 30 per cent most deprived areas do not charge compared to 17 per cent schools in less deprived areas). Designation is closely linked with level of deprivation, so there will be a lot of overlap between these two groups of schools.

#### **4.1.2 After school**

Most primary schools (87 per cent) said that there were regular activities or childcare provided for children after school. Five per cent said that they had plans to provide such activities or childcare in the future, and eight per cent were not providing any activities after school and had no plans to.

The largest primary schools seemed most likely to provide such services (92 per cent of those with over 400 pupils provided after school services, compared to 85 per cent of schools with 200 or fewer pupils). However, there was little difference between schools with more or less deprived intakes (as measured by proportion eligible for free

school meals). Schools in the most deprived areas were slightly less likely than those in the least deprived areas to provide after school activities.

**Table 4.4 Provision of any activity for children or childcare after school; all primary schools**

	Total	Level of deprivation (IMD)		Number of pupils		
		30% most deprived	70% least deprived	200 or fewer	201-400	401+
Unwtd base	1811	468	1343	782	818	211
Wtd base	1811	536	1274	842	807	161
	%	%	%	%	%	%
Provided	87	84	88	85	88	92
Planned	5	8	4	5	5	4
Not provided or planned	8	8	8	10	7	4

After school activities may consist of childcare, study support or recreational activities. It is very likely that the after school activities provided by a school will be made up of a number of different clubs and activities, which have different start and finish times and run for different durations across the school year. To allow for this, we asked for details in general (such as the latest finish time of all activities; and the times when any after school activity was being run).

Nearly all of the schools providing activities after school did so on site at their school (95 per cent). For two per cent of schools providing after school activities, the activities were provided at another school (nearly all with supervised transport); for a further two per cent the activities were provided at another site (again nearly all with supervised transport).

Thus, taking into account the need for supervised transport, 86 per cent of all primary schools were providing some after school, activities or childcare for school age children (reception to end of Key Stage 4). (Five schools that answered the question claimed to provide after school activities, but not for children aged 3-19. We have assumed that this is miscoded data). In total, around 15,280 (+ or – 150) primary schools in England were providing such services.

Unlike activities provided before school where most were staffed by people employed by the school, after school activities were more likely to use staff from other organisations. Many schools that provided after school activities (46 per cent) used a mixture of staff (both employed by the school and other organisations) and 16 per cent used only staff from other organisations. Around two-fifths (38 per cent) of schools with

after school activities only used staff employed by the school. Not surprisingly, where schools offered after school activities at another site, these were most likely to be run by staff from another organisation (of the 37 schools that offered after school activities at another site, 26 of these were staffed fully by staff from another organisation, four were staffed by school staff, six by a mixture and one by someone else). However, 38 per cent of the primary schools providing after school activities on site used only external staff to run these.

**Table 4.5 Who staffs the after school activities and where they take place; primary schools providing after school activities on site or at another site (not another school)**

	Total	Where activities take place	
		At the school	At another site
Unwtd base	1540	1502	38
Wtd base	1534	1497	37
	%	%	n*
Only staff employed by the school	38	38	(4)
Only staff from another organisation	16	14	(26)
Both	46	46	(6)
Other	1	1	(1)

\*Due to small base, actual weighted frequencies are shown rather than percentages

Schools in more deprived areas, or with a more deprived intake, were most likely to use staff employed by the school, but there were no differences by size of school.

**Table 4.6 Who runs the activities or childcare after school; primary schools providing after school activities on site or at another site (not another school)**

	Total	Level of deprivation (IMD)		Free school meals	
		30% most deprived	70% least deprived	Less than 25%	25%+
Unwtd base	1540	387	1153	1229	311
Wtd base	1536	440	1096	1166	370
	%	%	%	%	%
Only staff employed by the school	38	44	35	36	44
Only staff employed by another organisation	16	9	18	17	11
Both	46	46	46	46	44
Other	1	1	1	1	2



Of the 87 per cent of primary schools who said that they provided activities or childcare after school, the full follow up questions were completed by 97 per cent (84 per cent of the full sample of primary schools). There were 46 schools (2.5 per cent of the total sample) where we did not ask the follow up questions: 31 provided the services at another school, and 15 referred us on to someone who we were not able to contact. The rest of this section only covers those schools asked the follow up questions.

After school activities in primary schools were predominantly provided to primary age children – especially Key Stage 2 (year 3 – year 6). 91 per cent of schools with after school activities provided them for this age group; 76 per cent provided activities to Key Stage 1 (reception to year 2). In total, 99 per cent of the primary schools offering after school activities offered them to primary age children (reception to end of Key Stage 2). Eight of the primary schools did not provide their after school activities to primary age children. (Three of the schools only provided after school activities for older children and the other five claimed that they did not provide services for any children aged 3-19).

Fifteen per cent of primary schools with after school activities also offered these to younger children (aged 3 and 4). This was more common in primary schools that had nursery education provision (21 per cent compared to 12 per cent of those with no nursery education provision). It should be noted that schools were asked very general questions about the provision they offered. We have assumed in this report that the after school provision discussed relates to school age children, but it is possible for those primary schools that provided services for pre-school children that some details of the provision would relate only to the pre-school group.

A few primary schools also offered these services to older children. Six per cent of schools that provided after-school activities provided them to 11-14 year olds (including four of the five middle schools deemed primary that provided after school activities), and two per cent offered services for children aged 14 and over. There was no difference between schools with after school activities run by school staff and those with after school activities run by external staff.

In most schools providing after school activities or childcare (78 per cent), these were only available for their pupils. Six per cent also offered the service to pupils of other specific schools, and 17 per cent allowed any child of the relevant age to use the after school services. Six per cent of the primary schools that offered after school activities on site provided supervised transport to and from other schools so that pupils from other schools could use the service.

As would be expected, most schools with after school activities appeared to start them as school finished. Most primary schools ended their standard day between 3-3.30 pm, and this is when 90 per cent of schools start their after school activities. Eight per cent of schools start the after school provision between 3.30 and 4pm. We did not ask

when school finished, and it is possible that these schools end their school day after 3.30. Few of these schools (only five) were providing activities off site, so the journey to the other site does not explain the slightly later start. A further two per cent of schools, start their after school activities before 3pm.

Most after school activities ended before 6pm. Two-thirds of the schools providing after-school activities (63 per cent) finished at 5pm or earlier, and a further 12 per cent ended before 6pm. A fifth (22 per cent) ended at 6pm, and very few (3 per cent) finished any later than this. Smaller schools were more likely to provide after school activities that finished earlier than larger schools as the table below shows. Schools in rural areas that provided after school activities tended to finish earlier than those in urban areas, and schools in London tended to finish later than those in most other regions – possibly due to the longer commuting times that parents living in London are likely to face. There were few differences by free school meal eligibility, or deprivation of the local area.

**Table 4.7 Finish time for after school activities; primary schools providing after school activities on site or at another site (not another school)**

	Total	Number of pupils		Location		Region	
		200 or fewer	201+	Urban	Rural	London	Elsewhere
Unwtd base	1525	654	871	1033	491	150	1375
Wtd base	1524	703	820	1061	462	151	1373
	%	%	%	%	%	%	%
5pm or earlier	63	72	56	60	70	44	64
5.01pm-5.59pm	12	9	14	14	8	18	11
6pm	22	16	26	23	18	34	21
After 6pm	3	2	3	2	3	4	3

Nearly all schools offering after-school activities (97 per cent) provided after school services during all three terms, but only half (48 per cent) provided them for five days a week. On average, after school services were provided for 3.9 days a week. Large schools and those in urban areas, especially London, were most likely to provide after school services every day of the week (65 per cent of schools with over 400 pupils; 52 per cent of schools in urban areas, and 65 per cent of schools in London that provided after school services did so for five days a week).

**Table 4.8 Number of days that after school activities are provided; primary schools providing after school activities on site or at another site (not another school)**

	Total	Number of pupils		Location		Region	
		200 or fewer	201+	Urban	Rural	London	Elsewhere
Unwtd base	1525	654	871	1033	491	150	1375
Wtd base	1524	703	820	1061	462	151	1373
	%	%	%	%	%	%	%
1 day	6	8	4	6	6	3	6
2 days	10	13	7	8	14	7	10
3 days	19	23	16	18	21	10	20
4 days	17	18	16	16	20	16	17
5 days	48	37	58	52	39	65	46

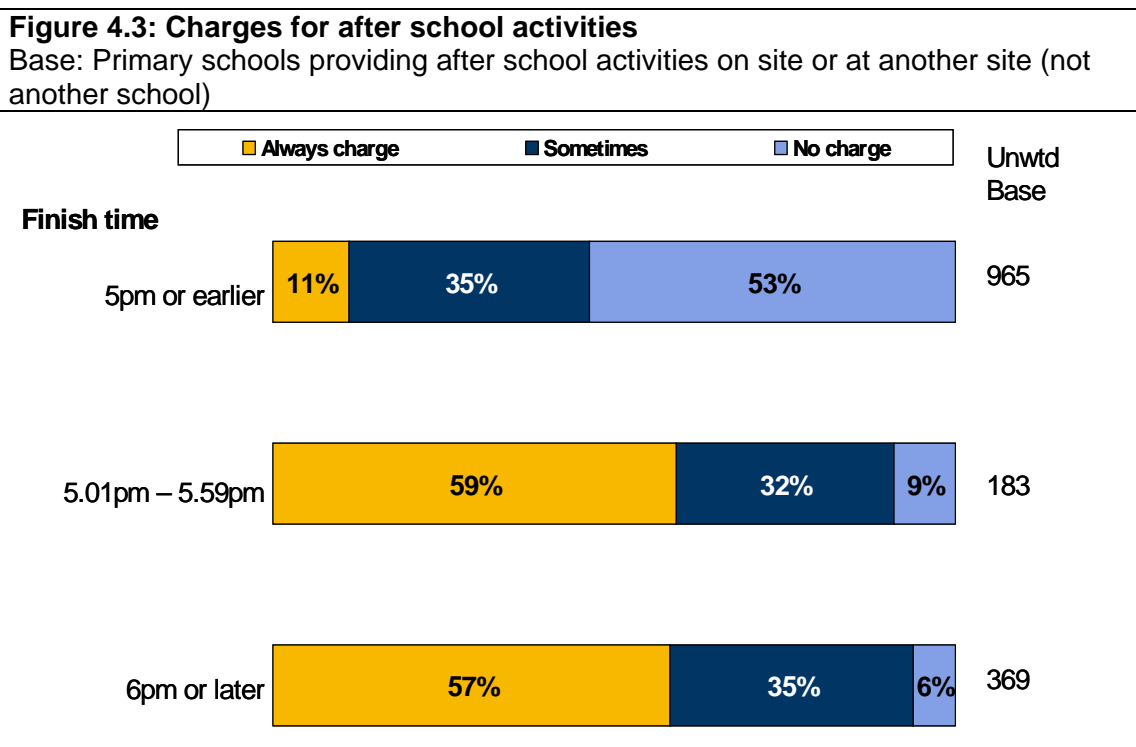
Nearly all of the primary schools that provided after school services (96 per cent) gave the children attending the opportunity to take part in sports, arts, music or ICT. Far fewer (38 per cent) provided supervised opportunities for children to complete homework or coursework, which is understandable given the age of the children attending. This proportion is lower than was the case among schools providing before school activities (where 44 per cent offered opportunities for homework or coursework). This is not that surprising, as the limited time before school is unlikely to allow as much scope for other activities (such as sports, arts, music etc) and so time is more likely to be spent on reading or other coursework. After school, when more time is available, schools providing activities to primary age children are more likely to offer a wider range, and so provision of study support or coursework may be more limited.

As was the case with before school provision, much of the after school provision was fairly limited in size. Three quarters (75 per cent) of primary schools providing this service said that the maximum number of places that they could provide was less than 50. A further 15 per cent could provide between 50 and 100 places. Larger schools with over 400 pupils were more likely to be able to provide 50-100 places than smaller schools (25 per cent compared to 14 per cent).

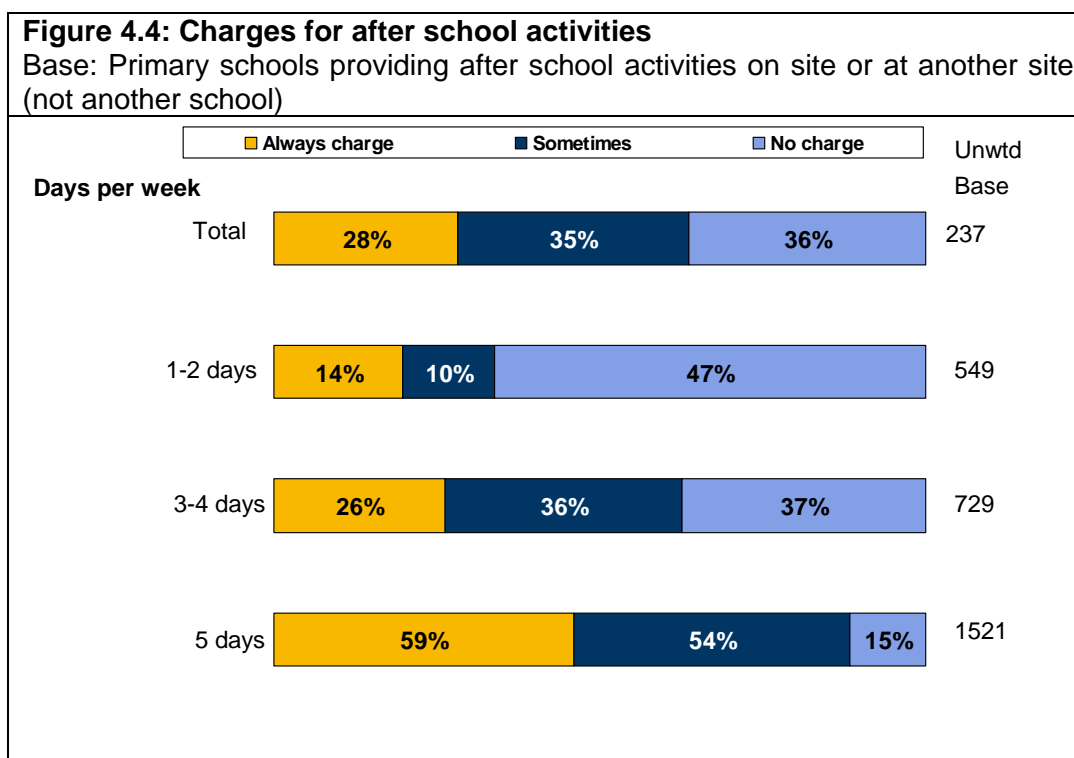
**Table 4.9 Maximum number of places that could be provided after school each day; primary schools providing after school activities on site or at another site (not another school)**

	Total	Number of pupils	
		400 or fewer	401+
Unwtd base	1525	1340	185
Wtd base	1524	1381	142
	%	%	%
Less than 50	75	77	86
50-100	15	14	25
100+	3	2	—
Don't know	3	2	4

Unlike before school activities, only a minority of schools providing after-school activities (28 per cent) always charged for these. A third (35 per cent) charged for some places and a similar proportion (36 per cent) never charged. Schools offering services that finished later were more likely to charge than schools providing after school activities for a shorter time. 92 per cent of schools where the after school activities finished at 6pm or later charged for some or all places, compared to 46 per cent of those where the activities ended at 5pm or earlier. This may distinguish childcare aimed at working parents from study support and recreational activities primarily for children's benefit.



Primary schools providing after school activities for five days a week were also more likely to charge than those providing such activities for fewer days. Forty seven per cent of those with after school activities every day charged for all places, while only 14 per cent of those with after school activities provided for one or two days a week did so. As mentioned above, this suggests that schools providing more of a childcare service (with later finish times, and options for use every day) were more likely to charge than those providing more ad hoc activities that would not be as suitable for childcare purposes (as they finish early, and were not across the whole week).



Where the after-school provision appears to be provided by an organisation other than the school, charges are also more likely. Twenty-two of the thirty-five schools where after school activities are provided off site charge for all places, and ten charge for some places. Seventy per cent of the schools where after school activities were run by staff from another organisation charged for all places, and 23 per cent charged for some places (whereas 62 per cent of schools where school staff ran the after school activities provided these for no charge).

#### 4.1.3 Provision of activities or childcare from 8am-6pm during term time

If extended schools are to provide a useful service for working parents, it is important that they provide activities or childcare that cover working hours. Therefore, part of the extended schools core offer to parents is that primary schools will offer affordable childcare between the hours of 8am-6pm, all year round. Primary schools will make this

offer themselves or in partnership with the private, voluntary and community sector. Provision will mainly be on school sites, at a neighbouring school or on a different site.

During term time this would require both before school activities or childcare that started at 8am or earlier and after school activities or childcare that did not finish until 6pm or later. If this was not on the school site, there would need to be supervised transport always provided. This 8-6 service would need to run for all three terms, for 5 days a week.

Using the information collected in the interview, it is possible to work out how many primary schools are currently providing this level of term-time childcare for school-age children (reception to end of Key Stage 2 or Key Stage 4).

In total, 36 per cent of primary schools are providing activities or childcare both before and after school for school-aged children (either on their school site or with supervised transport available for those services that take place off site). However, for 34 of these schools we do not have information on their start and finish times, or when the provision is available, or the ages of the children. (This is because these questions were not asked where before or after school care takes place at another school, or where we were referred to another source for information, but did not manage to contact that source). The following figures are based on the schools where we do have the full information (35 per cent of all primary schools).

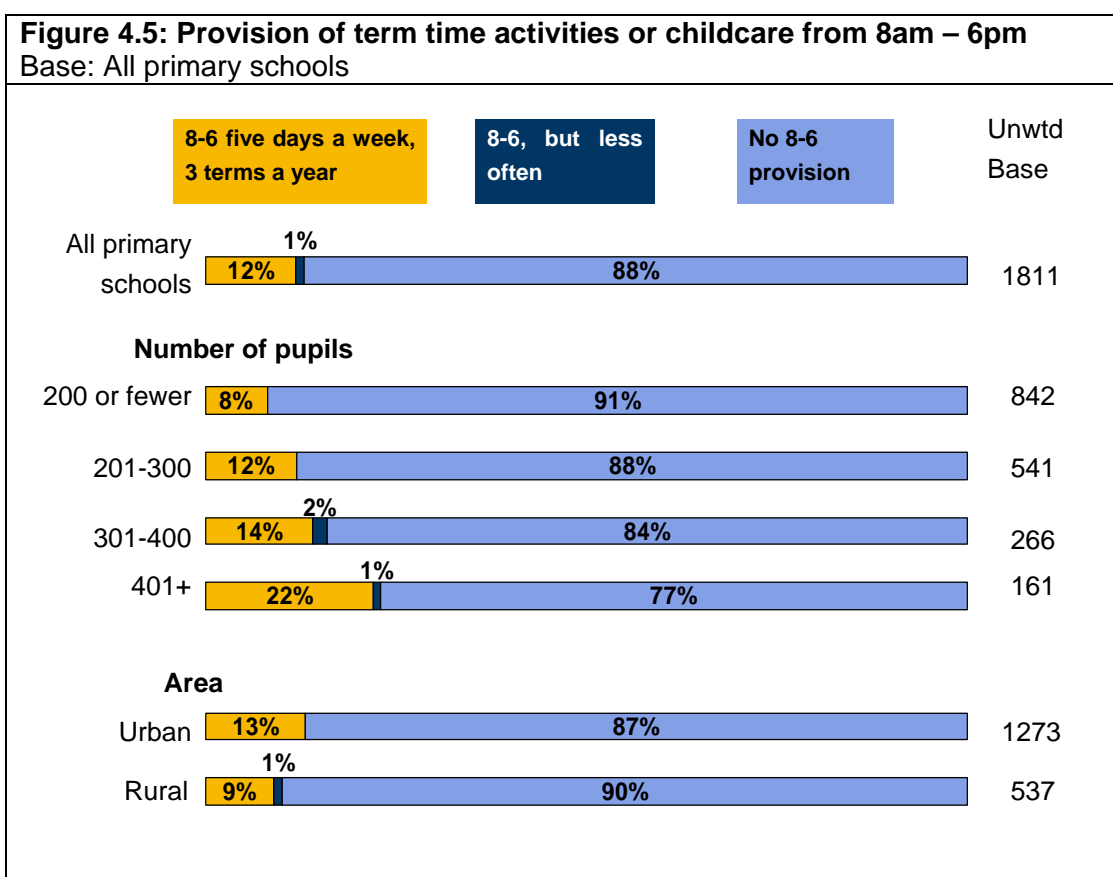
Twelve per cent of primary schools were providing activities or childcare for school-age children that ran from 8am or earlier to 6pm or later, 5 days a week for all three terms of the year, with supervised transport if off site. This suggests that around 2,060 (+ or – 266) primary schools in England were offering this level of provision to the parents of their pupils. (If all the 34 schools with missing information did provide this level of service, which is unlikely, then the overall proportion would rise to 13 per cent. If 12 per cent of the 34 schools provided this level of service, the overall proportion would remain at 12 per cent).

All of the primary schools making this offer provided activities for primary age children, and nine per cent (less than one per cent of all primary schools) also offered the provision to secondary age children.

Larger schools were more likely to offer this level of provision than smaller schools (22 per cent of schools with over 400 pupils compared to eight per cent of schools with fewer than 200 pupils). Schools in urban areas were more likely to offer this level of provision than rural schools (which is likely to be linked to school size), as were schools with a higher proportion of pupils of black or minority ethnic origin (14 per cent of schools with 10 per cent or more BME pupils compared to eight per cent of schools with fewer than three per cent). There is no significant difference by level of deprivation (in terms of the area or as measured by the proportion of pupils eligible for

free school meals), or by school designation. Schools in the West Midlands (19 per cent) and in London (17 per cent) were more likely to offer this level of provision than schools in the East Midlands (nine per cent), East of England (eight per cent), South East (five per cent) or South West (10 per cent).

Primary schools that provide nursery education were more likely to offer childcare from 8am-6pm, five days a week during all three terms than primary schools that do not have nursery education (14 per cent compared to 10 per cent).



Of the schools providing this level of service, 65 per cent of them charged for all places, both before and after school, and only two per cent did not charge at all.

There was little difference in the number of places that could be provided by schools offering childcare at this level, and those offering a lower level. Taking the lowest figure for number of places that can be provided before or after school as the limiting figure, schools that offer this level of service appear able to provide fewer places than those providing a lower level of provision. Fourteen per cent of those providing childcare or activities from 8am-6pm, 5 days a week, three terms a year said that the maximum number of places they could provide was less than 50, compared to nine per cent of those offering a lower level of provision. It is worth pointing out that these places are not necessarily from 8am to 6pm.

Although the core offer specifies 8am-6pm provision, we also looked at provision for nine hours a day<sup>11</sup>. Eighteen per cent of primary schools provided activities or childcare for school-age children for nine hours a day, five days a week, three terms a year, with supervised transport where necessary.

#### **4.1.4 Activities and childcare provided in the school holidays**

Twenty six percent of primary schools said that they provided some activities or childcare for children during the school holidays. In most cases (79 per cent) these took place on the school site, but for seven per cent the holiday activities took place at another school and for 13 per cent they took place at another site. Larger schools were more likely to provide holiday activities on site at the school than smaller ones (91 per cent of schools with over 400 pupils that provided holiday activities did so on site compared to 77 per cent of smaller schools).

When schools offer holiday activities, it was common for these activities to be run by staff from another organisation. Sixty one per cent of primary schools offering holiday activities only used staff employed by another organisation to do this, 16 per cent used only school staff and 21 per cent used a mixture. As was the case with after school activities, schools with a specific designation were more likely to use school employees to staff the activities that were provided (26 per cent compared to 13 per cent). Larger schools were also more likely to use school staff.

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<sup>11</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).



**Table 4.10 Where holiday activities are provided and who runs them; primary schools providing holiday activities**

	Total	Number of pupils		School designation		Where activities took place	
		400 or fewer	401+	Yes	No	At school	At another site
Unwtd base	470	396	74*	105	365	375	55
Wtd base	468	410	58	115	353	368	60
	%	%	%	%	%	%	n*
At the school	79	77	91	75	80		
At another school	7	8	4	11	6		
At another site	13	14	4	14	13		
Only staff employed by the school	16	15	26	26	13	18	(1)
Only staff employed by another org.	61	62	53	44	66	60	(42)
Both	21	21	21	29	19	21	(16)

\*Caution: small base. Frequencies given where unweighted base is less than 60

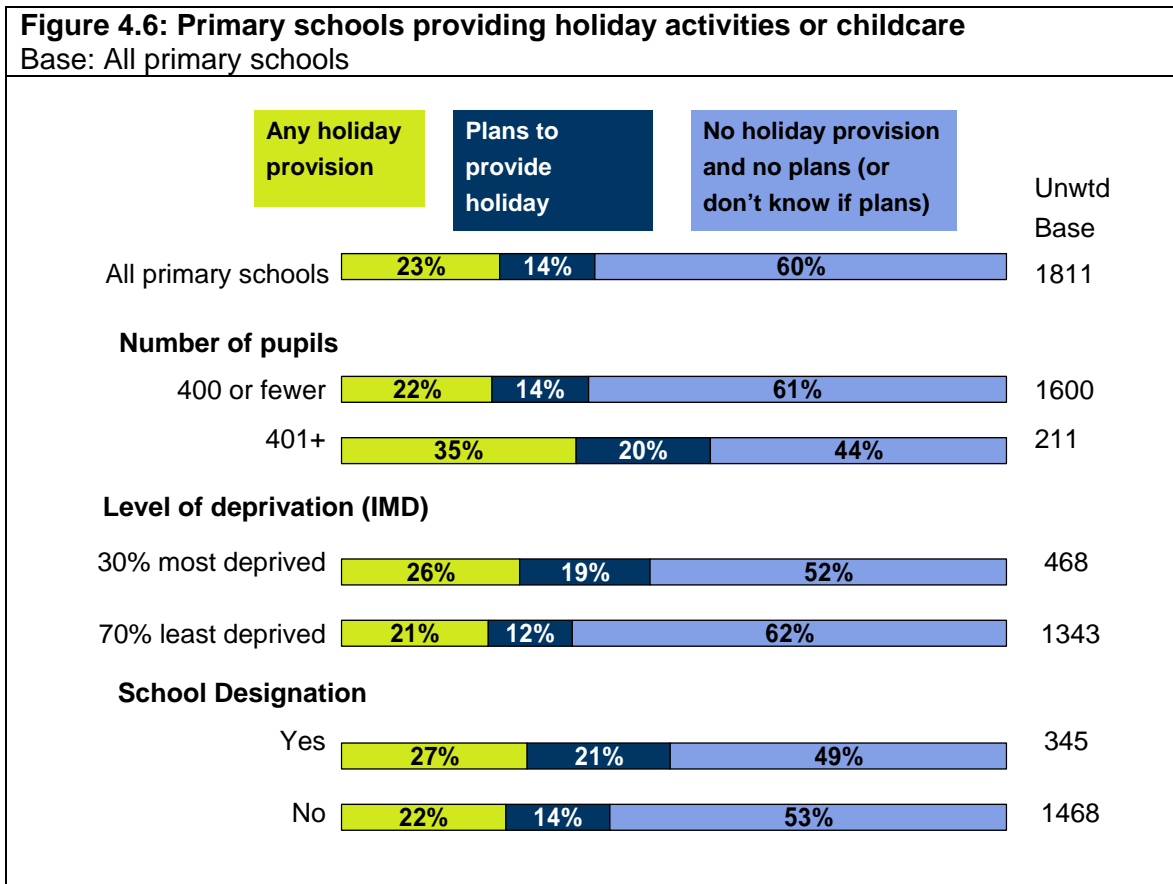
Where activities took place at a site other than the school, and where they involved no staff employed by the school, we checked if the school had some sort of partnership agreement or contract with the provider. This was to avoid the situation of a school merely providing information about a local holiday scheme provider, while having no input or control over the activities.

Of all the primary schools offering holiday activities, in 16 per cent of cases these activities took place off site, and did not involve school staff. Thirty five per cent of these schools did have a contract or partnership agreement, but 58 per cent did not.

Therefore, in this report, schools are only defined as providing holiday activities or childcare if they did so on site at their school, or if staff employed by the school are involved in the provision, or if there was a contract or partnership agreement with the organisation providing the service.

On this basis, 23 per cent of primary schools were providing some holiday activities or childcare for school-age children – around 4,085 (+ or – 358) primary schools in England. This is more common among larger schools, those in urban areas and in more deprived areas, and those with some special designation.

Fourteen per cent of primary schools have plans to introduce some holiday activities or childcare. Such plans are also more common in larger schools, those in the most deprived locations, and those with a special designation. Of primary schools with plans to introduce holiday activities, 70 per cent had discussed their ideas with the Local Authority; 66 per cent had looked into possible funding sources; 64 per cent had had discussions with other organisations and 22 per cent had recruited staff to deliver or plan such services.



Information on the details of the holiday activities provided are missing for 18 schools, as these referred us to another organisation, which we were not able to contact. The following section only includes schools where full information is available, and only includes those providing holiday activities as defined above.

The holiday activities and childcare provided by primary schools were predominantly offered to primary age children. Ninety seven per cent of schools with holiday activities offered them to Key Stage 2 children (years 3-6), and 79 per cent offered them to Key Stage 1 children (Reception to year 2). In total, 99 per cent of the primary schools providing holiday activities offered these to primary age children. Four schools did not – two could not say what age the holiday activities catered for, one provided holiday activities for nursery age children (aged three and four years) only, and one provided them for secondary age children only.

A quarter (25 per cent) of primary schools that provided holiday activities did so for pre-school children aged 3-4. A fifth (19 per cent) provided them for 11 to 14 year olds, and four per cent provided them for children aged 14 or older. (There was no difference by whether or not the activities were provided on site at the school).

Unlike term time activities and childcare, most schools (72 per cent) said that their holiday provision was open to children other than their pupils. For 60 per cent of schools providing holiday provision, this was available to any child of an appropriate age, and in a further 17 per cent the holiday activities were available to children of specific other schools. However, only eight per cent of schools providing holiday activities *specifically* said that they offered these in partnership with other schools.

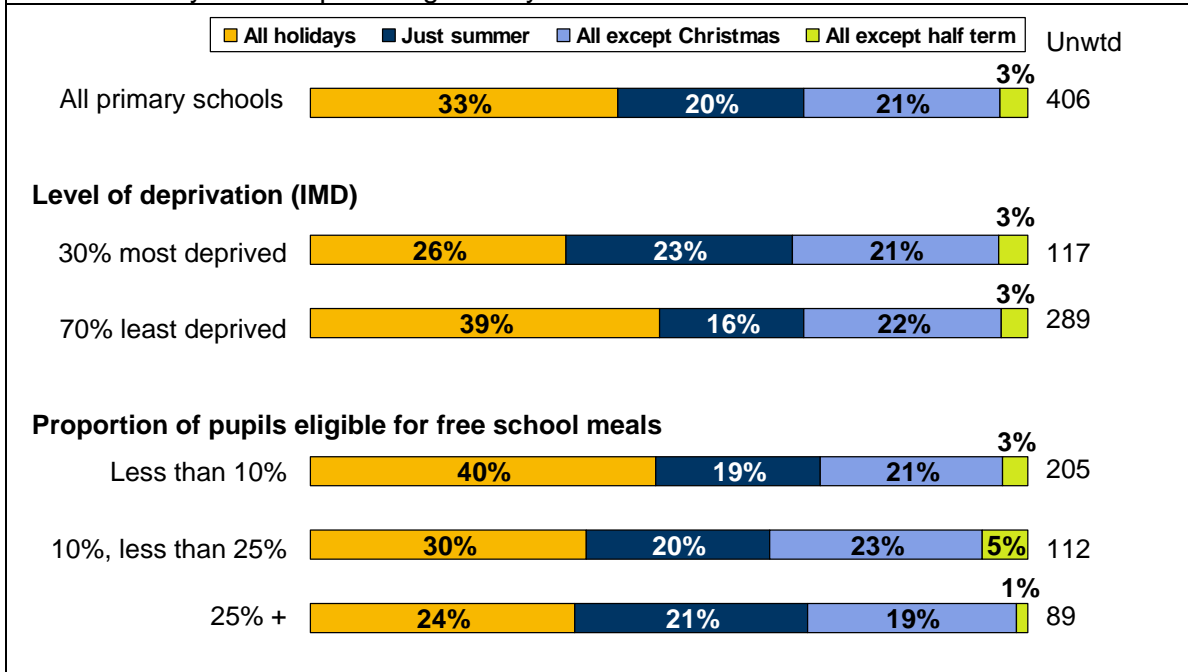
Nearly all of the schools providing holiday schemes (91 per cent) gave children supervised opportunities to take part in sports, arts, music or ICT. It was less common for them to provide opportunities for children to complete homework or coursework, although 23 per cent did provide these. Most of the schools providing holiday schemes (70 per cent) made a charge for all places, but 19 per cent made no charge at all.

Nearly all of the schools providing holiday activities did so during the summer holidays (94 per cent). However, coverage was lower for the other holidays. Three-quarters (77 per cent) were open at Easter; 58 per cent opened for any half terms and a third (36 per cent) were open at Christmas. Overall, a third (33 per cent) were open for all holidays, a fifth (20 per cent) were just open in the summer; a further fifth (21 per cent) were open all holidays except Christmas, and three per cent were open for all holidays except half terms.

It appeared to be the least deprived schools (those in the 50 per cent least deprived areas, and those with fewer than 10 per cent of their pupils eligible for free school meals) that were most likely to provide holiday activities during all the holidays. (39 per cent of schools in the 50% least deprived areas, compared with 26 per cent in the 30 per cent most deprived; and 40 per cent of schools with less than 10 per cent eligible for free school meals compared to 24 per cent of schools with 25 per cent or more eligible).

**Figure 4.7: When holiday activities and childcare are provided**

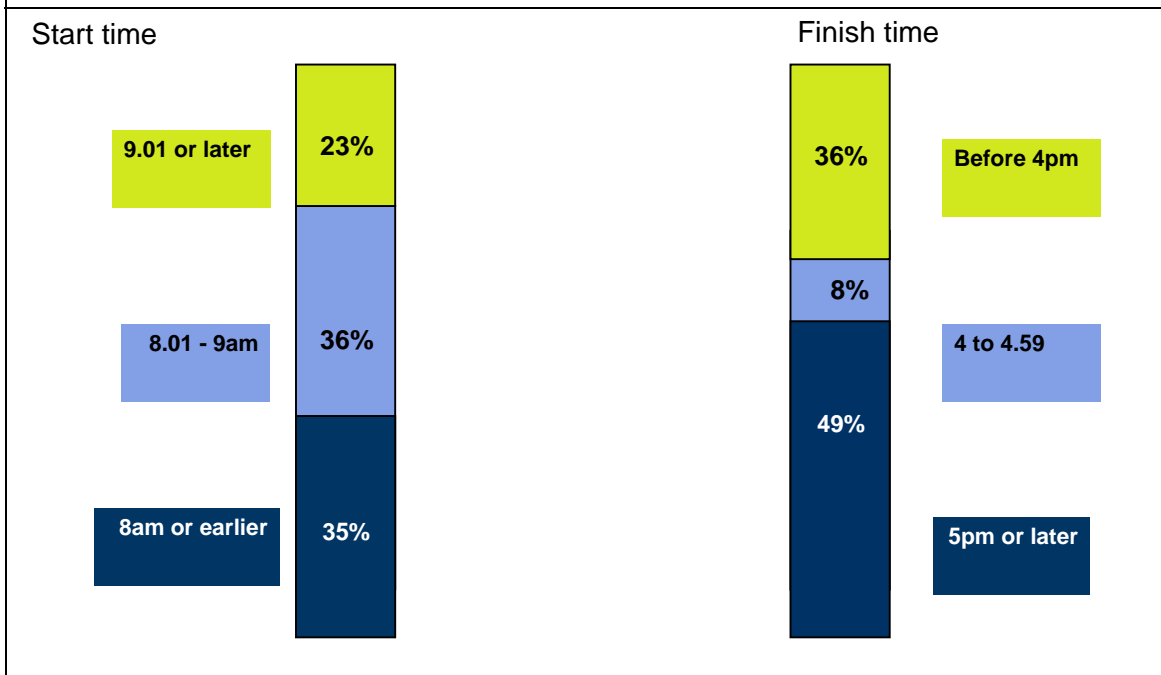
Base: Primary schools providing holiday activities



Most schools (75 per cent) providing holiday activities did so for 5 days a week. One per cent provided activities at weekends as well.

The start time for activities varied. 35 per cent of schools' holiday activities started at 8am or earlier, while 24 per cent started after 9am (including two per cent which only operated in the afternoon). The end time also varied widely. A third (36 per cent) finished before 4pm, and a third (33 per cent) finished at 6pm or later. There were no notable subgroup differences between schools for start and end times.

**Figure 4.8: Start and finish times of holiday activities**  
 Base: Primary schools that provide holiday activities (404)



Holiday activities that opened early (8am or earlier) were far more likely to run during all holidays than those opening later. The same was true of those that finished later (6pm or later).

**Table 4.11 Holiday activity operating times; primary schools providing holiday activities**

	Total	Opens		Finishes	
		8am or earlier	9am or later	4pm or earlier	6pm or later
Unwtd base	406	145	199	141	137
Wtd base	404	143	201	146	133
	%	%	%	%	%
All holidays	33	54	15	12	61
Summer only	20	3	32	36	4
All except Christmas	21	26	9	17	27

Most of the holiday schemes (74 per cent) could provide a maximum of up to 50 places, with a further 13 per cent stating that they could provide up to 100.

## Holiday activities and childcare from 8am to 6pm

As with term time activities and childcare before and after school, the goal is for schools to also provide activities and childcare across all weeks<sup>12</sup> of all the school holidays from 8am – 6pm, five days a week. At the moment, this is far less common than a similar level of term time provision.

Three per cent of primary schools, which equates to around 578 (+ or – 139) primary schools in England had this level of holiday provision for school-age children (aged reception to end of Key Stage 4), where, if the provision was off site, there was school staff involvement or a contract or partnership agreement with the provider. A further two per cent provided holiday activities or childcare, from 8am or earlier to 6pm or later, five days a week during all holidays except Christmas.

Schools in the 50 per cent least deprived areas were more likely to have this level of holiday provision than those in more deprived areas (four per cent compared to two per cent). Schools with three per cent or more of their children with Special Educational Needs were also more likely to have this level of holiday provision (six per cent compared to two per cent). Primary schools in London were less likely to have this level of holiday provision (one per cent) than those in Yorkshire and Humberside (six per cent), the South West (five per cent) and the East of England (four per cent). This is a different pattern to that for term time activities and childcare in primary schools.

**Table 4.12 Holiday childcare provision; all primary schools**

	Total	Level of Deprivation (IMD)		% SEN Statements	
		50% most deprived	50% least deprived	Less than 3%	3%+
Unwtd base	1811	810	1001	1481	330
Wtd base	1811	898	912	1448	363
	%	%	%	%	%
Holiday childcare, 8-6, 5 days a week, all holidays	3	2	4	3	6
Holiday childcare, 8-6, 5 days a week, all holidays but Christmas	2	2	1	2	1
Not provided at this level	95	96	95	95	93

<sup>12</sup> Schools were not asked in this survey about the number of weeks for which they offered a holiday scheme in each holiday. This would be a useful question to add to future data collection.

All of the primary schools offering holiday activities or childcare from 8-6, 5 days a week during all holidays charged for at least some places (95 per cent charged for all places). In comparison, 26 per cent of primary schools that offered holiday activities, but not from 8am-6pm or for 5 days a week, did not charge at all.

There was some evidence to suggest that schools offering holiday activities, but not from 8am-6pm or for 5 days a week, were more likely to be able to offer a greater number of places than those providing the full offer. Five per cent of the former were able to offer more than 100 places, whereas no school offering holiday activities or childcare from 8am-6pm, 5 days a week, during all holidays (or even all holidays except Christmas) were able to provide this number of places.

Although the core offer specifies 8am-6pm provision, we also looked at provision for nine hours a day<sup>13</sup>. Five per cent of primary schools provided activities or childcare for school-age children for nine hours a day, five days a week, during all school holidays, with a further two per cent providing this level of holiday activity during all holidays except Christmas.

#### **4.1.5 The full childcare offer**

One of the key aims of the extended schools initiative is to provide parents with children aged 5-11 affordable school based childcare between the hours of 8am-6pm, all year round.

This will comprise schools that offer both before and after school childcare or activities (with supervised transport if the activities are at a separate site), running from 8am or earlier to 6pm or later, 5 days a week during all three terms. In addition, these schools will need to offer holiday activities that take place on the school site, or using school staff, or where there is a contract or partnership agreement with the provider. These holiday activities will take place during all school holidays (including Christmas and half terms), and run from 8am or earlier to 6pm or later for at least 5 days a week.

From the information collected in this research, it appears that two per cent of primary schools were offering this level of service for school-age children. This equates to 430 primary schools in England (+ or – 115). There were few differences by type, size or location of school. The only significant differences (albeit small differences) were that schools in the 50 per cent least deprived areas seemed slightly more likely than those in the 30 per cent most deprived areas to provide activities or childcare at this level (three per cent compared to one per cent). Also, schools with three per cent or more of

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<sup>13</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).

their children with special educational needs were more likely to provide this level of service (five per cent compared to two per cent). Primary schools in Yorkshire and Humberside (four per cent) and the South West (four per cent) were more likely to provide childcare or activities from 8am-6pm, 5 days a week all year round than were schools in London (one per cent) and the South East (one per cent).

(As has been mentioned previously, there are some schools that are providing services, but where we do not have full information about the level of provision. In total, there are seven schools where the information we have suggests that they may be able to provide services at this level, but where some information is missing. If all seven schools were providing the full offer, then the proportion of primary schools doing so would rise to three per cent.)

Three per cent of primary schools provided activities or childcare for school-age children for nine hours a day<sup>14</sup>, five days a week, all year round, with supervised transport where necessary.

Although many primary schools provided activities or childcare before or after school, or in the holidays, most did so for less time than the full childcare offer envisaged in the Extended Schools Prospectus. To increase the provision to run from 8am to 6pm, 5 days a week, all year round will require the vast majority of primary schools to radically revise their current out of school provision. One requirement for many primary schools is to increase the amount of holiday activities or childcare available. Only around a quarter of primary schools are currently offering any holiday activities and childcare, and those that do rarely do so for the requisite ten hours a day or five days a week. Holiday activities and childcare appear to be an area where primary schools already have a greater tendency to form partnerships with external providers, and so extending holiday provision is likely to require schools to either build on these existing relationships, or seek out new partners who can enable them to provide such services.

Although many primary schools provide before and after school activities and childcare, most do not do so for the time required. Most of the before school activities that were offered appear to be supplied by the school (they are almost all on site, and the majority use school staff). To increase hours could therefore increase the burden on school staff. Therefore, schools may need to seek out external suppliers who can help to expand their before- (and after-) school provision.

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<sup>14</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).



A fifth (22 per cent) of primary schools had specific links with childminders, who could help to provide childcare to the level required. Schools with such links were no more or less likely than other schools to provide activities or childcare from 8am-6pm, five days a week during all terms, during holidays or all year round. However, these schools may not be counting the care that the childminder provides as part of their extended school offer, even where they have specific links.

#### 4.1.6 Activities and childcare at weekends

Although it is not part of the core offer, the survey also asked whether any childcare or activities were provided for children at weekends.

Few primary schools (six per cent) provided weekend activities or childcare, and there was little difference by location or type of school (although the largest schools were more likely than the smallest to provide weekend activities: 10 per cent of schools with over 400 pupils did; compared to five per cent of those with 300 or fewer pupils).

**Table 4.13 Provision of weekend activities; all primary schools**

	Total	Number of pupils			
		200 or less	201-300	301-400	401+
Unwtd base	1811	782	570	248	211
Wtd base	1811	842	541	266	161
	%	%	%	%	%
Provided	6	5	5	7	10
Not provided	94	95	95	93	90

Those that did provide weekend activities or childcare were most likely to do so on site at their school (78 per cent), although significant minorities said that the weekend activities or childcare took place at another school (seven per cent) or another site (14 per cent). In 54 per cent of the schools providing weekend activities or childcare, these were staffed only by staff employed by another organisation; 22 per cent of schools used only staff employed by the school, and 16 per cent of schools used both.

This suggests that much of the weekend childcare was provided by organisations other than the school, and this is backed up by the fact that most of the schools (61 per cent) that provided weekend activities and childcare said that this provision was available to children other than just their pupils.

Weekend activities were rarely available all year round. Eight per cent of the schools that provided weekend activities did so for 48-52 weekends a year, while half (48 per cent) provided weekend activities and childcare for fewer than 25 weekends a year.

The weekend activities also rarely covered a full ten-hour day. Half of the schools providing weekend activities started them at 9.30 am or later, with only six per cent offering activities before 9am. Most of the schools (72 per cent) finished their activities before 4pm, with six per cent running them until after 6pm.

It was quite common for schools that offered weekend activities or childcare to charge for these. Half (46 per cent) charged for all places and eight per cent charged for some places. However, 42 per cent did not charge at all for the weekend activities that were provided. Where only staff from another organisation were employed to run the weekend activities, it was far more likely that there was a charge.

**Table 4.14 Whether there is a charge for weekend activities; primary schools providing weekend activities**

	Total	Who staffs the weekend activities		
		Only school staff	Only staff from another organisation	Both
Unwtd base	103	23	53	17
Wtd base	98	22	51	14
	%	n*	n*	n*
Charge for all places	46	(2)	(34)	(4)
Charge for some places	8	(4)	(3)	(1)
No charge	42	(16)	(11)	(10)

\*Frequencies provided due to small base size

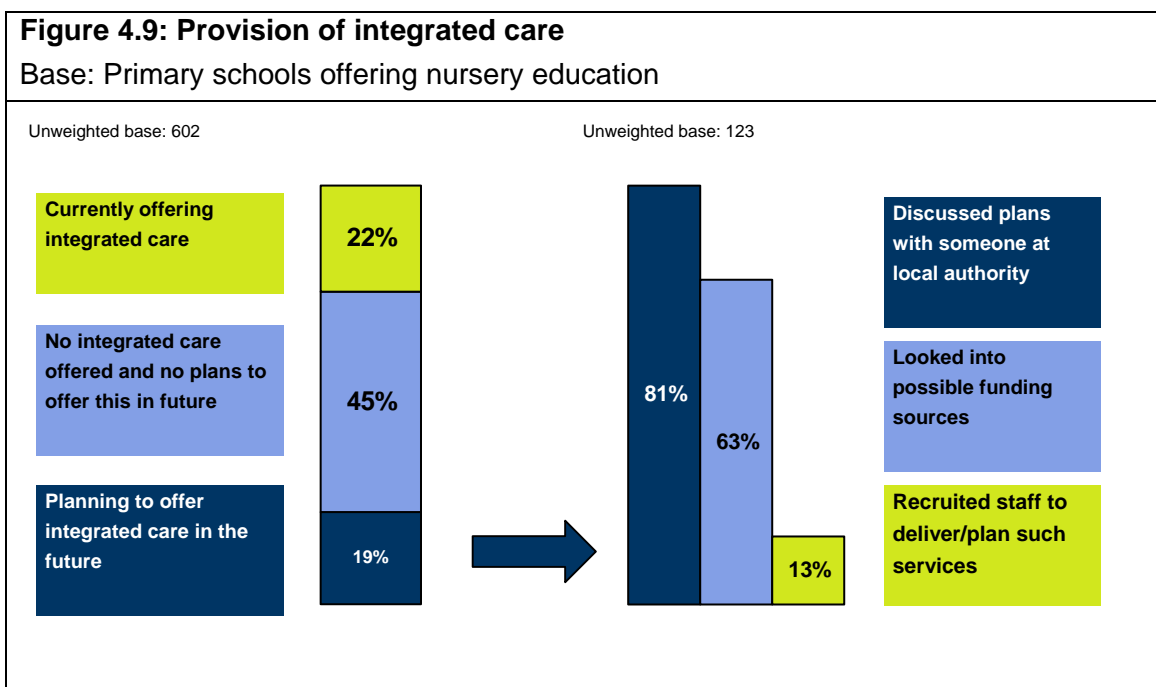
## 4.2 Childcare for pre-school children

### 4.2.1 Integrated childcare for children with a standard nursery education place

A third (35 per cent) of the primary schools offered nursery education provision for three and four year olds. These schools provide 2.5 hours of free nursery education a day (12.5 hours a week) for each child. By 2010, all three and four year olds will be entitled to 15 hours of free early learning and care for 38 weeks (i.e. during term time), and parents will have the flexibility to use this entitlement over a minimum of three days, and to purchase extra hours. Therefore, primary schools providing nursery education will need to be very flexible in the hours they offer, and will need to have childcare and learning that are wrapped around the current 2.5 hour day.

The primary schools that provided nursery education were specifically asked if they currently offered any integrated childcare for these children (defined as “somewhere children are looked after before or after the standard 2.5 hours of nursery education”).

A fifth (22 per cent) of these primary schools said that they did provide such integrated care (eight per cent of all primary schools). There were no differences by size, type or location of the school. Nineteen per cent said that they had plans to provide integrated services for children in nursery education, and 45 per cent had no integrated care, and no plans to introduce it.



Nearly all (95 per cent) of the schools providing integrated care did so on site at their school; two per cent provided this service at another school and four per cent at another site. Supervised transport was always provided where the integrated care was off-site.

Most of the schools (60 per cent) providing integrated childcare for pre-school children used only staff employed by the school, but a significant minority (24 per cent) used only staff from another organisation. Fifteen per cent used both.

Of the eight per cent of (all) primary schools providing integrated care, all but four were asked the follow up questions (in two cases the care was provided at another school and in two cases, we were referred to another organisation for information, but did not manage to obtain this). The following information is based on those answering the follow up questions (seven per cent of all primary schools, and 21 per cent of those with nurseries). As the base is small (only 128 of the primary schools taking part in the survey answered these questions), it is only possible to do limited analysis.

Most of the schools (63 per cent) providing integrated care did so only for their pupils, while 32 per cent provided the service to any child (of an appropriate age). Although the number of schools that used staff from another organisation to run their integrated care was small (only 30 schools), these schools seemed more likely to open their integrated care out to other children (19 of the 30 schools offered the integrated care to children other than their pupils).

One per cent of the primary schools that offered integrated care had supervised transport that ran to specific other schools to allow their nursery education children to make use of the integrated service.

In around half (47 per cent) of the schools offering integrated childcare, the integrated childcare started at 8am or earlier; and in a further 32 per cent it started at or by 9am. In a fifth of schools (19 per cent) the integrated care did not begin until after 9.30am. Schools in less deprived areas, or with less deprived intakes, seemed more likely to start their integrated care at a later time (but bases are small so this finding should be treated with caution).

**Table 4.15 Start time for integrated care; all primary schools providing integrated childcare on site or at another site (not another school)**

	Total	Level of deprivation		Free school meals	
		30% most deprived	70% least deprived	Less than 25%	25%+
Unwtd base	128	63	65	75	53
Wtd base	133	72	61	73	61
	%	%	%	%	%
8am or earlier	47	52	41	42	52
8.01 to 8.59	16	21	14	11	21
9 am	16	10	25	19	13
9.01 to 9.29am	2	0	5	1	1
After 9.30	19	15	23	23	13

Much of the integrated care seemed to work around school hours: in 59 per cent of schools, it ended by 4pm. Fourteen per cent finished between 4pm and 6pm (mostly around 5.30), and around a quarter (27 per cent) finished at 6pm or later. Nearly all of the schools provided the integrated care for all three terms (99 per cent), and for five days a week (98 per cent).

A quarter (25 per cent) of the schools made no charge for the integrated care that they provided. Sixty six per cent charged for all places, and eight per cent charged for some

places. Schools with integrated care that finished later were more likely to charge than those with a shorter provision (55 per cent of schools where the integrated care finished at 4 pm or earlier charged for all places compared to 83 per cent of those which finished at 6pm or later).

Most of the schools offering integrated care reported that the maximum number of places they could provide would be less than 50 per day (86 per cent), with 12 per cent saying that they could provide between 50 and 100.

#### **4.2.2 Other types of care for children aged four and under**

##### **Before and after school activities and childcare**

Some primary schools allowed pre-school children (from their school or from another school) to use their before or after school provision. Twenty nine per cent of those providing activities or childcare before school allowed 3-4 year olds to use this (11 per cent of all primary schools). This was, not surprisingly, more common for those primary schools with nursery education: 40 per cent of those providing before school activities compared to 21 per cent for those with no nursery education provision. Sixty four per cent of primary schools that provided before school activities or childcare for three and four year olds also offered integrated childcare, so this may form part of the same provision.

15 per cent of primary schools with activities or childcare after school offered this to 3-4 year olds (13 per cent of all primary schools). Again, this was more common for primary schools with nursery education: 21 per cent compared to nine per cent. Sixty nine per cent of primary schools that provided after school activities or childcare for three and four year olds also offered integrated childcare, so this may form part of the same provision.

##### **Holiday care**

A quarter (25 per cent) of primary schools that provided holiday care catered for nursery age children (aged 3-4): six per cent of all primary schools. There was no difference between schools with and without nursery education provision.

##### **Other specific childcare for children aged four and under**

Schools were also asked if, excluding any standard nursery education provision, any integrated care and any before or after school childcare offered to three and four year olds, there was any other childcare for children aged four and under (e.g. a day nursery, crèche or baby unit). Fifteen per cent of primary schools did offer some childcare of this sort for young children (and there was no difference between schools with standard nursery education provision and those without).

Most of this provision (94 per cent) was for children aged two and over (so probably mainly three and four year olds). However, a third (36 per cent), (six per cent of all primary schools) were providing childcare for children aged six months to under two, and 26 per cent (four per cent of all primary schools) catered for babies under six months.

On average, this provision ran for around 40 weeks a year. In a few cases (four per cent of those providing this sort of childcare) it was an ad-hoc provision (for example, running a crèche to cover adult education sessions, or parenting workshops). Seven per cent ran for 48 or more weeks a year, while nine per cent ran for fewer than 25 weeks a year. The majority (68 per cent) ran for 37-47 weeks.

Where this childcare for young children was not run on an ad hoc basis, further details were collected. Many of the schools with childcare for children aged four and under (43 per cent) started their childcare at 9am, with a further 26 per cent starting after 9, but in the morning. For most of these schools, this probably means that the provision starts at the same time as the standard school day. Ten per cent of schools providing this childcare started at 8am or earlier, but a similar proportion (12 per cent) started after midday.

For most (87 per cent) the end time was before 4pm – again suggesting that for many of the schools providing childcare for young children, this took place during the standard school day. Only nine per cent had an end time of 6pm or later.

Most primary schools (68 per cent) that provided childcare for young children did so for five days a week. However, a substantial minority (17 per cent) offered it for just one day a week.

A substantial minority of schools with this pre-school provision did not make any charge for it (41 per cent), while a similar proportion (39 per cent) charged for all places. Sixteen per cent charged for some places.

#### **4.2.3 Provision of any term time childcare for children aged three and four**

As information on pre-school care was collected in various places in the questionnaire, it is only by combining this information we can ascertain how many primary schools are providing any activities or childcare for nursery age children (aged three and four), excluding free nursery education.

In total, 28 per cent of primary schools were providing at least some childcare or activities for pre-school children during term time (either integrated care, before or after school care for three and four year olds, or other childcare provision for children aged two or more). Grossing this figure up suggests that around 5,060 (+ or – 381) primary

schools in England offered some childcare or activities for nursery age children in the school term.

Not surprisingly, this was more common among primary schools that provided standard nursery education provision (although this nursery education provision is not included in these figures). Thirty nine per cent of primary schools with nursery education provided some extra childcare or activities for nursery education children on top of this, and 23 per cent of primary schools with no nursery education provided some services for this age group. It was also more common for primary schools in the most deprived areas to provide childcare or activities for pre-school children, and for schools with a specific designation.

Most of this provision was not available from 8am or earlier to 6pm or later, five days a week, three terms a year (or at for at least 37 weeks a year). Overall, five per cent of all primary schools provided this level of childcare for three and four year olds. Schools in more deprived areas were more likely to provide this level of childcare for three and four year olds, as were schools with a specific designation.

**Table 4.16 Childcare or activities provided in term time for nursery age children; all primary schools**

	Total	Standard Nursery education provision		Level of deprivation (IMD)		Special designation	
		Yes	No	30% most deprived	50% least deprived	Yes	No
Unwtd base	1811	602	1209	468	1001	345	1466
Wtd base	1811	633	1178	536	912	388	1423
	%	%	%	%	%	%	%
Some term time provision for nursery age children:	28	23	29	37	24	41	25
8-6, 5 days a week, 3 terms	5	3	9	8	4	8	5
Less often	23	20	20	29	20	33	20
No provision for nursery age children	72	77	61	63	76	59	75

#### **4.2.4 Full offer for pre-school children, including holiday childcare**

If holiday care for three and four year olds was taken into account, then 29 per cent of primary schools provided at least some childcare for this age group.

However, very few are providing childcare for three and four year olds across the full year, five days a week from 8am-6pm. In total, one per cent provided this level of childcare for pre-school children (8am or earlier to 6pm or later, five days a week, during all three terms and all school holidays with supervised transport where required). A further one per cent provided childcare for around 48+ weeks of the year (calculated by allowing the exclusion of the Christmas holiday or of half terms). There was little difference by area or type of school.

### **4.3 Parenting support**

Part of the Extended Schools core offer is the provision of parenting support for any parent or adult carer of a child. This can cover a range of different types of support.

As part of this survey schools were asked about the following<sup>15</sup>:

- Family learning (formal and informal courses and workshops/sessions specifically designed for parents to attend with their children);
- courses and workshops/sessions designed specifically for parents to attend without their children to provide some sort of parenting support (again, including both formal and informal sessions);
- whether the school employs a family support worker or parent link worker;
- whether there are any other parent support groups or facilities at the school (e.g. advice services, home visits, a parents' room etc);
- any services or facilities specifically for pre-school children and their carers to attend together.

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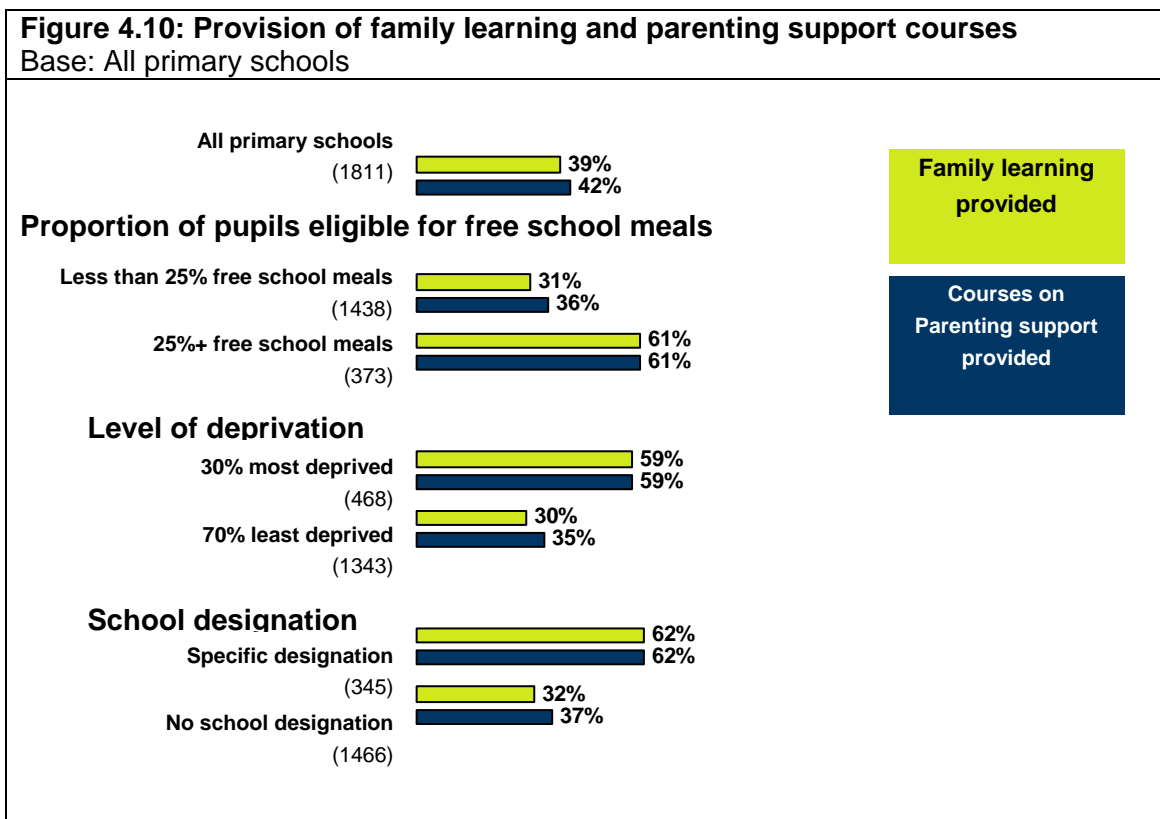
<sup>15</sup> The questionnaire for this survey was developed before the core offer was finalised, and so the parenting support that schools are reporting is likely to be much broader than the specific parenting support activities in the core offer.



### 4.3.1 Family learning and courses to provide parenting support

Two fifths (39 per cent) of primary schools provided family learning courses or sessions specifically designed for parents to attend with their children so that they can learn together. These could be on-going courses, or informal one-off sessions. Schools in the most deprived areas, and with higher proportions of children eligible for free school meals were more likely to provide family learning than other schools. (59 per cent of schools in the 30 per cent most deprived areas, compared to 25 per cent of schools in the 50 per cent least deprived). There was no difference by size of school, but those with a specific designation were more likely to offer family learning (62 per cent compared to 32 per cent).

The same pattern appeared for the provision of courses or sessions for parents to attend without their children that provide some sort of parenting support. 42 per cent of primary schools offered such courses, and the chart below shows the differences by type and location of school.



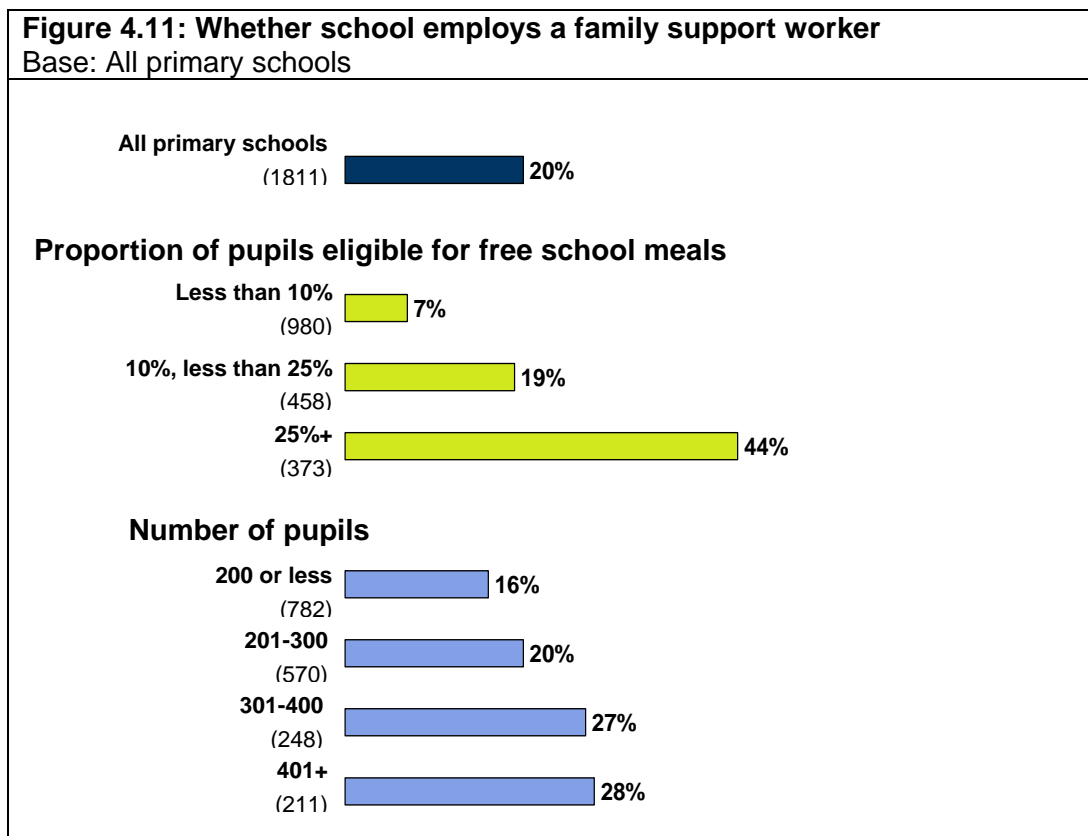
Schools were asked about the times that they provided such courses or sessions (the question asked about the timings of all adult education courses, not just parenting support and family learning, and it is not possible to separate out the times for the different types of course). Most schools that offered courses or sessions (85 per cent)

ran them between 9 and 5 during the week, which would make it difficult for those working full-time to attend. A third (33 per cent) of the schools that offered courses or sessions ran them on weekday evenings (after 5pm). Most schools only ran courses or sessions during term time (96 per cent of those that offered courses).

Very few schools charged for the courses that they ran (three per cent charged for all sessions, and six per cent charged for some sessions or attendees). Most schools (90 per cent) provided these courses free of charge<sup>16</sup>.

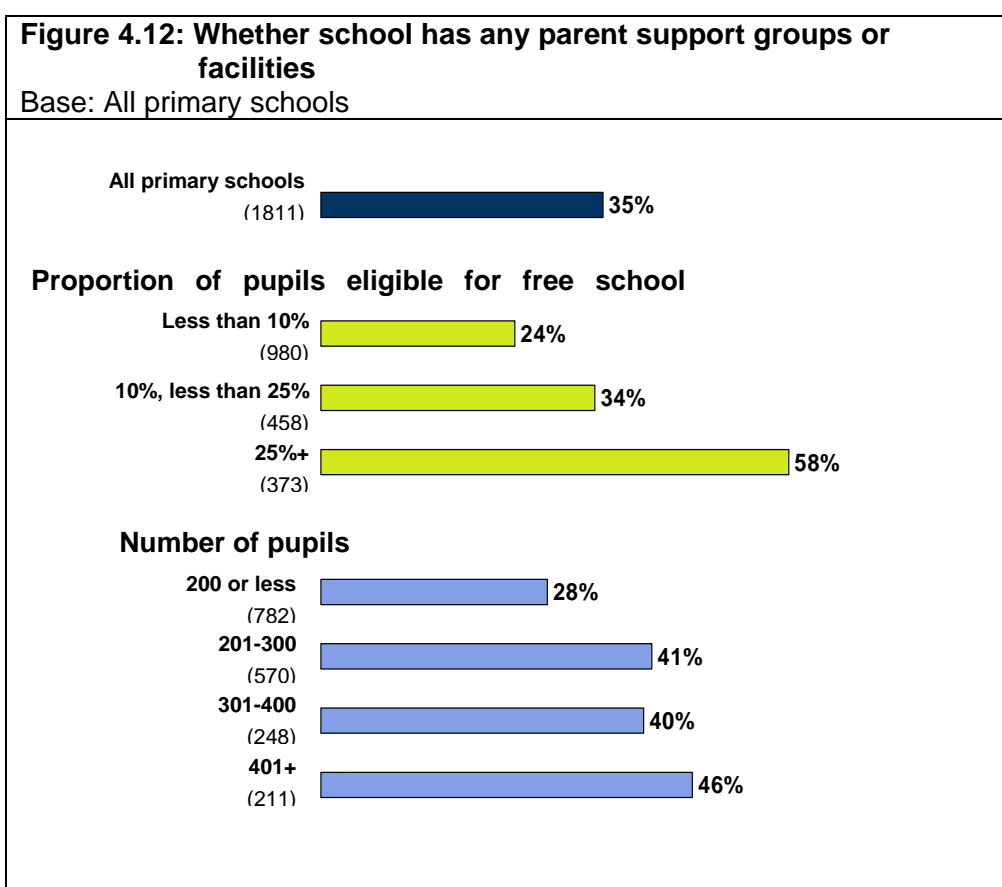
### 4.3.2 Other parenting support facilities

Twenty per cent of primary schools employed a family support worker. This was more common for schools in deprived areas (37 per cent of those in the 30 per cent most deprived areas); for larger schools (28 per cent of schools with more than 400 pupils); for those with a more deprived intake (44 per cent of schools where 25 per cent or more pupils were eligible for free school meals); for those with a higher proportion of children of black or minority ethnic origin (27 per cent of schools with 10 per cent or more children of BME origin) and for those schools with a specific designation (44 per cent).



<sup>16</sup> This data on charges is not specific to parenting support and family learning, but applies to all adult learning offered by the school

The same pattern was found for whether there were any parent support groups or facilities at the school. A third (35 per cent) of primary schools said that such parenting support was provided – but as with employment of a family support worker, this was more common for schools in deprived areas (53 per cent); larger schools (46 per cent); schools with a more deprived intake (58 per cent); schools with a higher proportion of children of black or minority ethnic origin (42 per cent) and with a specific designation (59 per cent).



A fifth (20 per cent) of primary schools provided facilities or services specifically for pre-school children and their parents or carers to attend together. These were mainly parent and child groups or playgroups (14 per cent of all schools); six per cent provided toy libraries and six per cent provided other play facilities. These sorts of facilities or services were again more common in schools in deprived areas (26 per cent in the 30 per cent most deprived areas) and with more deprived intakes (28 per cent in schools with 25 or more of their pupils eligible for free school meals), but there was no difference by size of school.

### 4.3.3 Provision of at least one type of parenting support

This section looks at the provision of any parenting support, as defined in a number of ways.

#### a) Parenting support (all)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities; facilities to support parents of pre-school children.

#### b) Parenting support (exc. pre-school)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

#### c) Parenting support (exc. pre-school and family learning)

At least one of the following provided: courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

**Table 4.17 Provision of parenting support in primary schools; all primary schools**

	Total	Free school meals		Level of deprivation (IMD)		School designation	
		Less than 25%	25%+	30% most deprived	70% least deprived	Yes	No
Unwtd base	1811	1438	373	468	1343	345	1466
Wtd base	1811	1368	443	536	1274	388	1423
	%	%	%	%	%	%	%
Parenting support (all)	69	63	87	87	61	89	63
Parenting support (exc. pre-school)	65	58	86	85	56	89	58
Parenting support (exc. pre-school and family learning)	57	49	83	79	42	84	50

As this table shows, there were marked differences by school type as to likelihood of providing parenting support services. It is encouraging to see that the vast majority of

schools in more deprived areas and with more deprived intakes were offering some form of parenting support for the parents of their pupils. In terms of meeting the objectives of the extended schools offer, the focus needs to be on improving the level of parenting support in schools serving less deprived areas (where schools may feel there is less need for such support).

#### 4.4 Other extended services for local community and community use of school facilities

##### 4.4.1 Adult education

In total, 59 per cent of primary schools said that they provided any courses or workshops for adults. This figure covers the family learning and parenting courses or workshops already discussed, but also includes courses run for adults on non-parenting issues.

Over half (54 per cent) of primary schools ran courses specifically for adults (whether or not they are parents) on non-parenting issues. Larger schools were more likely to do so (61 per cent of schools with over 400 pupils compared to 53 per cent of smaller schools) as were schools with a specific designation (66 per cent compared to 50 per cent with no designation). Schools with 25 per cent or more of their pupils eligible for free school meals were also more likely to run such courses (63 per cent compared to 50 per cent).

**Table 4.18 Courses run specifically for adults on non-parenting issues; primary schools that provide adult education courses**

	Total	Number of pupils		School designation		Free school meals	
		400 of fewer	401+	Yes	No	Less than 25%	25% +
Unwtd base	1028	888	140	265	763	739	289
Wtd base	1069	959	110	300	769	726	343
	%	%	%	%	%	%	%
Yes	54	53	61	66	50	50	63
No	45	46	37	33	49	49	36
Don't know	1	1	1	1	1	1	1

Most of the schools running adult education courses tended to do so during school hours (85 per cent) between 9 and 5 during the week. A third (33 per cent) of schools that ran courses hold them on weekday evenings after 5. Only three per cent ran any at weekends and two per cent in the early morning.

Schools in rural areas were more likely to hold courses or workshops in the evening compared to urban schools (54 per cent compared to 27 per cent). Schools with no specific designation and schools with a lower proportion of children of black or minority ethnic origin were also more likely to run courses in the evenings (38 per cent and 37 per cent respectively).

**Table 4.19 Time of day of adult education courses; primary schools that provide adult education courses**

	Total	School designation		Location		BME	
		Yes	No	Urban	Rural	Less than 10%	10%+
Unwtd base	1028	265	763	791	236	676	352
Wtd base	1069	300	769	836	232	700	370
	%	%	%	%	%	%	%
Between 9 and 5 during the week	85	96	80	88	72	82	89
A weekday evening (after 5)	33	20	38	27	54	37	26
At the weekend	3	2	3	3	4	3	3
Early morning	2	1	2	2	1	2	2

Very few of the primary schools that provided any adult education charged for this. Only three per cent charged for all courses, six per cent charged for some courses or attendees and 90 per cent never charged.

Of the primary schools that were not providing any adult education, around a third (35 per cent) were planning to in the future – 14 per cent of all schools. Of the primary schools planning to provide adult education in the future 54 per cent had had discussions with other organisations, and 51 per cent had discussed their ideas with the Local Authority; forty one per cent had looked into possible funding sources and 11 per cent had recruited staff to deliver or plan the services.

Overall, 26 per cent of primary schools were not providing any adult education courses, and had no plans to do so.

#### 4.4.2 Services provided to local community

Schools were asked if they provided any health or therapeutic services, social services or advice services on site for the local community. Twenty nine per cent of primary schools provided at least one of these services for the local community, and this was more common in the more deprived areas (41 per cent of schools in the 30 per cent most deprived areas offered such services compared to 24 per cent in the 70 per cent least deprived areas).

**Table 4.20 Services for the local community; all primary schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	70% least deprived
Unwtd base	1811	1438	373	468	1343
Wtd base	1811	1368	443	536	1274
	%	%	%	%	%
Health and therapeutic services (inc. mental health services and health promotion)	18	15	26	25	15
Social services	20	18	27	27	17
Advice services (such as financial, benefit or employment advice)	10	7	18	16	7
<b>At least one of above</b>	<b>29</b>	<b>25</b>	<b>42</b>	<b>41</b>	<b>24</b>

#### 4.4.3 Access to school facilities

Schools were asked if they let people from outside the school use various school facilities (sports, ICT, library or arts facilities and other rooms or space).

Seventy five per cent of primary schools allowed access to at least one of these, and this was more common in schools in less deprived areas, and with less deprived intakes (except for access to ICT facilities which was more common in the more deprived areas).

**Table 4.21 Access to school facilities; all primary schools**

	Total	Level of Deprivation (IMD)		
		30% most deprived	30-50% most deprived	50% least deprived
Unwtd base	1811	468	342	1001
Wtd base	1811	536	362	912
	%	%	%	%
Sports facilities	48	42	45	54
ICT	20	25	19	17
Library	4	3	3	4
Arts facilities	7	5	6	7
Any other space	63	56	62	68
<b>At least one of above</b>	<b>75</b>	<b>67</b>	<b>76</b>	<b>79</b>
<b>Planning to provide access</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>4</b>

Five per cent of primary schools had plans to provide such access in the future. Thirteen per cent of primary schools did not allow access to any of these facilities and had no plans to do so.

Schools tended to provide access to school facilities most frequently after school and in the evenings during term time.

**Table 4.22 Opening hours by facility; primary schools allowing access to facilities**

	Library	Arts Facilities	ICT	Sports facilities	Any other space
Unwtd base	69	127	359	900	1167
Wtd base	67	119	360	877	1147
	%	%	%	%	%
During school holidays	23	56	25	68	55
At weekends, during term time	17	56	22	70	60
At weekends, during school holidays	16	49	18	60	49
Term time, during school day	53	24	48	15	18
Term time, after school/evening	75	88	71	84	87



#### 4.4.4 Opening hours of school site

One of the aims of the extended schools policy is for school sites to be used by members of the local community for a range of functions, at a range of times. Based on answers to various questions in this survey, it is possible to estimate when schools are open – by looking at when they provide activities for children and childcare on site; when courses or workshops for adults (including family learning) are run; and when people outside the school are allowed access to use school facilities.

Using this information, it appeared that around half of primary schools (53 per cent) allowed (some) access at weekends; 71 per cent were open after 6pm on term time evenings, and 59 per cent allowed some access during school holidays.

It should be remembered that this data corresponds to the school being open at these extended times on at least some occasions throughout the year, not necessarily every evening, weekend or holiday, nor even regularly.

Access at weekends and holidays was more common in larger schools. Schools in the 50 per cent least deprived areas seemed more likely than schools in more deprived areas to allow access at all these times.

**Table 4.23 Opening hours of school site; all primary schools**

	Total	Level of deprivation (IMD)			Number of pupils		
		30% most deprived	30%-50% most deprived	70% least deprived	300 or fewer	301-400	401+
Unwtd base	1811	468	342	1001	1352	248	211
Wtd base	1811	536	362	912	1383	266	161
	%	%	%	%	%	%	%
Open at weekends	53	46	54	58	51	60	60
Open term time evenings (after 6pm)	71	62	72	76	70	74	73
Open holidays (anytime)	59	55	60	61	57	62	66

#### 4.5 Working in partnership with other agencies to support the school's pupils

Part of the core offer that extended schools are expected to make is to ensure the swift referral from schools to a wider range of specialised support services for pupils.

Nearly all (99 per cent) primary schools work with at least one sort of health professional to help support their pupils. We do not know the detail of the joint working as the question asked whether “the school works with any of the following to help support their pupils”. The health and other non-teaching professionals could be employed by the school or an outside agency. This could cover anything from referrals or some communication; to co-location on the school site. The detail by type of health professional is shown in Table 4.24 below.

**Table 4.24 Working with health professionals; all primary schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	70% least deprived
Unwtd base	1811	1438	373	468	1343
Wtd base	1811	1368	443	536	1274
	%	%	%	%	%
Nurses	88	87	92	91	87
Health visitors	75	72	83	82	72
Speech therapists	96	95	98	97	95
Psychologists, mental health professionals	97	97	98	98	97
Drug and alcohol misuse workers	40	37	48	48	36
Any other health professionals	62	60	67	64	61

As this table shows, it was most common for primary schools to work with psychologists and other mental health professionals and with speech therapists. There was a tendency for schools in more deprived areas, and those with more deprived intakes, to work with a broader range of health professionals than other, less deprived schools.

Schools also worked with a range of other non-teaching professionals, most commonly the police and social workers (excluding Educational Welfare Officers). Again, schools with more deprived intakes were more likely to work with all of these.

**Table 4.25 Working with other non-teaching professionals; all primary schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	70% least deprived
Unwtd base	1811	1438	373	468	1343
Wtd base	1811	1368	443	536	1274
	%	%	%	%	%
Social workers (exc. EWO)	80	76	92	90	76
The police	90	89	93	92	89
Youth Offending Teams	17	12	31	29	12
Youth workers	21	16	34	31	16

## 5 Secondary schools

In January 2004, there were 3,416 maintained secondary schools in England (including 14 independent City Technology Colleges and 17 independent Academies). Where figures in this report are grossed up to the overall population figure, this is the figure that has been used. Interviews were conducted with 1001 maintained secondary schools, City Technology Colleges and Academies.

### 5.1 Activities for children (including study support) and childcare for school-age children

By 2010, the aim is that all schools will deliver a core offer of extended services. The core offer relating to activities for secondary school children is that:

- “All secondary schools will be open from 8am-6pm all year round, providing access to a range of activities for young people such as music, sport and holiday activities and offering study support.”<sup>17</sup>

This offer will be available in at least a third of all secondary schools by 2008.

In this section we look at the components of this offer (activities provided before school, after school and during the school holidays) to assess the current level of provision.

#### 5.1.1 Before school

Three-fifths of secondary schools (61 per cent) said that there were regular activities or childcare provided for children before school (around 2,084 (+ or – 104) secondary schools in England). Ten per cent said that they had plans to provide such activities in the future, and 28 per cent were not providing any activities before school and had no plans to (one per cent were not sure if they had plans). Those that had plans had mainly looked into possible funding sources (60 per cent); had had discussions with other schools or organisations (57 per cent) or discussed the idea with someone at the local authority (50 per cent).

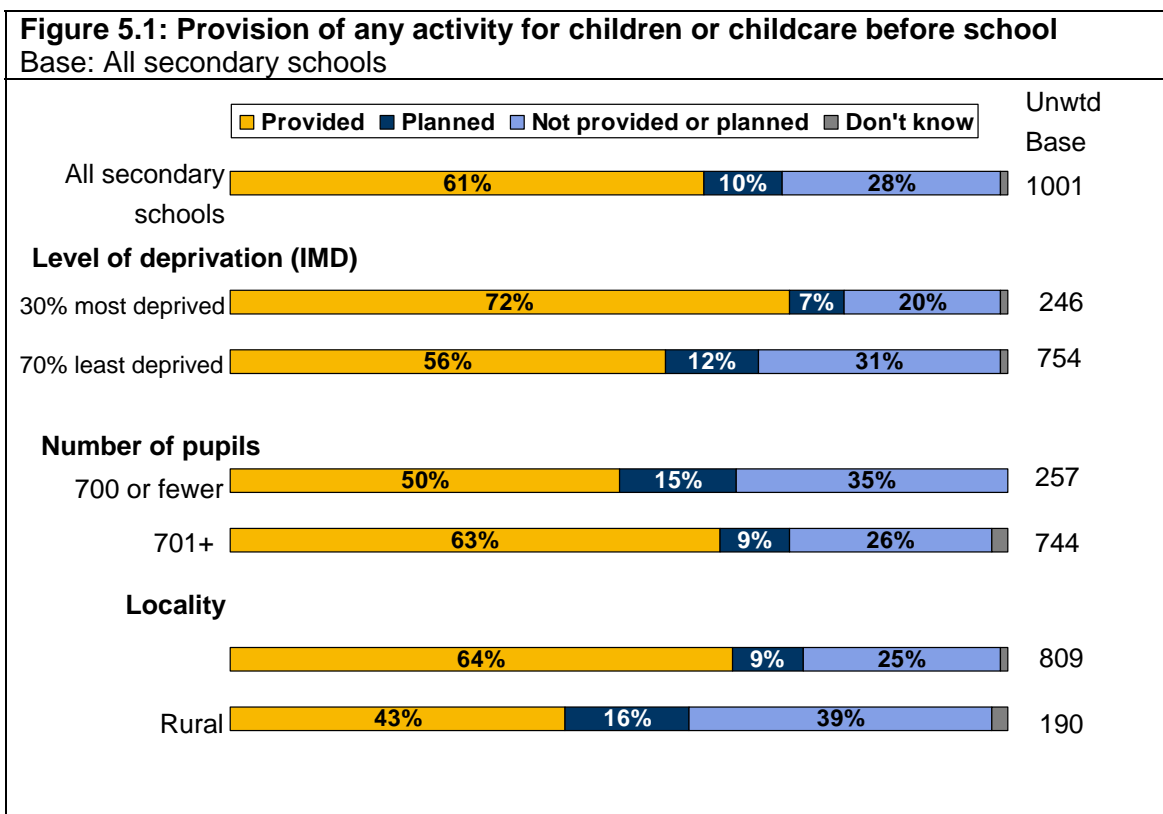
In secondary schools, most of the activities provided will be study support or recreational activities. It is possible that the before school activities may be made up of a number of different clubs and activities. To allow for this, we asked for very general details (such as the earliest start time of all activities). Some secondary schools may also provide childcare for younger children.

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<sup>17</sup> “Extended Schools: Access to Opportunities and Services for All”. DfES, 2005.

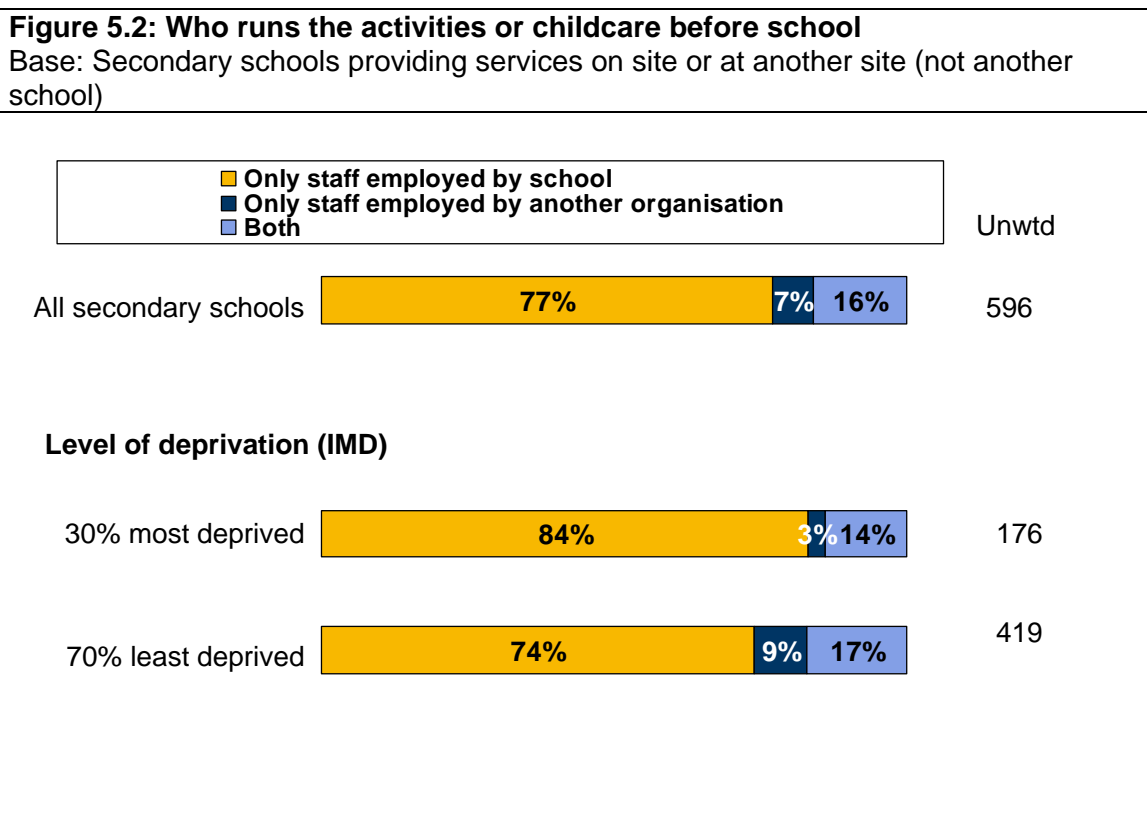
Nearly all of the schools providing activities before school did so on site at their school (99 per cent). One per cent provided the activities at another site. For secondary school age children, we have assumed that supervised transport is not essential (but of the three schools offering before school activities at another site, one always provides supervised transport, one sometimes does, and one does not). Of those that answered the question, all but four schools that provided before school activities did so for school age children. Of these four, three provided activities only for pre-school children (on site at their school) and one claimed to provide before school care for no age groups between 3 and 19. As this is such a small proportion of schools that provide before school care, we can assume that the figures in the rest of this section refer to before school activities for school age children.

In general, it appeared to be secondary schools in more deprived areas and urban areas that were more likely to provide activities before school. The smallest secondary schools (with 700 pupils or fewer) were less likely to provide before school activities than larger ones.



Most (77 per cent) of the schools providing activities before school used only staff employed by the school; seven per cent used only staff from another organisation and 16 per cent used both.

Schools in more deprived areas were most likely to use staff employed by the school (84 per cent used only staff employed by the school), but there were no differences by size of school.



Of the 61 per cent of secondary schools who said that they provided activities before school, full follow up questions were completed by all but two of these. There were two schools where we did not ask the follow up questions as the before school services were provided at another school. The rest of this section only covers those schools asked the follow up questions.

Before school activities in secondary schools were predominantly provided to secondary age children. Ninety seven per cent of schools with before school activities provided them for year 7 to year 9 (11-14 year olds) and 90 per cent provided them for children in year 10 or above. Ninety nine per cent of the secondary schools that provided activities before school provided these for children of secondary school age.

Some secondary schools also provided before school activities for younger children. Twelve per cent of schools with before school activities offered them to children from year 3 to year 6. This was particularly common in smaller secondary schools (up to 700 pupils) that provided before school activities (30 per cent offered the service to children of this age). Forty per cent of the secondary schools that offered before school activities to this age group were, in fact, middle schools deemed secondary.

Four per cent provided before school activities and childcare to children from reception to year 2, and four per cent provided them to nursery children (aged three and four). It should be noted that schools were asked very general questions about the provision they offered. We have assumed in this report that the before school provision discussed relates to school age children, but it is possible for the small proportion of secondary schools that provide services for pre-school children that some details of the provision would relate only to the pre-school group.

In most schools (92 per cent), the before school activities were only available for their pupils. Four per cent of schools providing before-school activities also offered the service to pupils of other specific schools, and five per cent allowed any child of the relevant age to use their before school services. The four per cent of schools that offered the service to children of other specific schools were asked how many other schools are eligible to use the service, and on average 10 schools shared the service with the school interviewed. A further one per cent of secondary schools said that they provided their before school services in partnership with, on average, 12 other schools.

Most schools with before school activities started them at 8am or earlier (72 per cent), with the remainder starting between 8 and 9am. Schools in the 30 per cent most deprived areas were more likely to open their before school provision earlier than those in the 70 per cent least deprived areas (which is the opposite of the situation for primary schools).

**Table 5.1 Before school provision opening times; secondary schools providing before school activities on site or at another site (not another school)**

	Total	Level of deprivation	
		30% most deprived	70% least deprived
Unwtd base	596	176	419
Wtd base	604	191	412
	%	%	%
Before 8 am	25	28	23
8 am	47	53	44
8.01-8.59	28	19	32
9am or later	-	-	-

Nearly all secondary schools that offered this service did so for all three terms (97 per cent) and for five days a week (88 per cent).

Any activities provided before school will be limited, as the time available is fairly short, and often a meal will be provided in this time. Most of the schools with before-school activities (60 per cent) said that they provided supervised opportunities for children to complete homework or coursework. This was more common in schools in more deprived areas (65 per cent) and with more deprived intakes (70 per cent of schools with 20 per cent of more pupils eligible for free school meals). Just over half (54 per cent) provided supervised opportunities to take part in sports, arts, music or ICT. This did not vary much by type or location of school.

A third (34 per cent) of secondary schools providing before-school activities said that the maximum number of places that they could provide was less than 50. A further third (33 per cent) could provide between 50 and 100 places. Not surprisingly, larger schools with over 1000 pupils were able to provide more places than smaller schools (11 per cent of the largest schools with over 1000 pupils said that they could provide over 300 places). Schools in more deprived areas (those in the 30 per cent most deprived areas) were also slightly more likely to be able to provide more places. It should be noted that a significant minority of secondary schools (10 per cent) did not know the answer to this question.

**Table 5.2 Maximum number of places that could be provided before school each day; secondary schools providing before school activities on site or at another site (not another school)**

	Total	Number of pupils				Level of deprivation	
		700 or less	701-1000	1001-1300	1301+	30% most deprived	70% least deprived
Unwtd base	596	127	196	166	107	176	419
Wtd base	604	113	195	172	124	191	412
	%	%	%	%	%	%	%
Less than 50	34	51	35	32	22	28	38
50-100	33	30	34	32	33	39	30
101-300	14	12	13	15	19	14	15
Over 300	8	3	7	11	10	7	8
Don't know	10	3	11	9	15	13	9

Unlike primary schools, most secondary schools offering before school activities (79 per cent) did not charge for these (possibly because less supervision or involvement is required for staff to oversee children aged 11+). Some (11 per cent) charged for all places and nine per cent charged for some places. There were few differences by school type or location. However, secondary schools that offered their before school



services to younger children were more likely to charge for some or all of these places (38 per cent compared to 17 per cent).

### 5.1.2 After school

Nearly all secondary schools (95 per cent) said that there were regular activities provided for children after school. This equates to 3,245 secondary schools in England (+or – 46 schools). One per cent said that they had plans to provide such activities or childcare in the future, and four per cent were not providing any activities after school and had no plans to.

After school activities may consist of study support or recreational activities, or childcare. It is very likely that the after school activities provided by a school will be made up of a number of different clubs and activities, which have different start and finish times and run for different durations across the school year. To allow for this, we asked for details in general (such as the earliest starting time of all activities; and the times when any after school activity was being run).

Nearly all of the schools providing activities after school did so on site at their school (99 per cent). All but one school answering the question said that the after school activities were for school age children. (That school said the activities were not available to any age group from 3-19).

There was no difference by size of school as to whether or not after school activities were provided, but schools in the most deprived areas, and those with 20 per cent of more of their pupils eligible for free school meals, were slightly more likely to provide such services.

**Table 5.3 Provision of any activity for children or childcare after school; all secondary schools**

	Total	Level of deprivation (IMD)		Free school meals	
		30% most deprived	70% least deprived	Less than 20%	20% +
Unwtd base	1001	246	754	761	240
Wtd base	1001	266	734	754	246
	%	%	%	%	%
Provided	95	97	94	94	98
Planned	1	*	1	1	1
Not provided or planned	4	2	4	5	2

Most secondary schools (69 per cent) used only staff employed by the school to run their after school activities; 30 per cent used both staff employed by the school and staff from other organisations. Very few secondary schools (one per cent) relied only on staff employed by another organisation to run their after school activities.

Of the secondary schools that said that they provided activities or childcare after school, the full follow up questions were completed by all but five schools. There were four schools, which provided the services at another school, and one referred us on to someone who we were not able to contact. The rest of this section only covers those schools asked the follow up questions.

After school activities in secondary schools were predominantly provided to secondary age children – especially Key Stage 3 (year 7 to year 9). 98 per cent of schools with after school activities provided them for this age group; 90 per cent provided activities to Key Stage 4 children (year 10 and over). Ninety nine per cent of secondary schools that provided after school activities did so for secondary age children. (Five secondary schools only provided after school activities for primary age children, but three of these were middle schools and so took children aged 9+. One school claimed to not offer after school activities to any age group from 3-19.)

A substantial minority of secondary schools with after school activities (25 per cent) offered their after school activities to Key Stage 2 children (year 3-year 6). As was the case for before school activities, it was particularly the smaller secondary schools that offered places to children of this age (48 per cent of schools with 700 or fewer pupils that provided after school activities offered places to Key Stage 2 children). Of the secondary schools that offered after school activities to Key Stage 2 children, 39 per cent taught pupils in this age range (i.e. were middle schools, and gave the lowest age of their pupils as 8-10).

Smaller proportions offered the activities to younger children (five per cent to Key Stage 1 children and four per cent to nursery age children).

In most schools offering after school activities (74 per cent), these activities were only available for their pupils. Fifteen per cent also offered the service to pupils of other specific schools (on average nine other schools), and 15 per cent allowed any child of the relevant age to use their after school services (a third of these said that they provided the after school activities in partnership with, on average, nine other schools).

As expected, most schools with after school activities appeared to start them as school finished. Many secondary schools end their school day between 3-4pm, and this is when nearly all schools started activities (in 70 per cent of schools that provided after school activities these started between 3 and 3.30, and in 25 per cent of schools between 3.30 and 4). Four per cent started before 3pm, and one per cent after 4pm.

Most (55 per cent) of the schools with after school activities ended them by 5pm. A further 15 per cent ended before 6pm. Fourteen per cent ended at 6pm, and fifteen per cent finished later than this. The largest schools, with over 1300 pupils, which provided after school activities tended to finish later than smaller schools (21 per cent finished after 6pm compared with 13 per cent of smaller schools).

**Table 5.4 Finish times for after school activities; secondary schools providing after school activities on site or at another site (not another school)**

	Total	Number of pupils	
		1300 or less	1301+
Unwtd base	944	782	162
Wtd base	945	759	187
	%	%	%
5pm or earlier	55	56	49
5.01pm – 5.59pm	15	16	12
6pm or later	28	26	36

Nearly all schools offering after school activities (99 per cent) provided after school services during all three terms, but only three-fifths (60 per cent) provided them for five days a week. Schools in urban areas, and those in the most deprived areas, were most likely to provide after school services every day of the week (61 per cent of schools in urban areas compared to 52 per cent of rural schools; 64 per cent of schools in the 50 per cent most deprived areas compared with 56 per cent in the 50 per cent least deprived).

**Table 5.5 Number of days that after school activities are provided; secondary schools providing after school activities on site or at another site (not another school)**

	Total	Level of deprivation (IMD)		Location	
		50% most deprived	50% least deprived	Urban	Rural
Unwtd base	944	450	493	770	172
Wtd base	945	464	479	782	161
	%	%	%	%	%
1 day	2	1	3	1	4
2 days	4	3	5	3	11
3 days	9	7	10	8	11
4 days	23	23	23	24	20
5 days	60	64	56	61	52
Don't know	2	2	2	2	2

Secondary schools were far more likely than primary schools to provide children with supervised opportunities to complete homework or coursework – 90 per cent provided such opportunities after school. Schools in more deprived areas, and those with more deprived intakes, were slightly more likely to provide such opportunities than other schools (93 per cent of those in the 30 per cent most deprived areas, compared to 88 per cent in the 50 per cent least deprived areas, and 96 per cent with 20 per cent or more of their pupils eligible for free school meals compared to 87 per cent of those with less than 10 per cent eligible).

Nearly all (99 per cent) of the secondary schools offering after school activities provided supervised opportunities to take part in sports, arts, music or ICT.

The maximum number of places available after school varied quite widely. Fifteen per cent of schools (mainly the smaller secondary schools) felt that the maximum would be less than 50 places. At the other extreme, 12 per cent of schools (especially the larger ones) felt that they could offer over 300 places if demand was there.

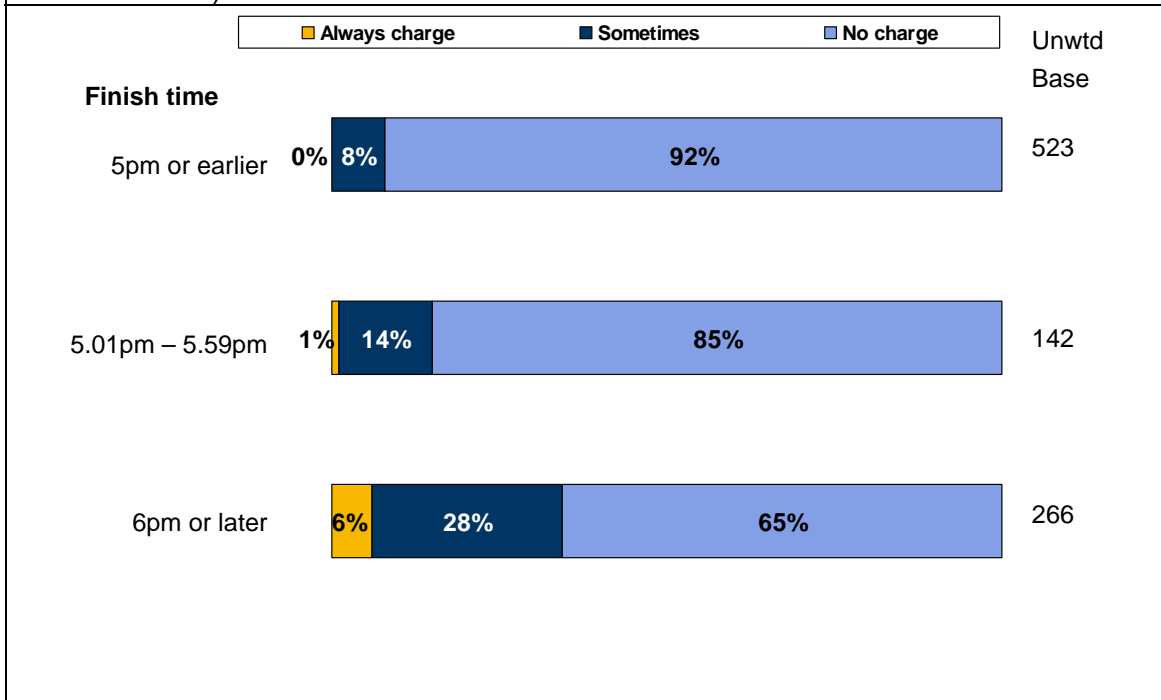
**Table 5.6 Maximum number of after school places; secondary schools providing after school activities on site or at another site (not another school)**

	Number of pupils				
	Total	700 or less	701-1000	1001-1300	1301+
Unwtd base	944	245	296	241	162
Wtd base	945	216	292	251	187
	%	%	%	%	%
Less than 50	15	27	14	11	7
50-100	27	33	28	25	21
101-150	13	11	14	13	12
151-200	11	10	8	15	13
200-300	8	4	10	10	9
301+	12	7	11	12	22
Don't know	14	8	15	16	16

Very few secondary schools charged for their after school services and activities (only two per cent charged for all places, and 15 per cent charged for some places or activities). The rest (83 per cent) made no charge for any after school activities. Although nearly all the secondary schools that did charge for all places ran their after school activities for five days, only a small proportion of the schools running after school activities for five days charged for them (81 per cent didn't charge at all, and only three per cent charged for all places).

**Figure 5.3: Charges for after school activities**

Base: Secondary schools providing after school activities on site or at another site (not another school)



Schools that finished at 6pm or later were more likely to charge for places (34 per cent compared to eight per cent of schools that finished at 5pm or earlier).

### 5.1.3 Provision of activities or childcare from 8am-6pm in term time

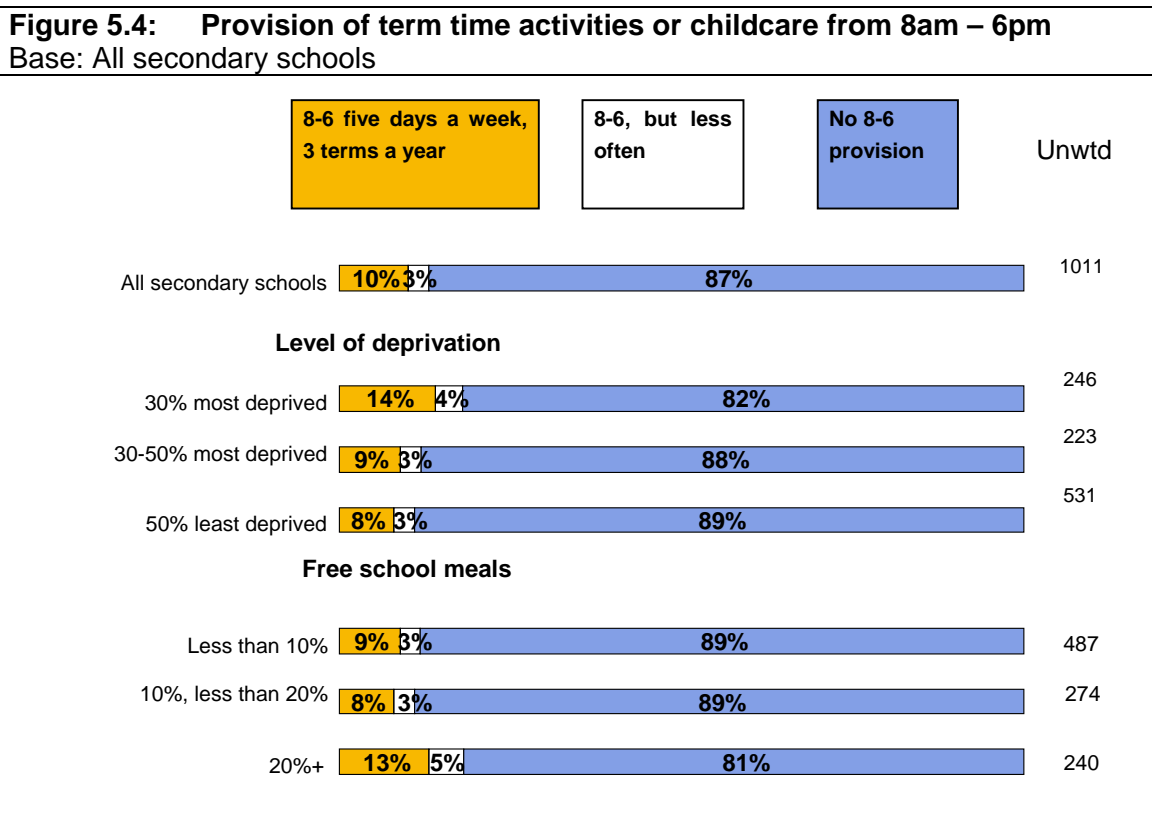
By 2010, the aim is for all secondary schools to be open from 8am to 6pm all year round, providing access to a range of activities for young people.

During term time this would require both before school activities that started at 8am or earlier and after school activities or childcare that did not finish until 6pm or later, and for this level of provision to be available five days per week in all school terms. Using the information collected in the interview, it is possible to work out how many secondary schools are currently providing this level of access to activities for their pupils.

In total, 59 per cent of secondary schools were providing activities or childcare both before and after school (either on their school site, at another school or at another site). However, for four of these schools we do not have information on their start and finish times, or when the provision is available. (This is because these questions were not asked where before or after school care takes place at another school, or where we were referred to another source for information, but did not manage to contact that source). The following figures are based on the schools where we do have the full information.

Ten per cent of secondary schools were providing activities or childcare for school-age children that run from 8am or earlier to 6pm or later, 5 days a week for all three terms of the year. This suggests that around 342 (+ or – 64) secondary schools in England were offering this level of provision to their pupils. (If all the four schools with missing information did provide this level of service, which is unlikely, the overall proportion would not change).

Secondary schools in more deprived areas and those with more deprived intakes were more likely to provide services at this level.



A quarter (25 per cent) of secondary schools provided activities for children for at least 9 hours a day<sup>18</sup>, five days a week, three terms a year. Again, this was more common in the most deprived areas (32 per cent of secondary schools in the 30 per cent most deprived areas); and with more deprived intakes (31 per cent of secondary schools with at least 20 per cent of pupils eligible for free school meals).

<sup>18</sup> Nine hours a day was defined as starts at 8am or earlier, and finishes at 5pm or later; or starts after 8am, but before 9am and finishes at 5.30pm or later (as time bands were used rather than actual times).

Very few secondary schools charged for both before and after school activities. However, many of those that did charge for at least some places both before and after school (47 per cent) did provide activities from at least 8am-6pm, five days a week, three terms a year. There was little difference in the number of places that could be offered by schools providing this level of activity and lower levels.

#### 5.1.4 Activities and childcare provided in the school holidays

Sixty seven percent of secondary schools said that they provided some activities or childcare during the school holidays. Nearly all (95 per cent) took place on the school site, but for four per cent the holiday activities took place at another site. Schools with a specific designation were more likely to provide holiday activities on site than other schools.

Most secondary schools that offered activities during the holidays involved their staff in this provision, often alongside staff from another organisation. Only eight per cent used only staff from another organisation to run the holiday activities. Schools with no specific designation were more likely to use only staff from another organisation.

**Table 5.7 Where holiday activities are provided and who runs them; secondary schools providing holiday activities**

	Total	School designation	
		Yes	No
Unwtd base	659	538	121
Wtd base	667	552	116
	%	%	%
At the school	95	96	91
At another school	*	*	1
At another site	4	3	7
School staff	45	45	45
Staff from another organisation	8	6	15
Both	47	49	40

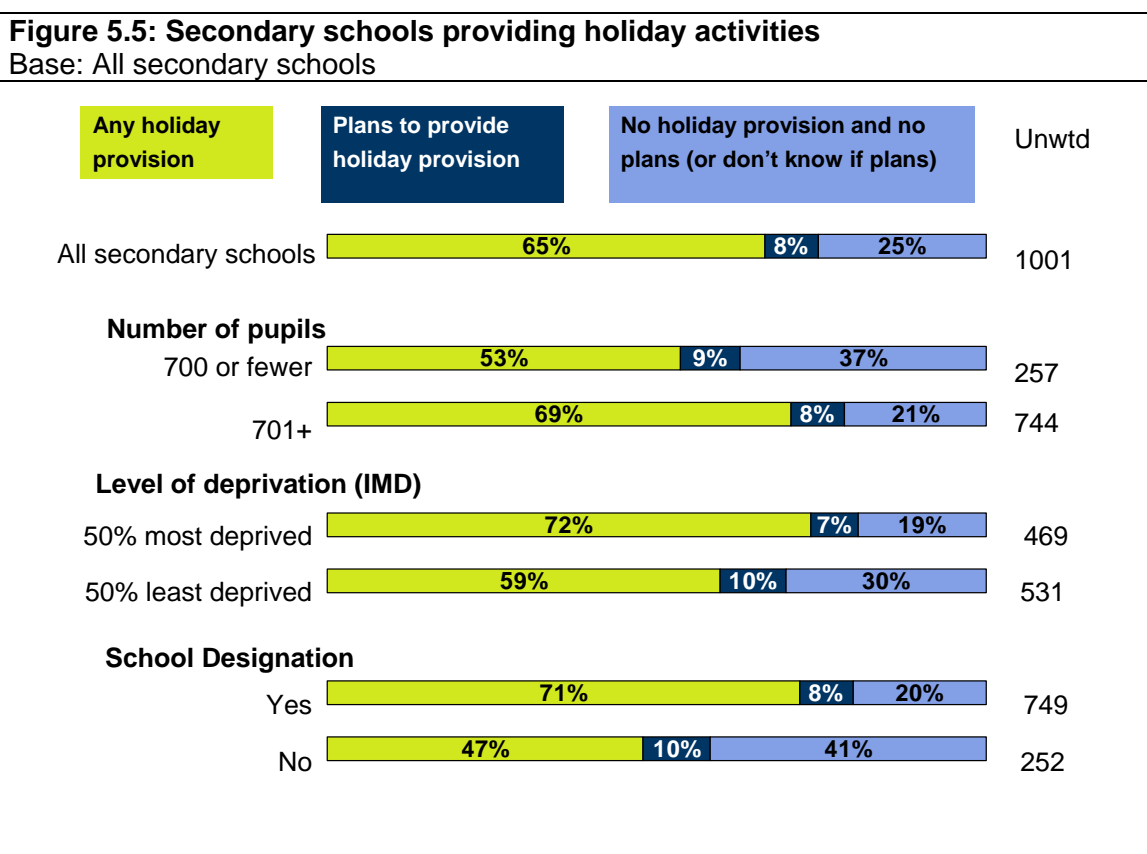
Where activities took place at a site other than the school, and where they involved no staff employed by the school, we checked if the school had some sort of partnership agreement or contract with the provider. This was to avoid the situation of a school merely providing information about a local holiday scheme provider, while having no input to or control over the activities.

Of all the secondary schools offering holiday activities, only one per cent of these (ten schools) provided activities off site and did not involve school staff. Three of these had a contract or partnership agreement.

Therefore, in this report, schools are only defined as providing holiday activities or childcare if they do so on site at their school, or if staff employed by the school are involved in the provision, or if there is a contract or partnership agreement with the organisation providing the service.

On this basis, 65 per cent of secondary schools are providing some holiday activities or childcare – around 2,220 (+ or – 102) secondary schools in England. This is more common among larger schools (with over 700 pupils), those in urban areas and in more deprived areas, and those with some special designation.

Eight per cent of secondary schools have plans to provide holiday activities at some point in the future. Of secondary schools planning to provide holiday activities, 67 per cent had looked into possible funding sources; 57 per cent had had discussions with other organisations; 53 per cent had had discussions with the Local Authority and 31 per cent had recruited staff to deliver or plan such services.



Information on the details of the holiday activities provided are missing for five schools, as these referred us to another organisation to collect the data, and we were unable to



collect this data. The following section only includes schools where full information is available, and only includes those providing holiday provision as defined above.

The holiday activities and childcare provided by secondary schools were predominantly provided to secondary age children. Ninety one per cent of schools with holiday activities offered them to Key Stage 3 children (years 7-9), and 78 per cent offered them to older school-age children (year 10+). Most of these secondary schools (58 per cent) also offered their holiday activities to Key Stage 2 children (year 3 to year 6), and some allowed younger children to attend (15 per cent of schools offering holiday provision catered for five to seven year olds and seven per cent for nursery children aged three and four). Overall, 94 per cent of the secondary schools offering holiday activities offered them to secondary age children. Five per cent did not provide them for secondary age children, but did provide them to Key Stage 2 children (very few of these schools actually taught this age group, and most of these schools provided activities run with the help of school staff).

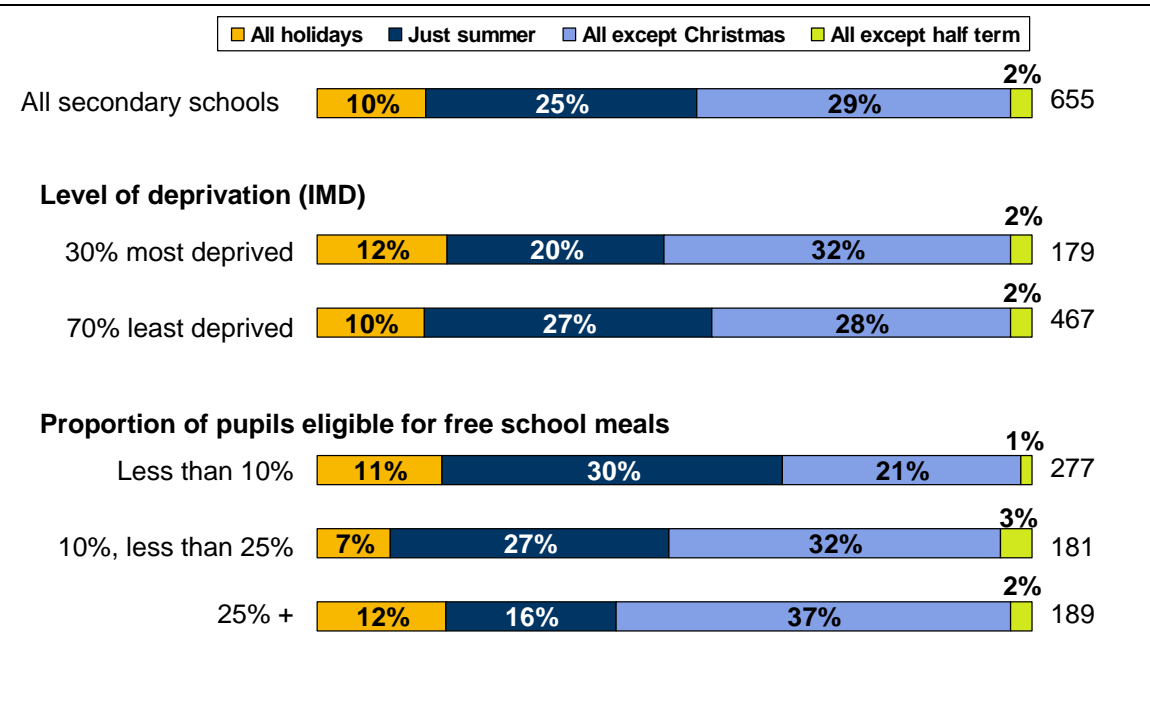
Unlike term time activities and childcare, most secondary schools that provided holiday activities (64 per cent) said that these are open to children other than their pupils. Thirty eight per cent let any child of an appropriate age make use of their holiday activities, and 34 per cent opened their holiday activities up to children of specific other schools. However, only fourteen per cent of schools providing holiday activities *specifically* said that they offered these in partnership with other schools. Those that did offer their holiday activities in partnership with other schools, said that on average they were in partnership with 10 other schools.

Nearly all of the schools providing holiday schemes (93 per cent) gave children supervised opportunities to take part in sports, arts, music or ICT. It was less common for them to provide opportunities for children to complete homework or coursework, although 58 per cent did provide these. Most of the holiday schemes (59 per cent) made no charge for any places, and 17 per cent charged for all places. This is very different to primary school holiday provision, where 70 per cent of schools providing holiday activities charged. This is possibly because primary schools offer more of a childcare service, while secondary schools offer a range of activities.

Nearly all of the schools providing holiday activities did so during the summer holidays (92 per cent). However, coverage was lower for the other holidays. Three-quarters (72 per cent) were open at Easter; 46 per cent opened for any half terms and only 12 per cent were open at Christmas. Overall, ten per cent were open for all holidays, a quarter (25 per cent) were just open in the summer; a further 29 per cent were open all holidays except Christmas and two per cent were open all holidays except for half terms. There were few differences by type or location of school.

**Figure 5.6: When holiday activities and childcare are provided**

Base: Secondary schools providing holiday activities

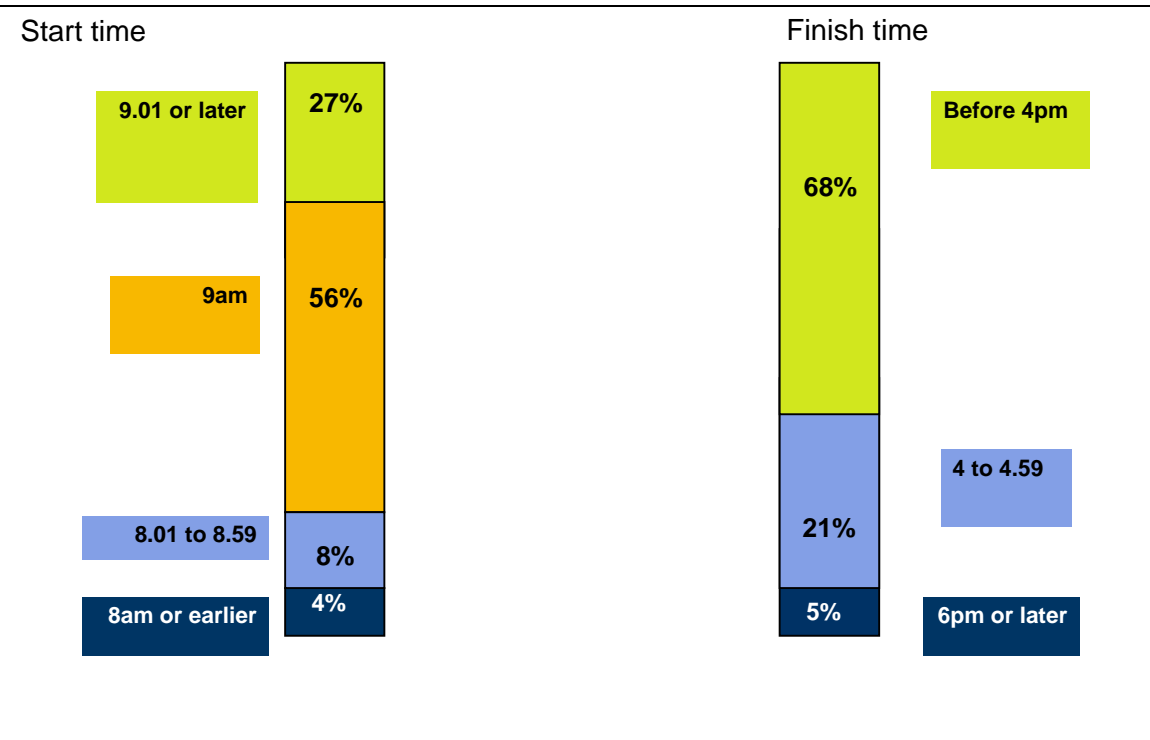


Most schools (58 per cent) providing holiday activities did so for five days a week, but 22 per cent provided them for three days or less. Four per cent provided activities at weekends as well.

It was not common for holiday activities to start at 8am or earlier – only four per cent of secondary schools that provided holiday activities started at this time. Most of the schools provided activities that started at 9am (56 per cent) and 27 per cent started later than this. Most of the schools (68 per cent) provided activities that finished before 4pm, and a further fifth (21 per cent) ended at 5pm or earlier. Very few (five per cent) finished at 6pm or later. There were few differences between different types and locations of schools

**Figure 5.7: Start and finish times of holiday activities**

Base: Secondary schools that provide holiday schemes (647)



Most of the holiday schemes (62 per cent) could provide a maximum of up to 100 places. Eight per cent of schools said that they could provide over 300 places (rising to 15 per cent of schools with over 1300 pupils).

### Holiday activities and childcare from 8am to 6pm

As with term time activities before and after school, the goal is for schools to also provide access to a range of activities for children across all the school holidays from 8am – 6pm, five days a week. At the moment, this is far less common than a similar level of term time provision.

One per cent of secondary schools, which equates to around 34 (+ or – 21) schools in England currently have this level of holiday provision for school-age children. There are no significant differences in this by size of school, intake or location. The proportion is also the same for provision of holiday activities for nine hours a day<sup>19</sup>, five days a week during all holidays.

<sup>19</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).

All but one of the secondary schools that provided holiday activities from 8-6, five days a week during some combination of holidays (two per cent of all secondary schools) charged for at least some places.

#### **5.1.5 The full childcare offer**

One of the key aims of the extended schools initiative is to provide pupils with access to a range of activities between the hours of 8am-6pm, all year round.

This will comprise schools that offer both before and after school activities, running from 8am or earlier to 6 pm or later, five days a week during all three terms. In addition, these schools will need to offer holiday activities that take place on the school site, or using school staff, or where there is a contract or partnership agreement with the provider. These holiday activities will take place during all school holidays (including Christmas and half terms), and run from 8am or earlier to 6pm or later for at least 5 days a week.

From the information collected in this research, it appears that only five (weighted) of the sampled secondary schools were offering this level of service (0.5 per cent; equating to around 20 secondary schools in total in England). Ten (weighted) of the sampled secondary schools (one per cent) were providing activities for nine hours a day<sup>20</sup>, five days a week, all year round.

Although most secondary schools provide activities or childcare before or after school, or in the holidays, most do so for less time than the full offer envisaged in the Extended Schools Prospectus. To increase the provision to run from 8am to 6pm, five days a week, all year round will require the vast majority of secondary schools to substantially increase the hours that their current out of school provision is available. Most secondary schools provide before school activities, and many of these start at 8am or earlier and run for five days a week across all terms – the level of before school provision is already high. However, although after school activities are provided by nearly all secondary schools on site, these rarely run until 6pm for five days a week. It is possible that many of these activities do not lend themselves to being run for longer hours after school, possibly being fairly specific activities for small groups of interested pupils. Therefore, secondary schools will face the challenge of how to expand their current provision, without impacting on the range of activities that they can provide.

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<sup>20</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).

Most secondary schools offer holiday activities, but those that do offer them for fairly limited times. Again, the challenge will be to provide access to a variety of activities across a greater number of hours.

### 5.1.6 Activities and childcare at weekends

Although it is not part of the core offer, the survey also asked whether any childcare or activities were provided for children at weekends.

Thirty per cent of secondary schools provided weekend activities. Small secondary schools with 700 pupils or fewer were less likely to provide weekend activities (19 per cent) than large schools (34 per cent); and schools in more deprived areas were more likely to provide weekend activities than schools in less deprived areas (37 per cent in the 30 per cent most deprived areas compared to 27 per cent in the 50 per cent least deprived areas).

**Table 5.8 Provision of weekend activities; all secondary schools**

	Total	Level of deprivation (IMD)			Number of pupils	
		30% most deprived	30-50% most deprived	50% least deprived	700 or less	701+
Unwtd base	1001	246	223	531	257	744
Wtd base	1001	266	218	516	226	775
	%	%	%	%	%	%
Provided	30	37	31	27	19	34
Not provided	69	63	69	73	81	66

Those that did provide weekend activities or childcare were most likely to do so on site at their school (82 per cent), two per cent took place at another school and 13 per cent of schools that provided weekend activities did so at another site. In 58 per cent of the schools providing weekend activities or childcare, these were run only by staff employed by the school; 10 per cent of schools used only staff employed by another organisation, and 32 per cent of schools used both.

Weekend activities were rarely available all year round. Eight per cent of the schools that provided weekend activities did so for 48-52 weekends a year, while half (50 per cent) provided weekend activities and childcare for fewer than 25 weekends a year. The weekend activities also rarely covered a full ten-hour day. Half of the schools providing weekend activities started them at 9am and a further 32 per cent started later than this. Ten per cent offered activities before 9am. Most of the schools (65 per cent) finished their activities before 4pm, with eight per cent running them until after 6pm.

It was not that common for secondary schools that offered weekend activities or childcare to charge for these (unlike primary schools). Over half (57 per cent) did not charge for any places, while a fifth (19 per cent) charged for all places.

## **5.2 Childcare for pre-school children**

### **Before and after school activities and childcare**

Some secondary schools provided before or after school provision that was available to pre-school children. Four per cent of those providing activities or childcare before school allowed three and four year olds to use this (two per cent of all secondary schools). Four per cent of secondary schools with activities or childcare after school offered this to three and four year olds (four per cent of all secondary schools).

### **Holiday care**

Seven per cent of secondary schools that provided holiday care offered this to nursery age children (aged three and four) (four per cent of all secondary schools).

### **Other specific childcare for children aged four and under**

Secondary schools were also asked if there was any other specific childcare for children aged four and under (e.g. a day nursery, crèche or baby unit). Eight per cent of secondary schools did offer some childcare of this sort for young children. The largest schools (with over 1300 pupils) were most likely to offer this childcare for young children (13 per cent compared to four per cent of schools with 700 pupils or fewer).

Most of this provision (97 per cent) was for children aged two and over. However, 71 per cent of schools with childcare for children aged four and under (five per cent of all secondary schools) were providing some care for children aged six months to under two, and 40 per cent (four per cent of all secondary schools) catered for babies under 6 months.

On average, this provision ran for around 47 weeks a year. In some cases (seven per cent of those providing this sort of childcare) it was an ad-hoc provision (for example, running a crèche to cover adult education sessions, or parenting workshops). Nineteen per cent ran for 52 weeks a year and a further nineteen per cent ran for 48-51 weeks per year.

Where the childcare for young children was not run on an ad hoc basis, further details were collected. Many (39 per cent) of the schools started their childcare at or before 8am, with a further 35 per cent starting at or by 9am. For half (49 per cent) the end time was before 4pm, but a quarter (25 per cent) finished at 6pm or later.

Most of the secondary schools providing this service (68 per cent) charged for all places, but a substantial minority (21 per cent) did not make any charge for it. Seven per cent charged for some places.

### 5.2.1 Provision of any childcare for pre-school children (aged three and four) in term time

As information on pre-school care was collected in various places in the questionnaire, it is only by combining this information we can ascertain how many secondary schools were providing any activities or childcare for nursery age children.

In total, 10 per cent of secondary schools were providing at least some childcare or activities for pre-school children during term time (either before or after school care for three and four year olds, or other childcare provision for children aged two and over). Grossing this figure up suggests that around 342 (+ or – 64) secondary schools in England offer some childcare or activities for nursery age children in the school term.

Most of this provision was not available from 8am or earlier to 6pm or later, five days a week, three terms a year (or at for at least 37 weeks a year), but two per cent of secondary schools did provide this level of childcare for three and four year olds.

Schools in more deprived areas and with some designation were more likely to provide some activities or childcare for pre-school children. However, the schools providing this sort of childcare in the less deprived areas, or with no designation, seemed to have a higher proportion of the childcare they provided available from 8am-6pm, five days a week for all three terms.

**Table 5.9 Childcare or activities provided in term time for nursery age children; all secondary schools**

	Total	Level of deprivation			School designation	
		30% most deprived	30-50% most deprived	50% least deprived	Yes	No
Unwtd base	1001	246	223	531	749	252
Wtd base	1001	266	218	516	765	236
	%	%	%	%	%	%
Some term time provision for nursery age children:	10	10	13	8	11	6
Provided 8-6, 5 days a week, 3 terms	2	*	5	2	2	2
Less often	8	10	9	6	8	4
No provision for nursery age children	90	90	87	92	89	94

### 5.2.2 Full offer for children aged three and four, including holiday childcare

If holiday care for three and four year olds was taken into account, then 11 per cent of secondary schools provided at least some childcare for this age group.

The proportion of secondary schools providing childcare for three and four year olds across the full year, five days a week from 8am-6pm was the same as the proportion of primary schools that offer this. One per cent of secondary schools offered childcare for pre-school children at this level and a further one per cent offered childcare for around 48+ weeks of the year (calculated by allowing the exclusion of the Christmas holiday or of half terms).

The pattern is similar to that for term time care.

**Table 5.10 Childcare or activities provided across the year for nursery age children; all secondary schools**

	Total	Level of deprivation			School designation	
		30% most deprived	30-50% most deprived	50% least deprived	Yes	No
Unwtd base	1001	246	223	531	749	252
Wtd base	1001	266	218	516	765	236
	%	%	%	%	%	%
Any provision for nursery age children	11	12	14	10	13	8
Provided 8-6, 5 days a week, 52 weeks a year	1	0	2	1	1	1
Provided 8-6, 5 days a week, 48-51 weeks a year	1	0	*	1	1	*
Less often	10	12	11	8	11	6
No provision	89	88	86	90	87	92

### 5.3 Parenting support

Part of the Extended Schools core offer is the provision of parenting support for any parent or adult carer of a child. This can cover a range of different types of support.



As part of this survey schools were asked about the following:

- Family learning (formal and informal courses and workshops/sessions specifically designed for parents to attend with their children);
- courses and workshops/sessions designed specifically for parents to attend without their children to provide some sort of parenting support (again, including both formal and informal sessions);
- whether the school employs a family support worker or parent link worker;
- whether there are any other parent support groups or facilities at the school (e.g. advice services, home visits, a parents' room etc.);
- any services or facilities specifically for pre-school children and their carers to attend together.

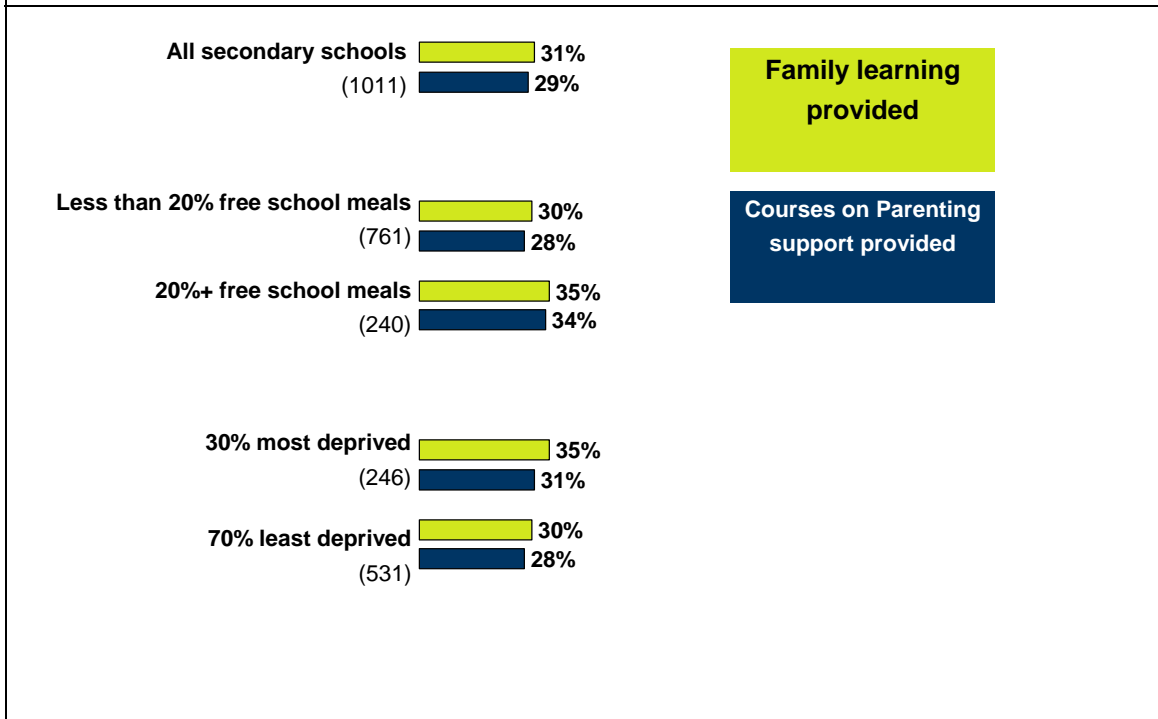
### **5.3.1 Family learning and courses to provide parenting support**

Thirty one per cent of secondary schools provided family learning courses or sessions specifically designed for parents or other adult carers to attend with their children so that they can learn together. These could be on-going courses, or informal one-off sessions. Schools in the most deprived areas (35 per cent of schools in the 30 per cent most deprived areas, compared to 30 per cent in the 70 per cent least deprived) and with higher proportions of children eligible for free school meals are slightly more likely to provide family learning than other schools (35 per cent where 20 per cent or more pupils were eligible for free school meals compared to 30 per cent).

A similar proportion (29 per cent) of secondary schools provided courses or sessions on parenting support issues specifically for parents or adult carers to attend without their children. Again, schools with more deprived intakes were slightly more likely to provide these sorts of courses or sessions (31 per cent compared to 28 per cent). The table below shows the differences by intake and location of school.

**Figure 5.8: Provision of family learning and parenting support courses**

Base: All secondary schools



Secondary schools were asked about the times that they provided such courses (the question asked about the timings of all adult education courses, not just parenting support and family learning). Most schools that offered courses (87 per cent) ran them after 5 during the week. Just over a third (37 per cent) of the secondary schools that offered courses ran them on weekdays between 9 and 5. Most schools only ran courses during term time (80 per cent of those that offered courses).

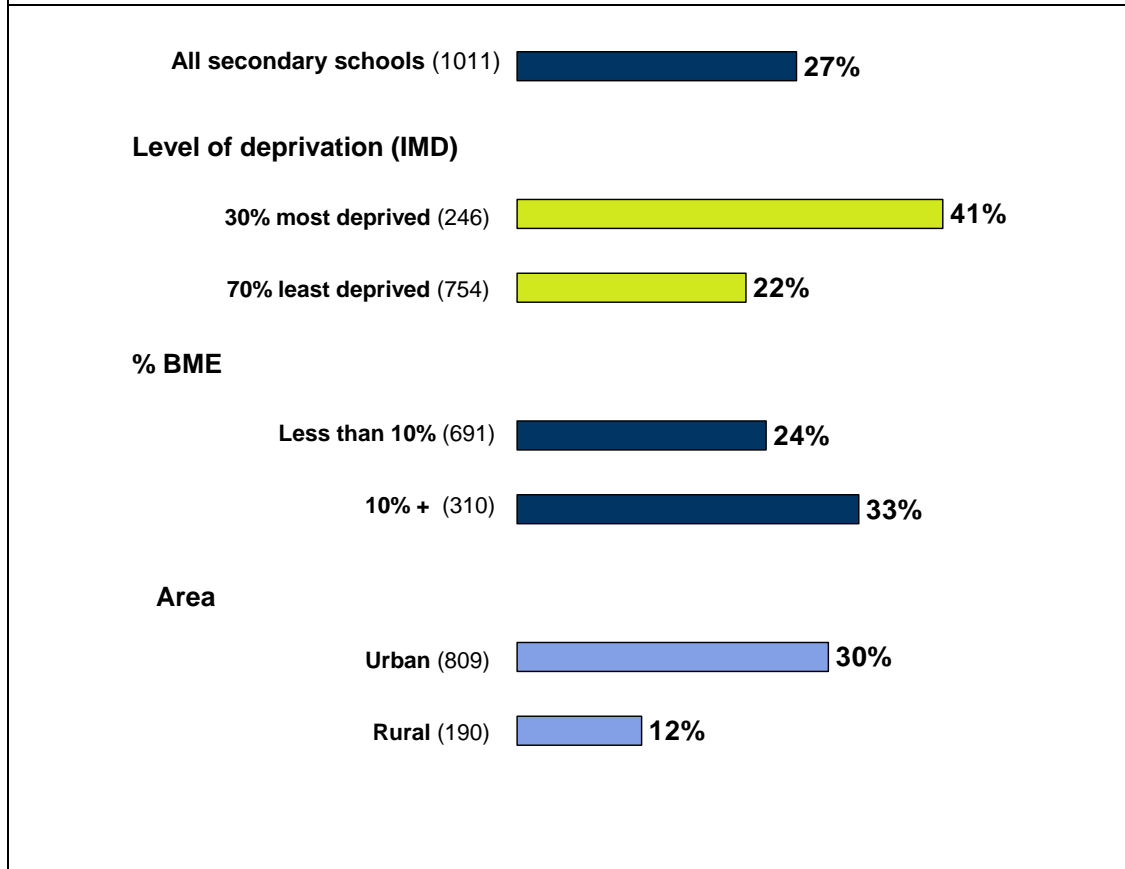
Under a fifth (18 per cent) of secondary schools charged all attendees for all the courses that they ran. Almost a third (32 per cent) charged some attendees for some sessions, while many secondary schools (43 per cent) provided these courses free of charge.

### 5.3.2 Other parenting support facilities

Twenty seven per cent of secondary schools employed a family support worker. This was more common for schools in deprived areas (41 per cent of those in the 30 per cent most deprived areas); for those in urban areas (30 per cent), for those with a more deprived intake (45 per cent of schools where 20 per cent or more pupils were eligible for free school meals); for those with a higher proportion of children of black or minority ethnic origin (33 per cent of schools with 10 per cent or more children of BME origin) and for those schools with a specific designation (30 per cent).

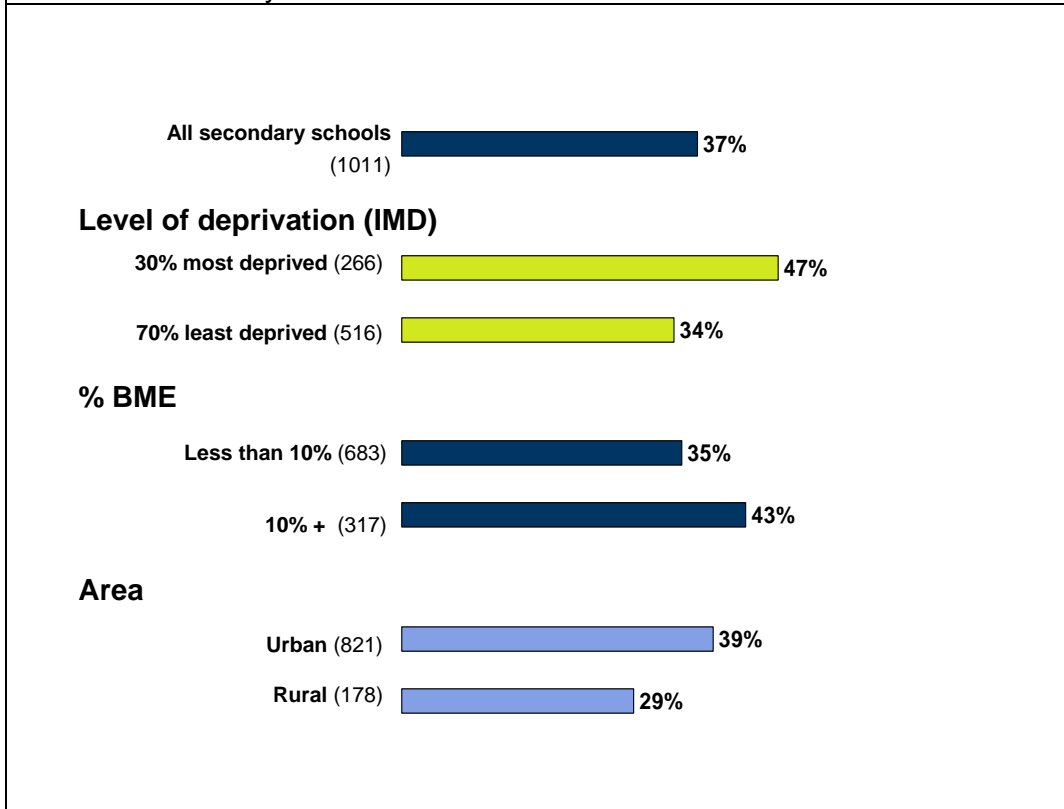
**Figure 5.9: Whether secondary school employs a family support worker**

Base: All secondary schools



The same pattern was found for whether there were any parent support groups or facilities at the school. More than a third (37 per cent) of secondary schools said that such parenting support was provided, and as with employment of a family support worker, this was more common for schools in deprived areas (47 per cent); schools in urban areas (39 per cent); schools with a more deprived intake (56 per cent); schools with a higher proportion of children of black or minority ethnic origin (43 per cent) and with a specific designation (38 per cent).

**Figure 5.10: Whether any parent support groups or facilities**  
 Base: All secondary schools



Only a very small proportion (five per cent) of secondary schools provided facilities or services specifically for pre-school children and their parents or carers to attend together.

### 5.3.3 Provision of at least one type of parenting support

This section looks at the provision of any parenting support, as defined in a number of ways.

#### a) Parenting support (all)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities; facilities to support parents of pre-school children.

#### b) Parenting support (exc. pre-school)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

c) Parenting support (exc. pre-school and family learning)

At least one of the following provided: courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

**Table 5.11 Provision of parenting support; all secondary schools**

	Total	Free school meals		Level of deprivation (IMD)		School designation	
		Less than 20%	20%+	30% most deprived	50% least deprived	Yes	No
Unwtd base	1001	761	240	246	531	749	765
Wtd base	1001	754	246	266	516	765	236
	%	%	%	%	%	%	%
Parenting support (all)	66	62	77	75	61	69	55
Parenting support (exc. pre-school)	65	61	77	75	60	69	54
Parenting support (exc. pre-school and family learning)	61	57	75	72	56	65	51

As this table shows, there were marked differences by school type as to likelihood of providing parenting support services. It is encouraging to see that a large majority of schools in more deprived areas and with more deprived intakes were offering some form of parenting support for the parents and carers of their pupils. In terms of meeting the objectives of the extended schools core offer, the focus needs to be on improving the level of parenting support in schools serving less deprived areas (where schools may feel there is less need for such support).

**5.4 Other extended services for local community and community use of school facilities**

**5.4.1 Adult education**

In total, 58 per cent of secondary schools said that they provided any courses or workshops for adults. This figure covers the family learning and parenting courses already discussed, but also includes courses run for adults on non-parenting issues. Twenty per cent of secondary schools were planning to run courses or workshops for adults (most of these have had some discussions with other schools or organisations

or looked into funding sources). Nineteen per cent of secondary schools did not provide any courses or workshops for adults, and had no plans to do so.

Around half (46 per cent) of secondary schools ran courses specifically for adults (whether or not they are parents) on non-parenting issues. Secondary schools with a specific designation (52 per cent compared to 24 per cent with no designation) were more likely to run such courses.

These courses were most likely to run on weekday evenings after 5 (87 per cent of schools that run courses). Weekday evening courses were more common in larger secondary schools with more than 700 pupils (90 per cent compared to 76 per cent in schools with less than 700 pupils) and in schools with a less deprived intake (90 per cent of schools where less than 20 per cent of pupils were eligible for free school meals).

**Table 5.12 Time of day of adult education courses; secondary schools that provide adult education courses**

	Total	Level of deprivation (IMD)		Number of pupils		Free school meals	
		30% most deprived	70% least deprived	700 or less	700+	Less than 20%	20%+
Unwtd base	581	144	436	127	454	438	143
Wtd base	585	156	427	112	472	438	147
	%	%	%	%	%	%	%
Between 9 and 5 during the week	37	45	35	44	36	32	53
A weekday evening (after 5)	87	83	89	76	90	90	78
At the weekend	18	16	19	21	18	19	15
Early morning	3	3	4	4	3	3	4

Under a fifth (18 per cent) of secondary schools running courses charged all attendees for all courses that they ran. Almost a third (32 per cent) charged some attendees for some sessions, while many secondary schools (43 per cent) provided these courses free of charge. Those in deprived areas were less likely to charge for adult education courses (57 per cent), as were schools in urban areas (47 per cent), schools where more than 10 per cent of pupils are of black or minority ethnic origin (50 per cent), schools with 700 pupils or fewer (49 per cent) and schools with a deprived intake (57 per cent where 20 per cent or more pupils were eligible for free school meals).

#### 5.4.2 Services provided to local community

Schools were asked if they provided any health or therapeutic services, social services or advice services to the local community. Thirty one per cent of secondary schools provided at least one of these services for the local community. There were no significant differences in services provided to the local community by type of school.

**Table 5.13 Services provided to local community; all secondary schools**

	Total
Unwtd base	1001
Wtd base	1001
	%
Health and therapeutic services (inc. mental health services and health promotion)	22
Social services	20
Advice services (such as financial, benefit or employment advice)	16
<b>At least one of above</b>	<b>31</b>

#### 5.4.3 Access to school facilities

Schools were asked if they let people from outside the school use various school facilities (sports, ICT, library or arts facilities and other rooms or space).

97 per cent of secondary schools allowed access to at least one of these, and this was slightly more common in schools with less deprived intakes and with less than 10 per cent of pupils of black or minority ethnic background.

**Table 5.14 Access to school facilities; all secondary schools**

	Total	Free school meals		BME	
		Less than 20%	20%+	Less than 10%	10%+
Unwtd base	1001	761	240	691	310
Wtd base	1001	754	246	683	317
	%	%	%	%	%
Sports facilities	89	91	85	92	85
ICT	51	51	49	55	41
Library	17	18	13	18	14
Arts facilities	46	46	44	48	40
Any other space	87	89	83	89	84
<b>At least one of above</b>	<b>97</b>	<b>97</b>	<b>95</b>	<b>98</b>	<b>94</b>
<b>Planning to provide access</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

Where access was provided, this was most commonly during term time, after school. However, access to sports facilities was very common during school holidays and at weekends.

**Table 5.15 Opening hours by facility; secondary schools providing access to facilities**

	Library	Arts Facilities	ICT	Sports facilities	Any other space
Unwtd base	168	453	502	891	870
Wtd base	169	456	506	894	871
	%	%	%	%	%
During school holidays	43	57	41	82	75
At weekends, during term time	39	58	35	86	84
At weekends, during school holidays	33	50	31	79	75
Term time, during school day	37	20	27	21	19
Term time, after school/evening	80	92	91	94	93

#### 5.4.4 Opening hours of school site

One of the aims of the extended schools policy is for school sites to be used by members of the local community for a range of functions, at a range of times. Based on answers to various questions in this survey, it is possible to estimate when secondary schools are open – by looking at when they provide activities for children and childcare on site; when courses or workshops for adults (including family learning) are run; and when people outside the school are allowed access to use school facilities.

Using this information, it appears that most secondary schools (90 per cent) allowed (some) access at weekends; 95 per cent were open after 6pm on term time evenings, and 93 per cent allowed some access during school holidays.

It should be remembered that this data corresponds to the school being open at these extended times on some occasions throughout the year, not necessarily every evening, weekend or holiday, nor even regularly.

Access at weekends, evenings and holidays was more common in larger schools and in schools with a specific designation. Access in the evenings was more common in schools with less than 10 per cent of children of black or minority ethnic origin.



**Table 5.16 Opening hours of school site; all secondary schools**

	Total	Number of pupils			School designation		% BME	
		700 or less	701-1000	1001+	Yes	No	Less than 10%	10%+
Unwtd base	1001	257	321	423	749	252	691	310
Wtd base	1001	226	316	459	765	236	683	317
	%	%	%	%	%	%	%	%
Open at weekends	90	85	89	93	91	86	91	88
Open term time evenings (after 6pm)	95	90	96	97	96	90	96	92
Open holidays (anytime)	93	88	94	95	94	89	94	91

## 5.5 Working in partnership with other agencies to support the school's pupils

Nearly all (99 per cent) secondary schools work with at least one sort of health professional to help support their pupils. We do not know the detail of the joint working as the question asked whether “the school works with any of the following to help support pupils”. This could cover anything from referrals or some communication; to co-location on the school site. The detail by type of health professional is shown in Table 5.18 below.

**Table 5.17 Working with health professionals; all secondary schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 20%	20%+	30% most deprived	50% least deprived
Unwtd base	1001	761	240	246	531
Wtd base	1001	754	246	266	516
	%	%	%	%	%
Nurses	87	88	86	88	87
Health professionals dealing with sexual health issues	84	85	84	85	83
Speech therapists	71	69	78	77	70
Psychologists, mental health professionals	94	94	96	94	94
Drug and alcohol misuse workers	81	81	85	84	79
Any other health professionals	55	54	57	57	53

As this table shows, it was most common for secondary schools to work with psychologists and other mental health professionals, nurses and health professionals dealing with sexual health issues. There was a tendency for schools in more deprived areas, and those with more deprived intakes, to work more with drug and alcohol misuse workers and speech therapists than other, less deprived schools.

Schools also worked with a range of other non-teaching professionals, most commonly the police and social workers (excluding Educational Welfare Officers). Again, schools with more deprived intakes were more likely to work with all of these.

**Table 5.18 Working with other non-teaching professionals; all secondary schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 20%	20%+	30% most deprived	50% least deprived
Unwtd base	1001	761	240	246	531
Wtd base	1001	754	246	266	516
	%	%	%	%	%
Social workers (exc. EWO)	87	86	91	90	86
The police	97	97	98	97	98
Youth Offending Teams	80	77	92	86	77
Youth workers	81	78	88	82	79

## **6 Maintained nursery schools**

In January 2004, there were 458 maintained nursery schools in England. Where figures in this report for the interviewed sample of maintained nursery schools are grossed up to the overall population figure, this is the figure that has been used. 339 maintained nursery schools were interviewed as part of this survey.

### **6.1 Wrap-around childcare for pre-school children**

Nursery education currently consists of a free entitlement for each three and four year old of 2.5 hours a day, 5 days a week (12.5 hours a week). By 2010, all three and four year olds will receive an entitlement to 15 hours of free early learning and care for 38 weeks (i.e. during term time), and parents will have the flexibility to use this entitlement over a minimum of three days, and to purchase extra hours. Therefore, maintained nursery schools will need to be very flexible in the hours they offer, and will need to have childcare and learning that are wrapped around the current 2.5 hour day.

#### **6.1.1 Integrated childcare for children with a standard nursery education place**

Maintained nursery schools were asked if they provided any integrated or wrap-around care for nursery children (defined as “somewhere children are looked after before or after the standard 2.5 hours of nursery education”).

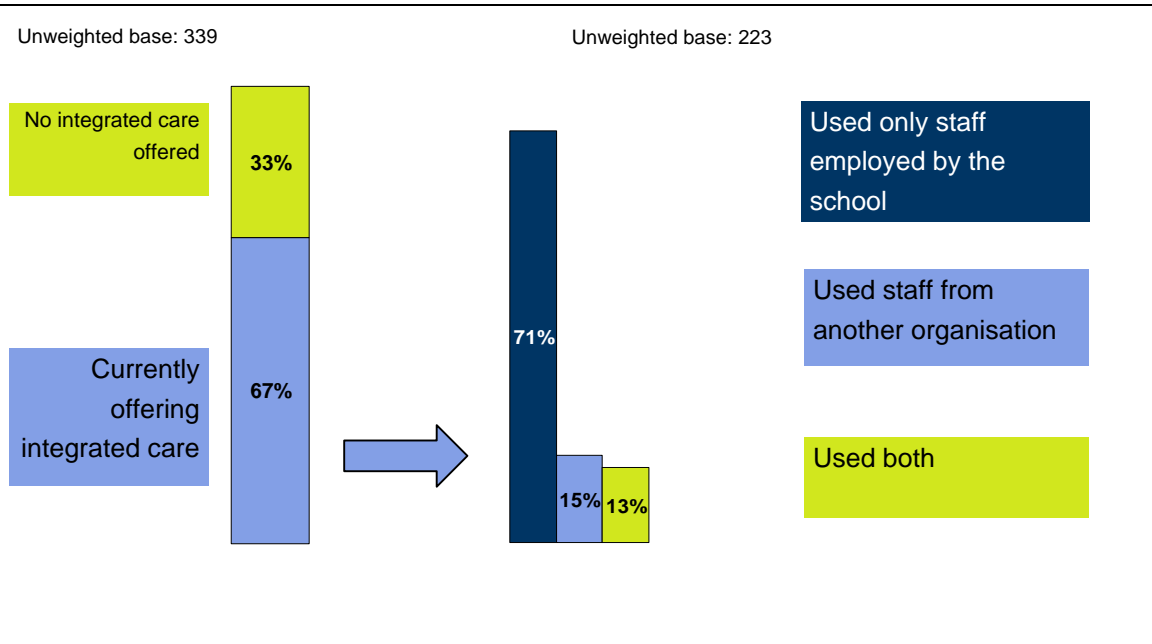
Two thirds (67 per cent) of the maintained nursery schools offered such integrated care. There were no differences by size, type or location of the school. Base sizes are small, so analysis by different types of maintained nursery school is limited.

Nearly all (95 per cent) of the maintained nursery schools providing integrated care did so on site at their school; two per cent provided this service at another school and three per cent at another site. Of the four maintained nursery schools (weighted) providing integrated care at another school, only two always provided supervised transport. All of the schools providing integrated care at another site (not a school) arranged supervised transport to and from that site. As supervised transport is required if the provision is not on the school site, this means that proper integrated care is being provided by 66 per cent of maintained nursery schools.

Most of the schools (71 per cent) providing integrated childcare for pre-school children used only staff employed by the school, fifteen per cent used only staff employed by another organisation and thirteen per cent used both.

**Figure 6.1: Provision of Integrated Care**

Base: All maintained nursery schools



Of the maintained nursery schools providing integrated care, all but four were asked the follow up questions (in two cases the care was provided at another school with supervised transport and in two cases we were referred to another organisation for information, but did not manage to obtain this). The following information is based on those answering the follow up questions

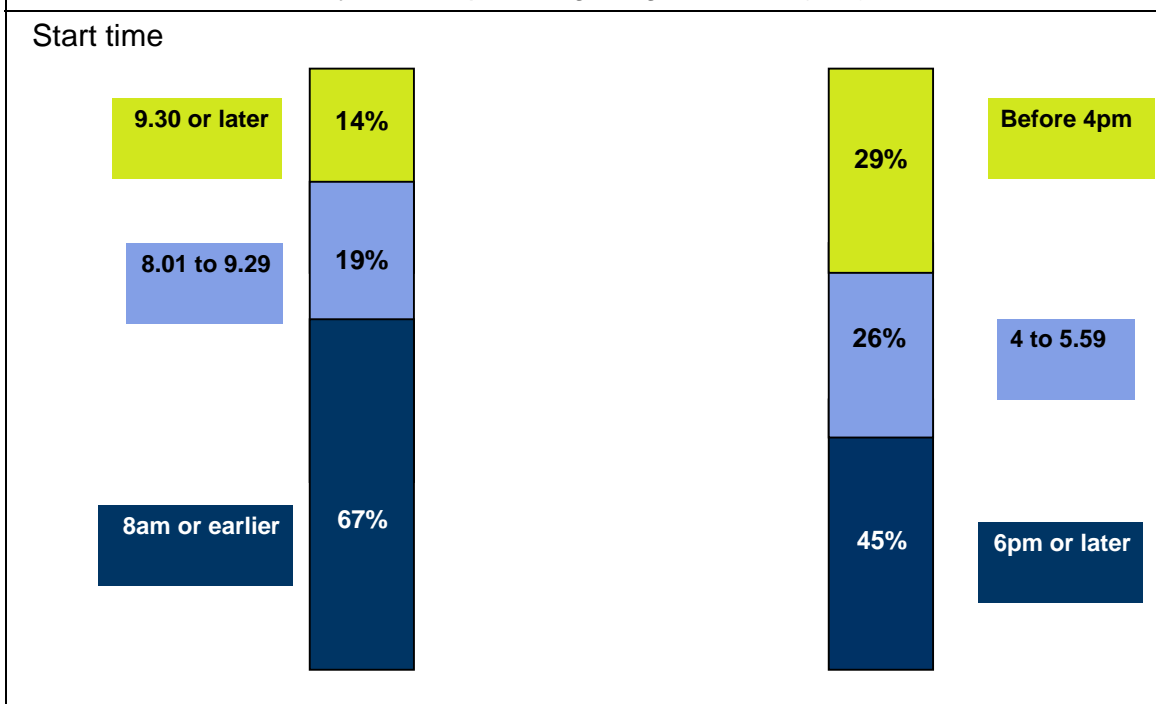
Most of the maintained nursery schools (63 per cent) providing integrated care did so only for their pupils, while 33 per cent provided the service to any child (of an appropriate age). Seven per cent had supervised transport that ran to specific other schools to allow their nursery children to make use of the integrated service (generally such supervised transport was provided to only one or two other schools).

In two thirds (67 per cent) of the schools with integrated care, the integrated childcare started at 8am or earlier. However, in 14 per cent the integrated care did not begin until after 9.30am.

The finish time also varied. Although many of the maintained nursery schools (45 per cent) ran their integrated care until 6pm or later, a significant proportion (29 per cent) finished their care before 4pm.

**Figure 6.2: Start and finish time of integrated care**

Base: Maintained nursery schools providing integrated care (221)



Nearly all of the nurseries with integrated care (99 per cent) provided their integrated care for all three terms, and the same proportion (99 per cent) offered it for five days a week.

Most of the nurseries with integrated care (75 per cent) charged for all the integrated places; seventeen per cent charged for some places and eight per cent offered the service free of charge. The numbers involved are small, but schools with integrated care that finished later were more likely to charge than those with a shorter timescale of provision. Half (49 per cent) of those that charged for all places ended at 6pm or later, whereas two thirds (67 per cent) of those with no charge ended by 4pm.

Most of the maintained nursery schools with integrated care reported that the maximum number of places they could provide would be less than 50 per day (84 per cent), with 13 per cent reporting that they could provide between 50 and 100.

### 6.1.2 Other types of care for pre-school children

#### Before and after school activities and childcare

Maintained nursery schools that provided integrated care were not asked about before and after school provision, so these questions were asked of few nursery schools. Six nursery schools (two per cent) said that they provided before school care (but one of these said that this before school care was not available for three and four year olds).

Eleven maintained nursery schools (three per cent) said that they provided after school care (but three of these did not offer this to pre-school children).

### **Other specific childcare for children aged four and under**

Maintained nursery schools were also asked if, excluding any standard nursery education provision or any integrated care for three and four year olds, there was any other childcare for children aged four and under (e.g. a day nursery, crèche or baby unit). Forty five per cent of maintained nursery schools offered some childcare of this sort (81 per cent of these also provided integrated care).

Most of this provision (99 per cent) was for children aged two and over (so probably mainly three and four year olds). However, four fifths (82 per cent) (37 per cent of all maintained nursery schools) were providing childcare for children aged six months to under two years, and 66 per cent (30 per cent of all maintained nursery schools) catered for babies under six months.

On average, this provision ran for around 44 weeks a year. In a few cases (three per cent of those providing this sort of childcare) it was an ad-hoc provision (for example, running a crèche to cover adult education sessions, or parenting workshops). Around half (47 per cent) ran for 48 or more weeks a year, 34 per cent ran for 37-47 weeks and eight per cent ran for fewer than 25 weeks a year.

Where this childcare for young children was not run on an ad hoc basis, further details were collected. Most of the provision (68 per cent) ran for five days a week, but in fifteen per cent of maintained nursery schools, this childcare was provided for just one day a week.

Many (45 per cent) of the maintained nursery schools started their childcare at 8am or earlier, but 19 per cent started after 9, but in the morning. A few (6 per cent) only ran their childcare in the afternoon.

Half of the nurseries offering this type of care (51 per cent) ended it by 4pm, but in a third of maintained nursery schools (36 per cent) it did not end until 6pm.

A substantial minority of schools with this provision did not make any charge for it (35 per cent). Around half (48 per cent) charged for all places. Seventeen per cent charged for some places.

## **6.2 Provision of any childcare for pre-school children (aged three and four)**

As information on pre-school care was collected in various places in the questionnaire, it is only by combining this information we can ascertain how many maintained nursery schools are providing any activities or childcare for nursery education age children on top of standard nursery education.

In total, 77 per cent of maintained nursery schools were providing at least some childcare or activities for pre-school children during term time (either integrated care, before or after school care for three and four year olds, or other childcare provision for children aged two or more). Grossing this figure up suggests that around 353 (+ or – 20) maintained nursery schools in England offered some childcare or activities for nursery age children in the school term.

Thirty per cent of maintained nursery schools offered this childcare for pre-school children (whether integrated with the standard nursery education place, or stand-alone) from 8am or earlier to 6pm or later, five days a week, three terms a year (or at for at least 37 weeks a year).

There were no significant differences by size of nursery, area or whether the nursery had a specific designation.

### **6.2.1 Plans to provide integrated care for nursery children**

Around a quarter of maintained nursery schools (24 per cent) were not providing any integrated or pre-school care. Of these, most (71 per cent – 17 per cent of all maintained nursery schools) were planning to provide integrated care for children in nursery education in the future. Of the maintained nursery schools that were planning integrated care, most (95 per cent) had discussed plans with the Local Authority; 86 per cent had discussions with other organisations and 76 per cent had looked into possible funding sources.

Only six per cent of maintained nursery schools had no extra provision for nursery age children and no plans to provide any.

### **6.2.2 Holiday care for pre-school children**

Around half (47 per cent) of maintained nursery schools offer activities or childcare to children during the school holidays. For most of the maintained nursery schools offering holiday care (93 per cent), this took place on site at the school. Two per cent offered this service at another school and five per cent at another site (not another school).

Most of the holiday activities provided by nursery schools (58 per cent) were staffed only by nursery staff. Twenty per cent of nursery schools providing holiday services used only staff employed by another organisation and 22 per cent used both.

Where activities took place at a site other than the school, and where they involved no staff employed by the school, we checked if the school had some sort of partnership agreement or contact with the provider. This was to avoid the situation of a school merely providing information about a local holiday scheme, while having no input or control over the provision. Six per cent of the nursery schools that offered holiday

activities did so off site, with no involvement of school staff, and most of these did have some contract or partnership agreement.

Therefore, in this report, schools are only defined as providing holiday activities or childcare if they do so on site at their school, or if staff employed by the school are involved in the provision, or if there is a contract or partnership agreement with the organisation providing the service.

On this basis, 46 per cent of maintained nursery schools are providing some holiday activities or childcare – around 212 maintained nursery schools in England. This is more common among larger maintained nursery schools with over 80 pupils (54 per cent compared to 40 per cent). Of those with no holiday provision, 59 per cent (30 per cent of all maintained nursery schools) have plans to provide holiday schemes – and this is more common among the smaller schools.

Of the maintained nursery schools with plans to provide holiday activities, most (90 per cent) had discussed their plans with the Local Authority, or with other organisations (82 per cent); 72 per cent had looked into funding sources and 24 per cent had recruited staff to help deliver or plan the services.

**Table 6.1 Whether holiday activities are provided or planned; all maintained nursery schools**

	Total	School size	
		Up to 80 pupils	81+ pupils
Unwtd base	339	186	153
	%	%	%
Holiday activities provided	46	40	54
Holiday activities planned	30	37	22
Not provided or planned	21	20	22
Don't know	1	1	1

Information on the details of the holiday activities provided are missing for three maintained nursery schools, as these referred us to another organisation to collect the data, and we were unable to collect this data. The following section only includes schools where full information is available, and only includes those providing holiday care as defined above.

Not surprisingly, nearly all of the maintained nursery schools that provided holiday activities or childcare (96 per cent) offered this to three and four year olds. However, six maintained nursery schools provided holiday care, but not for nursery age children.



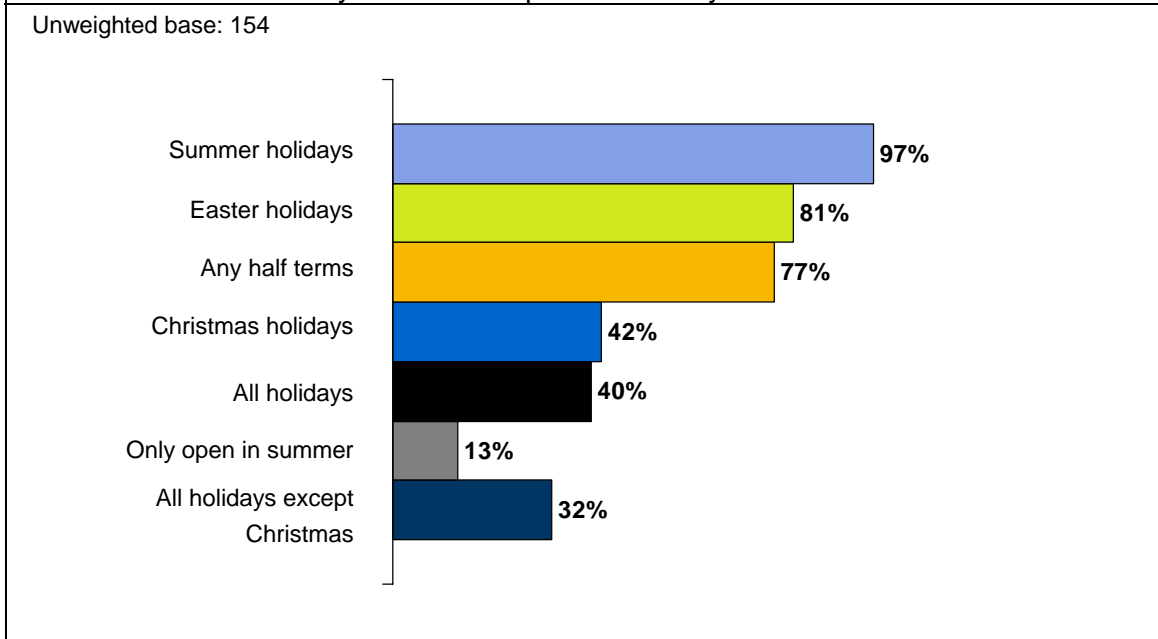
For most of the maintained nursery schools offering holiday activities or childcare these activities were also available to older children. Sixty two per cent offered it to 5-7 year olds (reception to year 2). A quarter (27 per cent) offered holiday provision that included 7-11 year olds. It was far less common for maintained nursery schools to have holiday provision that secondary school age children could attend (seven per cent offered places to 11-14 year olds and three per cent offered places to young people aged 14 or over).

Unlike term time activities and childcare, most maintained nursery schools offering holiday activities or childcare (71 per cent) said that their holiday provision was open to children other than their pupils. 62 per cent let any child of an appropriate age make use of their holiday activities. However, only nine per cent of schools providing holiday activities *specifically* said that they offered these in partnership with other schools.

Most of the schools providing holiday schemes (85 per cent) gave children supervised opportunities to take part in sports, arts, music or ICT. It was far less common for them to provide opportunities for children to complete homework or coursework, although 14 per cent did provide these (predominantly those holiday schemes open to older children). Most of the schools offering holiday schemes (71 per cent) made a charge for all places, but 11 per cent made no charge.

Nearly all of the maintained nursery schools providing holiday activities did so during the summer holidays (97 per cent). However, coverage was lower for the other holidays, but higher than for primary schools or secondary schools that offered holiday activities. Four-fifths (81 per cent) were open at Easter; 77 per cent opened for any half terms and 42 per cent were open at Christmas. Overall, 40 per cent were open for all holidays, 13 per cent were just open in the summer; a further 32 per cent were open all holidays except Christmas and one per cent were open all holidays except half term.

**Figure 6.3: When schools provided holiday activities**  
 Base: maintained nursery schools that provide holiday activities



Most schools (86 per cent) providing holiday activities did so for five days a week. One per cent provided activities at weekends as well. Many of the holiday activities run by maintained nursery schools ran from 8am or earlier (54 per cent). A further 23 per cent started by 9am. One per cent only ran in the afternoon. Many of the holiday activities also finished quite late: 42 per cent ran until 6pm or later, with a further 18 per cent finishing between 5pm and 6pm. At the other extreme, 29 per cent ended before 4pm.

Most of the holiday schemes (85 per cent) could provide a maximum of up to 50 places, with a further nine per cent stating that they could provide up to 100.

### **Holiday activities and childcare from 8am to 6pm**

Eleven per cent of maintained nursery schools, which equates to around 51 (+ or – 15) maintained nursery schools in England provided activities and childcare across all the school holidays, from 8am – 6pm, five days a week. A further five per cent provided holiday activities or childcare, from 8am or earlier to 6pm or later, five days a week during all holidays except Christmas.

### **6.2.3 Full offer, including holiday childcare, for three and four year olds**

If holiday care for three and four year olds was taken into account, then 79 per cent of maintained nursery schools provided at least some childcare for three and four year olds outside the standard 2.5 hours of nursery education.

Overall, five per cent of maintained nursery schools were providing childcare for three and four year olds across the full year, five days a week from 8am-6pm. If maintained

nursery schools providing this level of care for at least 48 weeks a year were included (i.e. excluding the Christmas holiday or half terms), then a very substantial proportion – 22 per cent offered this level of childcare. Bases are small, but there is some indication that maintained nursery schools in less deprived areas were more likely to provide this level of childcare for three and four year olds.

**Table 6.2 Provision of childcare for three and four year olds; all maintained nursery schools**

	Total	Level of deprivation	
		30% most deprived	70% least deprived
Unwtd base	339	214	125
	%	%	%
Any childcare for 3-4 year olds	79	79	80
8-6, 5 days a week, 52 weeks a year	11	8	15
8-6, 5 days a week, 48-51 weeks a year	11	11	11
Less often	57	59	54
No childcare provision	21	21	20

Maintained nursery schools were far more likely than primary or secondary schools to offer childcare for their pupils (or other children of that age) at this level.

#### **6.2.4 Activities and childcare at weekends**

Although it is not part of the core offer, the survey also asked whether any childcare or activities were provided for children at weekends.

Few maintained nursery schools (four per cent) provided weekend activities or childcare, and there were no differences by location or type of school. All those that did provide weekend activities did so on site at their school, but a range of staff were used. Three of the twelve nursery schools used only staff employed by the school, five used only staff employed by another organisation and four used both. The activities provided by nine of the nursery schools were open to children other than just pupils of that school.

Three of the twelve nursery schools that provided weekend activities did so for 48-52 weekends a year, while half (six of the 12 schools) provided weekend activities and childcare for less than 25 weekends a year. The weekend activities also rarely covered a full ten-hour day. Seven nursery schools providing weekend activities started them at

9.30 am or later, with only one offering activities before 9am. Most of the schools (nine of the 12) finished their activities before 4pm, with none running them until after 6pm.

It was not that common for nursery schools that offered weekend activities or childcare to charge for these. Eight of the 12 schools did not charge for any places, and three charged (one did not answer the question).

### **6.3 Parenting support**

Part of the extended schools core offer is the provision of parenting support for parents. This can cover a range of different types of support.

As part of this survey schools were asked about the following<sup>21</sup>:

- Family learning (formal and informal courses and workshops/sessions specifically designed for parents to attend with their children);
- courses and workshops/sessions designed specifically for parents to attend without their children to provide some sort of parenting support (again, including both formal and informal sessions);
- whether the school employs a family support worker or parent link worker;
- whether there are any other parent support groups or facilities at the school (e.g. advice services, home visits, a parents' room etc.);
- any other services or facilities specifically for pre-school children and their carers to attend together.

#### **6.3.1 Family learning and courses to provide parenting support**

Sixty seven per cent of nursery schools provided family learning courses or sessions specifically designed for parents to attend with their children so that they can learn together. These could be on-going courses, or informal one-off sessions. Most nursery schools (78 per cent) provided courses or sessions specifically for parents or people caring for children to attend without their children. There were no major differences by size or location of the nursery.

Schools were asked about the times that they provided such courses or sessions<sup>22</sup>. Almost all nursery schools that offered courses (99 per cent) ran them between 9 and 5

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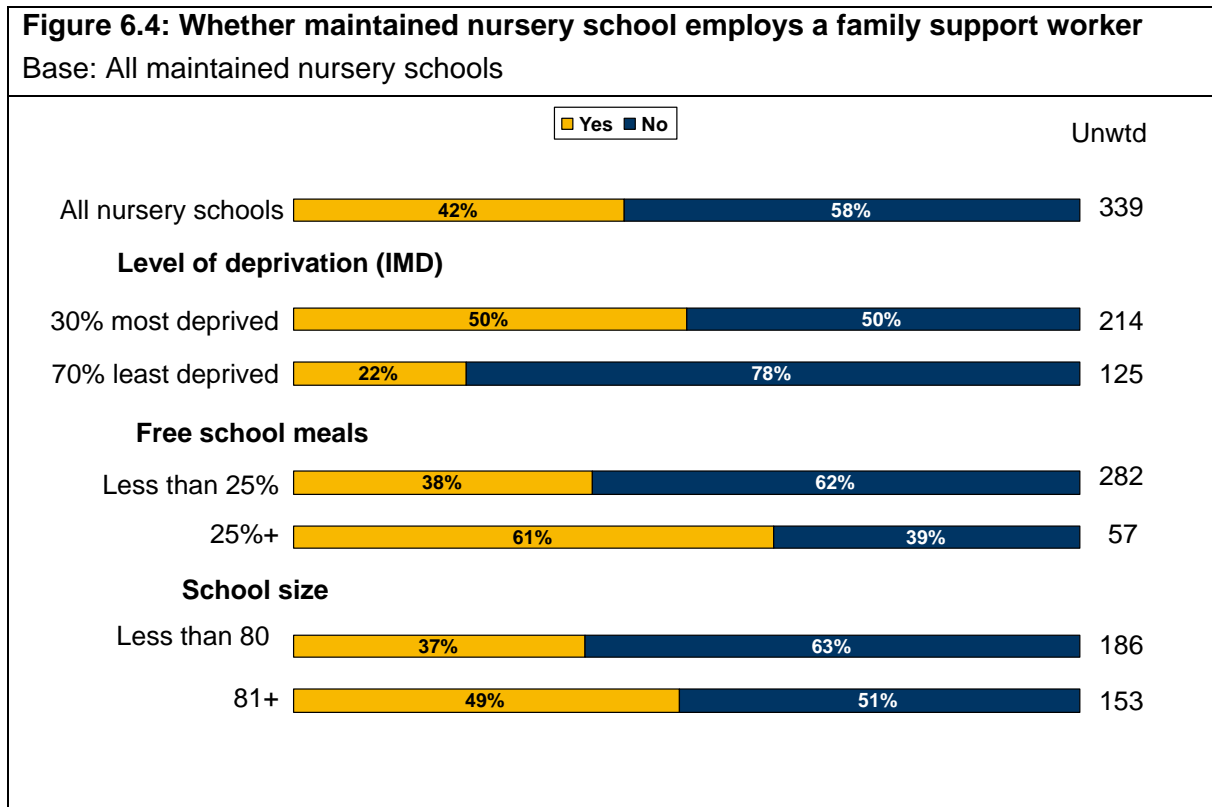
<sup>21</sup> The questionnaire for this survey was developed before the core offer was finalised, and so the parenting support that schools are reporting is likely to be much broader than the specific parenting support activities in the core offer.

during the week. One fifth (20 per cent) of the schools that offered courses ran them on weekday evenings (after 5pm) and only a small proportion (8 per cent) of nursery schools offered such courses at the weekend. Most schools only ran courses during term time (84 per cent of those that offered courses).

The majority of nursery schools (89 per cent) provided these courses or sessions free of charge<sup>23</sup>.

### 6.3.2 Other parenting support facilities

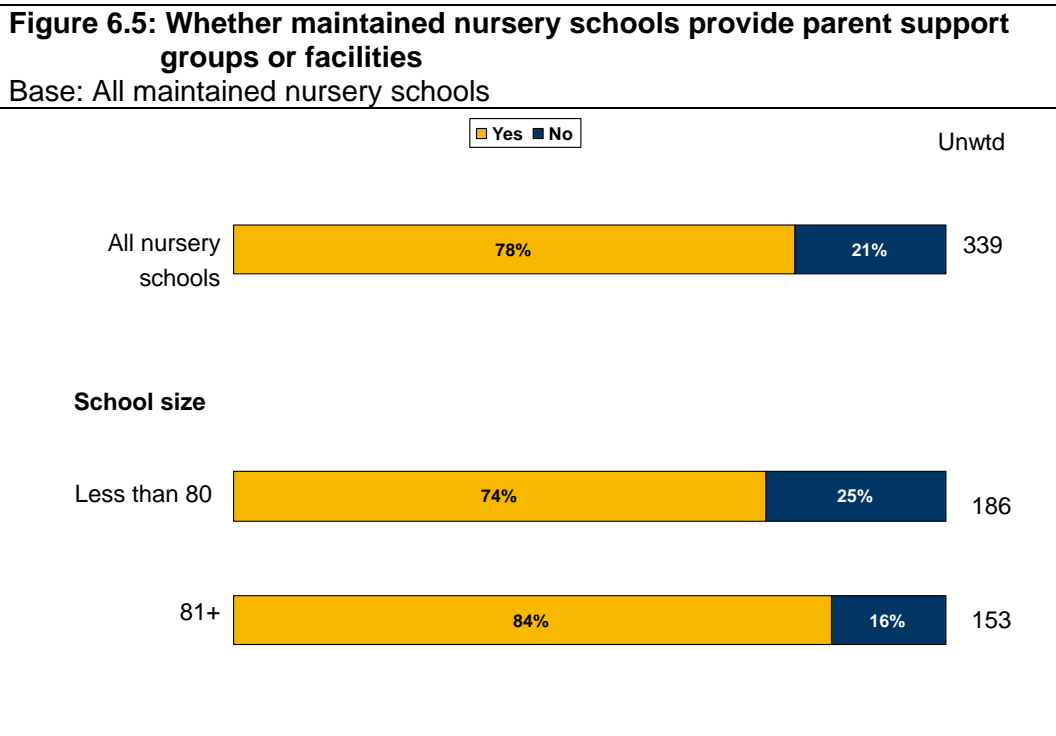
Forty two per cent of maintained nursery schools employed a family support worker. This was more common for schools in deprived areas (50 per cent of those in the 30 per cent most deprived areas); for larger schools (49 per cent of schools with more than 81 children) and for those with a more deprived intake (61 per cent of schools where 25 per cent or more children were eligible for free school meals).



<sup>22</sup> This data applies to all adult education, not necessarily to parenting support or family learning.

<sup>23</sup> This data on charges is not specific to parenting support and family learning, but applies to all adult learning offered by the school.

Seventy eight per cent of maintained nursery schools provided parent support groups or facilities. As with employment of a family support worker, this was more common in larger maintained nursery schools (84 per cent of schools with more than 80 children).



Seventy four per cent of maintained nursery schools provided facilities or services specifically for pre-school children and their parents or carers to attend together. These were mainly parent and child groups or playgroups (80 per cent of those providing such facilities); 64 per cent provided toy libraries and 41 per cent provided other play facilities. These sorts of facilities or services were more common in larger schools (79 per cent of schools with more than 81 children), in schools in deprived areas (76 per cent) and in schools with more deprived intakes (86 per cent).

**Table 6.3 Facilities or services for pre-school children and their parents or carers to attend together; maintained nursery schools that offer other services for pre-school children**

	Total	Number of pupils		Level of deprivation (IMD)		Free school meals	
		80 or less	81+	30% most deprived	70% least deprived	Less than 25%	25%+
Unwtd base	250	129	121	163	87	201	49
	%	%	%	%	%	%	%
Parent and child groups/ play groups	80	77	83	82	77	80	82
Toy Library	64	67	60	69	54	63	67
Any other play	41	41	41	42	39	40	45
None of these	2	2	3	1	*	2	2

### 6.3.3 Provision of at least one type of parenting support

This section looks at the provision of any parenting support, as defined in a number of ways.

#### a) Parenting support (all)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities; facilities to support parents of pre-school children.

#### b) Parenting support (exc. pre-school)

At least one of the following provided: family learning; courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

#### c) Parenting support (exc. pre-school and family learning)

At least one of the following provided: courses or sessions providing some parenting support; employment of family support worker; parent support groups or facilities.

**Table 6.4 Provision of parenting support; all maintained nursery schools**

	Total	Free school meals		Level of deprivation (IMD)		School designation	
		Less than 25%	25%+	30% most deprived	50% least deprived	Yes	No
Unwtd base	339	282	57*	214	67*	23*	316
	%	%	%	%	%	%	%
Parenting support (all)	95	94	98	95	91	100	94
Parenting support (exc. pre-school)	93	93	96	93	91	100	93
Parenting support (exc. pre-school and family learning)	90	89	96	92	82	100	90

\*Note small base size; please treat results with caution

As this table shows, most maintained nursery schools did provide at least one type of parenting support. The vast majority of schools in more deprived areas and with more deprived intakes were offering some form of parenting support for the parents and carers of their pupils. While it was more common for schools in the 30 per cent most deprived areas to offer at least one type of parenting support, it was also very common among maintained nursery schools in less deprived areas.

## **6.4 Other extended services for local community and community use of school facilities**

### **6.4.1 Adult education**

In total, 85 per cent of maintained nursery schools provided any courses or workshops for adults. This figure covers the family learning and parenting courses or workshops already discussed, but also includes courses run for adults on non-parenting issues.

Of those maintained nursery schools that did not currently provide any adult education courses, about half (51 per cent) have plans to do so in the future. Seven per cent of all maintained nursery schools are not providing any adult education and have no plans to do so.

Seventy per cent of maintained nursery schools ran courses specifically for adults (whether or not they are parents) on non-parenting issues. Schools in more deprived



areas (76 per cent of nurseries in the 30 per cent most deprived areas) and schools with a more deprived intake (83 per cent of schools where 25 per cent or more children were eligible for free school meals) were more likely to run such courses.

**Table 6.5 Adult education; maintained nursery schools that provide adult education courses**

	Total	Level of deprivation IMD		Free school meals	
		30% most deprived	70% least deprived	Less than 25%	25%+
Unwtd base	288	188	100	234	54
	%	%	%	%	%
Yes	70	76	59	67	83
No	30	24	40	33	17
Don't know	–	–	1	–	–

Schools were asked about the times that they provided such courses or sessions. Almost all nursery schools that offered courses (99 per cent) ran them between 9 and 5 during the week. One fifth (20 per cent) of the schools that offered courses ran them on weekday evenings (after 5pm) and only a small proportion (8 per cent) of nursery schools offered such courses at the weekend. Most schools only ran courses during term time (84 per cent of those that offered courses).

The vast majority (89 per cent) of maintained nursery schools that provide adult education do so for no charge. Only one per cent charged for all sessions and nine per cent charged for some courses or attendees.

#### **6.4.2 Services provided to local community**

Schools were asked if they provided any health or therapeutic services, social services or advice services to the local community. 55 per cent of maintained nursery schools provided at least one of these services for the local community, and this was more common in the more deprived areas (61 per cent of schools in the 30 per cent most deprived areas offered such services compared to 37 per cent in the 50 per cent least deprived areas). It was also more common in areas with a more deprived intake (70 per cent in schools where over 25 per cent of children were eligible for free school meals).

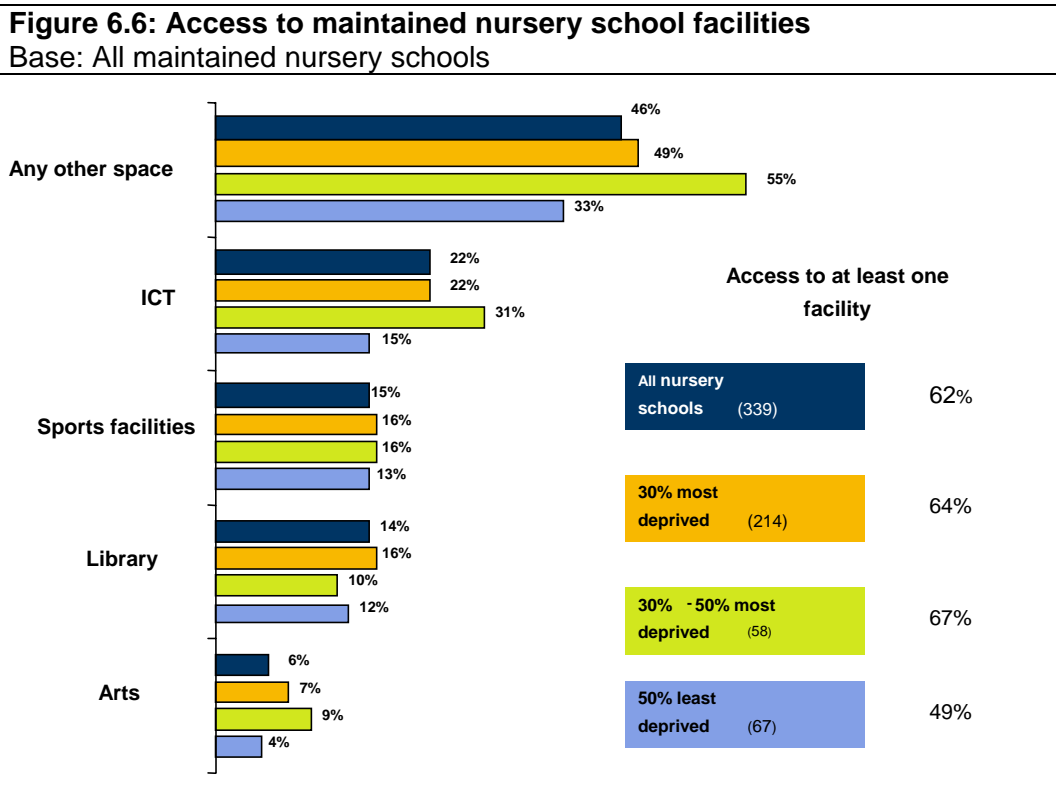
**Table 6.6 Services for the local community; all maintained nursery schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	339	282	57	214	67
	%	%	%	%	%
Health and therapeutic services (inc. mental health services and health promotion)	37	34	54	41	24
Social services	35	32	47	38	27
Advice services (such as financial, benefit or employment advice)	40	36	61	45	25
<b>At least one of above</b>	<b>55</b>	<b>52</b>	<b>70</b>	<b>61</b>	<b>37</b>

**6.4.3 Access to school facilities**

Schools were asked if they let people from outside the school use various school facilities (sports, ICT, library, arts and other rooms or space).

62 per cent of maintained nursery schools allowed access to at least one of these, and this was more common in schools in more deprived areas (64 per cent in the 30 per cent most deprived areas compared to 49 percent in the 50 per cent least deprived areas).



Forty six per cent of schools that did not allow any access to the school site have plans to provide such access in the future (nine per cent of all maintained nursery schools).

Maintained nursery schools tended to provide access to their facilities most commonly during the school day.

**Table 6.7 Opening hours by facility; maintained nursery schools that allowed access**

	Library	Arts Facilities	ICT	Sports facilities	Any other space
Unwtd base	47	22	76	50	156
	%	%	%	%	%
During school holidays	32	36	32	44	49
At weekends, during term time	13	23	12	36	42
At weekends, during school holidays	11	23	9	28	34
Term time, during school day	89	64	80	48	74
Term time, evening	28	36	46	60	63

#### 6.4.4 Opening hours of school site

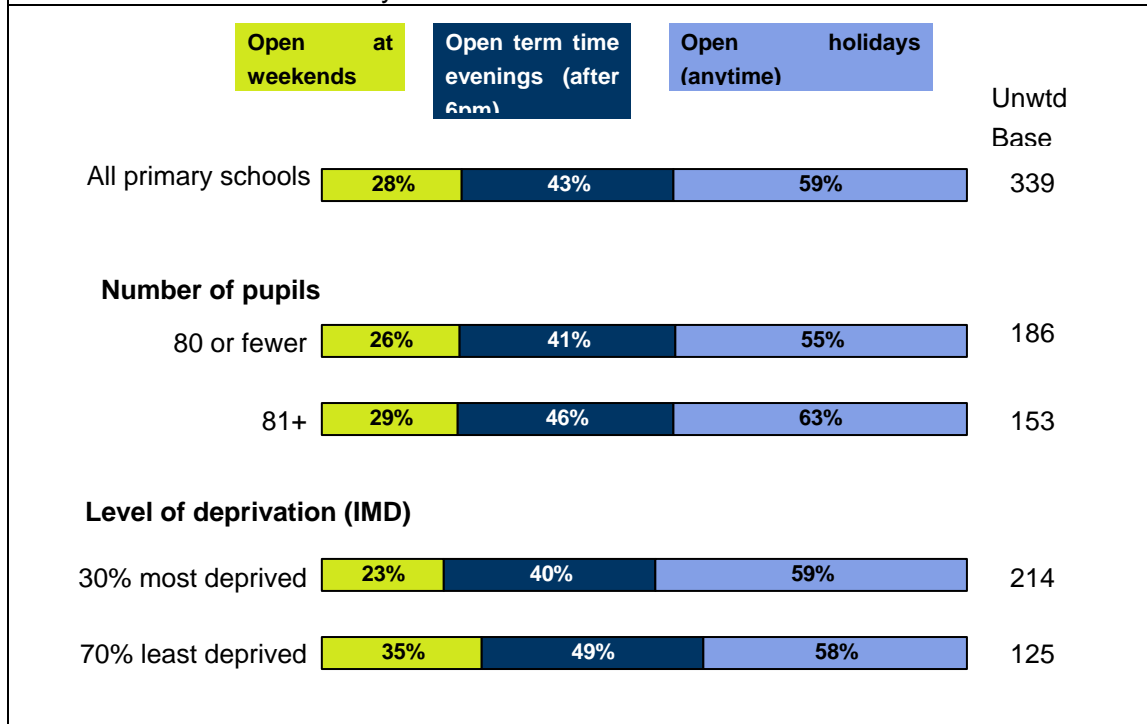
One of the aims of the extended schools policy is for school sites to be used by members of the local community for a range of functions, at a range of times. Based on answers to various questions in this survey, it is possible to estimate when schools are open – by looking at when they provide activities for children and childcare on site; when courses or workshops for adults (including family learning) are run; and when people outside the school are allowed access to use school facilities.

Using this information, it appears that less than a third of maintained nursery schools (28 per cent) allowed (some) access at weekends; 43 per cent were open after 6pm on term time evenings, and 59 per cent allowed some access during school holidays.

It should be remembered that this data corresponds to the school being open at these extended times at least on some occasions throughout the year, not necessarily every evening, weekend or holiday, nor even regularly.

**Figure 6.7: Opening hours of school site**

Base: All maintained nursery schools



## 6.5 Working in partnership with other agencies to support the school’s pupils

Part of the core offer that extended schools are expected to make is to ensure the swift referral from schools to a wider range of specialised support services for pupils.

All maintained nursery schools worked with at least one sort of health professional to help support their pupils. We do not know the detail of the joint working as the question asked whether “the school works with any of the following to help support their pupils”. The health and other non-teaching professionals could be employed by the school or an outside agency. This could cover anything from referrals or some communication; to co-location on the school site. The detail by type of health professional is shown in Table 6.8 below.

**Table 6.8 Working with health professionals; all maintained nursery schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	339	282	57*	214	67*
	%	%	%	%	%
Nurses	57	56	58	54	63
Health visitors	95	95	96	96	94
Speech therapists	98	98	100	100	93
Psychologists, mental health professionals	97	96	98	97	96
Drug and alcohol misuse workers	27	22	51	30	19
Any other health professionals	67	65	77	71	49

\* Note small base size, please treat results with caution

As this table shows, it was most common for maintained nursery schools to work with psychologists and other mental health professionals and with speech therapists. There was a tendency for schools in more deprived areas, and those with more deprived intakes, to work with a broader range of health professionals than other, less deprived schools.

Schools also worked with a range of other non-teaching professionals, most commonly the police and social workers (excluding Educational Welfare Officers). Again, schools in more deprived areas and with more deprived intakes were more likely to work with all of these.

**Table 6.9 Working with other non-teaching professionals; all maintained nursery schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	339	282	57*	214	67*
	%	%	%	%	%
Social workers (exc. EWO)	87	86	95	92	76
The police	73	72	79	74	72
Youth Offending Teams	12	10	21	13	7
Youth workers	12	10	23	13	12

\* Note small base size, please treat results with caution

## 7 Special schools

In January 2004, there were 1,063 maintained special schools in England. Of these, 142 (13 per cent) were boarding schools. When asking questions about childcare outside standard school hours, we did not ask these questions of boarding or residential schools, as they would not make sense.

Therefore, where figures in this report for the interviewed sample of special schools are grossed up to the overall population figure, we have either used the number of special schools that are not residential (921) or the total number of special schools (1063) depending on the nature of the question.

### 7.1 Childcare and activities for school-age children

As mentioned above, these questions were only asked of special schools that did not define themselves as boarding or residential schools (561 out of the 655 interviewed). Percentages in this section refer to the proportion of **non-residential** special schools, unless otherwise noted.

#### 7.1.1 Before school

One fifth of non-residential special schools (19 per cent) said that there were regular activities or childcare provided for children before school. Fourteen per cent said that they had plans to provide such activities or childcare in the future, and 64 per cent were not providing any activities before school and had no plans to (two per cent were not sure if they had plans).

Before school activities may consist of childcare, study support or recreational activities. It is possible that the before school activities may be made up of a number of different clubs and activities. To allow for this, we asked for very general details (such as the earliest starting time of all activities).

Special schools in more deprived areas, and with more deprived intakes, were more likely to be providing before school activities.

Nearly all of the schools providing activities before school did so on site at their school (98 per cent). Two per cent of the special schools providing before school activities did so at another site (always with supervised transport).

**Table 7.1 Provision of any activity for children or childcare before school; all non-residential special schools**

	Total	Level of deprivation (IMD)		Free school meals	
		30% most deprived	70% least deprived	Less than 25%	25%+
Unwtd base	556	191	363	148	408
Wtd base	561	209	350	146	415
	%	%	%	%	%
Provided	19	25	17	9	23
Planned	14	17	13	15	14
Not provided or planned	64	56	68	75	60
Don't know	2	2	2	1	2

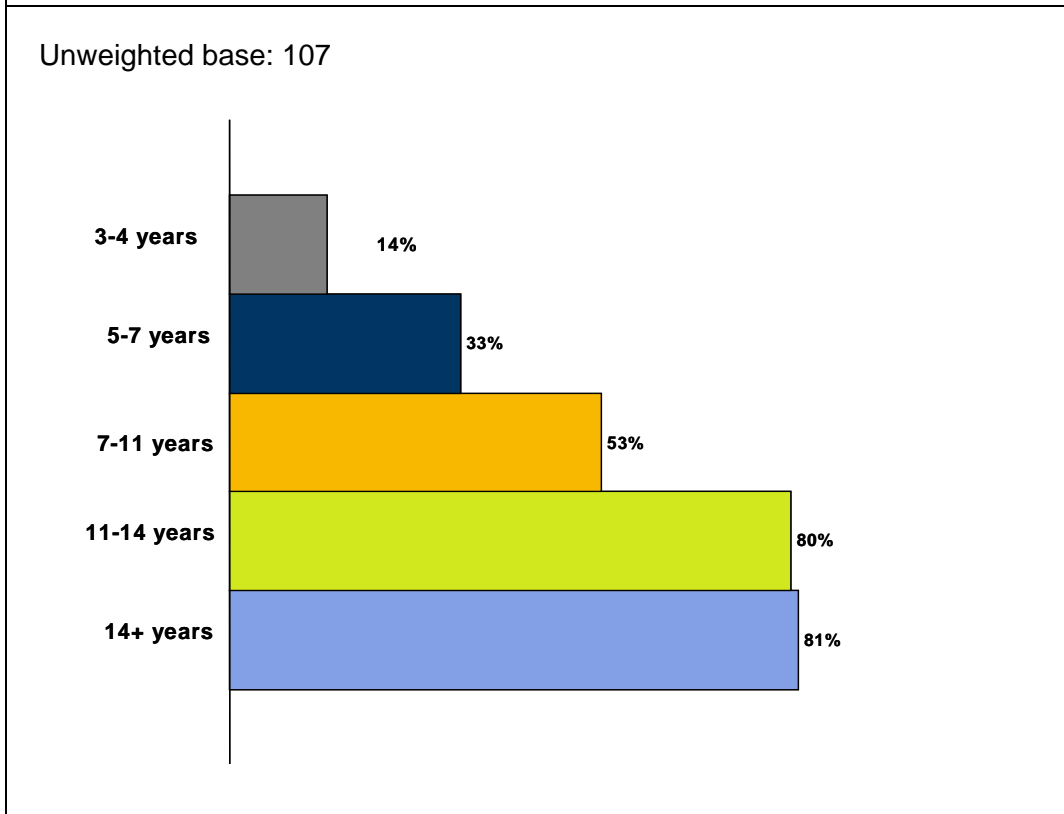
Most schools providing such before school services (89 per cent) used only staff employed by the school. Six per cent of schools used only staff from another organisation to run the service, and five per cent used both.

Before school activities in special schools were predominantly provided only to pupils at the school (96 per cent). Two per cent (two of the interviewed schools) offered their before school services to pupils of other specific schools (one of these provided supervised transport to pick children up from two other schools) and two per cent offered them to specific types of children. None of the special schools ran before school activities that were available to any child of an appropriate age.

Most of the special schools providing this service offered it to secondary school age children. However, a substantial proportion provided this service for primary children, as the chart below shows. In total, 16 per cent of non-residential special schools provided before school activities for school age children (98 per cent of those schools providing such a service).

**Figure 7.1: Age range catered for by before school service**

Base: All special schools offering before school activities



The majority of the special schools offering before school activities started them after 8am. A fifth (21 per cent) started at 8am or earlier, but 70 per cent started after 8am, but before 9am. Eight per cent started at 9am or later.

All but one of the special schools providing activities before school did so for all three terms (and the one that did not was not sure which terms the service ran in). Nearly all of the schools (92 per cent) ran the before school service for five days a week.

Any activities provided before school will be limited, as the time available is fairly short, and often a meal will be provided in this time. Thirty one per cent of schools with before school activities said that they provided supervised opportunities for children to complete homework or coursework, and 38 per cent provided supervised opportunities to take part in sports, arts, music or ICT. This did not vary much by school size or location.

Most before school provision was fairly limited in size. 68 per cent of special schools providing this service said that the maximum number of places that they could provide was less than 50. A further 25 per cent could provide between 50 and 100 places. There was no difference by size of school.



Three quarters (76 per cent) of the special schools that provided before school activities or childcare did not charge for this. Seventeen per cent charged for all places and six per cent charged for some places. This did not vary by size or location of school.

### 7.1.2 After school

About half of the non-residential special schools (48 per cent) said that there were regular activities or childcare provided for children after school. Sixteen per cent said that they had plans to provide such activities or childcare in the future, and 35 per cent were not providing any activities after school and had no plans to.

After school activities may consist of childcare, study support or recreational activities. It is very likely that the after school activities provided by a school will be made up of a number of different clubs and activities, which have different start and finish times and run for different durations across the school year. To allow for this, we asked for details in general (such as the earliest starting time of all activities; and the times when any after school activity was being run).

Most of the schools providing activities after school did so on site at their school (91 per cent). For two per cent of schools the activities were provided at another school (all with supervised transport); for a further six per cent the activities were provided at another site (again nearly all with supervised transport).

The larger special schools seemed more likely to provide after-school activities (57 per cent of those with over 80 pupils provided after school services, compared to 41 per cent of schools with 80 or fewer pupils). Special schools with more deprived intakes were also slightly more likely to provide after school activities (51 per cent of special schools with 25 per cent or more of their pupils eligible for free school meals compared to 40 per cent).

**Table 7.2 Provision of any activity for children or childcare after school; all non-residential special schools**

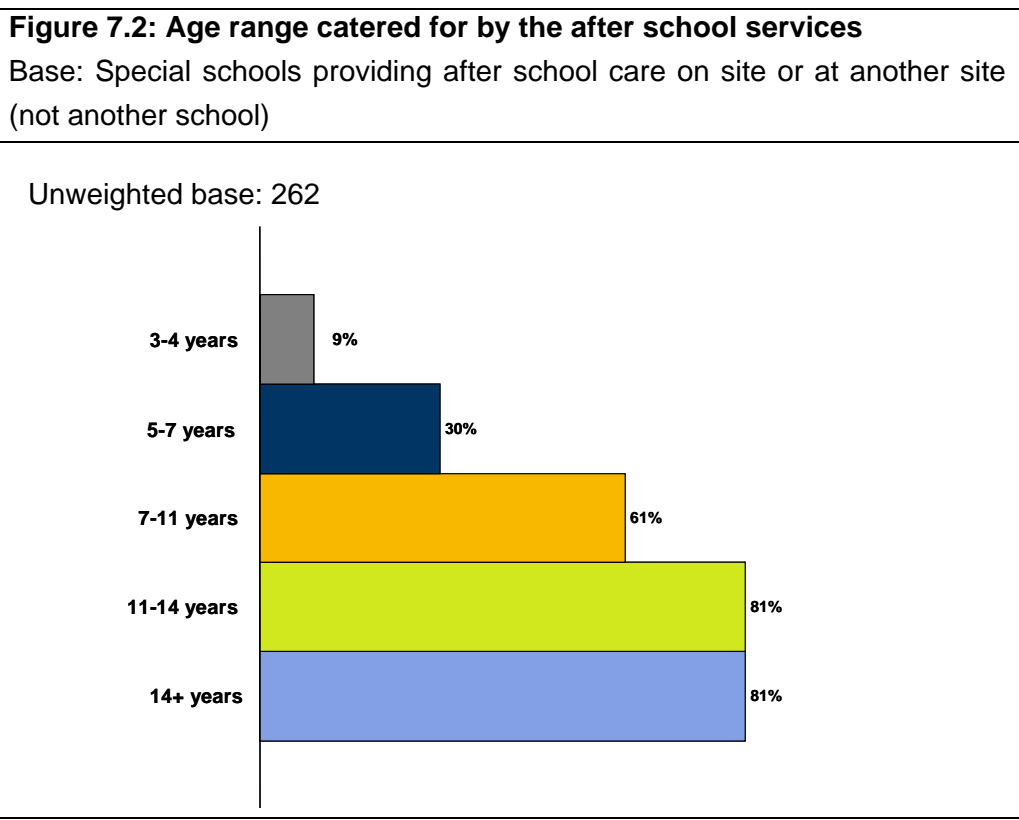
	Total	Free school meals		Number of pupils	
		Less than 25%	25%+	80 or fewer	80+
Unwtd base	556	148	408	302	254
Wtd base	561	146	415	305	256
	%	%	%	%	%
Provided	48	40	51	41	57
Planned	16	36	14	17	13
Not provided or planned	35	40	34	41	28

Most of the special schools (58 per cent) providing after school activities or childcare used staff employed by the school to run these sessions. Thirty six per cent used both school staff and staff employed by other organisations, and five per cent only used staff employed by other organisations.

Of the special schools who said that they provided activities or childcare after school, the full follow up questions were completed by all but five schools, all of which provided their after school services at another school. The rest of this section only covers those schools asked the follow up questions (47 per cent of non-residential special schools).

Most (75 per cent) of the special schools providing after school activities and childcare limited this to their own pupils. Eleven per cent allowed children of other specific schools to attend (and half of these provided supervised transport to pick children up from, on average, two other schools). Fourteen per cent allowed specific types of children to use their after school service, and eleven per cent allowed any child of an appropriate age to attend,

The age range catered for by the after school services was very similar to that for before school care. Most schools with after-school activities offered activities to secondary school children, (81 per cent) or to those at Key Stage 2 (7-11 year olds) (61 per cent).



Overall, 99 per cent of non-residential special schools with after-school activities provide these to school age children. There were two special schools that provide after school care, but not to school age children (in fact, they say they didn't provide care for any children aged 3–19).

For most of the special schools that offered after school activities, these ended at 5pm or earlier (58 per cent); in 26 per cent they ended at 6pm or later. There were few differences by type of special school.

Nearly all schools that offered after school activities (95 per cent) did so during all three terms, but only ten per cent provided them for five days a week. Most of the special schools offering after school services provided them for just one (38 per cent) or two days (22 per cent) a week.

Nearly all of the special schools that provided after school services (96 per cent) gave the children attending the opportunity to take part in sports, arts, music or ICT. Far fewer (30 per cent) provided supervised opportunities for children to complete homework or coursework.

As was the case with before school provision, much of the after school provision was fairly limited in size. Eighty nine per cent of special schools providing this service said that the maximum number of places that they could provide was less than 50. A further seven per cent could provide between 50 and 100.

As was the case for before school services, most special schools with after-school activities (75 per cent) offered these after school services free of charge. Sixteen per cent charged for all places, and eight per cent charged for some places.

### **7.1.3 Provision of activities or childcare from 8am-6pm**

One of the key aims of the extended schools initiative is to provide pupils with access to a range of activities between the hours of 8am-6pm, all year round.

During term time this would require both before school activities or childcare that started at 8am or earlier and after school activities or childcare that did not finish until 6pm or later. If this was not on the school site, there would need to be supervised transport always provided. This 8-6 service would need to run for all three terms, for 5 days a week.

Using the information collected in the interview, it is possible to work out how many non-residential special schools are currently providing this level of term time childcare.

In total, 11 per cent of all special schools (12 per cent of all non-residential special schools) were providing activities or childcare both before and after school (either on their school site or with supervised transport available for those services that take place

off site). One per cent of non-residential special schools were providing services, activities or childcare for school-age children that ran from 8am or earlier to 6pm or later, five days a week for all three terms of the year, with supervised transport if off-site. This suggests that around nine special schools in England were offering this level of provision to the parents of their pupils. This increased to two per cent if we looked at provision of nine hours a day<sup>24</sup>, five days a week for all three terms.

#### **7.1.4 Activities and childcare provided in the school holidays**

All special schools, including those that are boarding or residential, were asked about activities or childcare provided in the school holidays. Thus, figures in this section are based on all special schools.

Thirty seven per cent of special schools said that they provided some activities for children or childcare in the school holidays. In most cases (84 per cent) these activities took place on site at the school, for five per cent they took place at another school and for 10 per cent they were at another site. Many of the holiday schemes were run only by staff from another organisation (30 per cent), 29 per cent were run only by staff employed by the school and 41 per cent used both.

Where activities took place at a site other than the school, and where they involved no staff employed by the school, we checked if the school had some sort of partnership agreement or contact with the provider. This was to avoid the situation of a school merely providing information about a local holiday scheme, while having no input or control over the provision. Nine per cent of special schools offering holiday activities ran them off site and did not involve school staff – and around half of these had some contract or partnership agreement.

Therefore, in this report, schools are only defined as providing holiday activities or childcare if they do so on site at their school, or if staff employed by the school are involved in the provision, or if there is a contract or partnership agreement with the organisation providing the service.

On this basis, 35 per cent of special schools were providing some holiday activities or childcare – around 372 special schools in England (+ or – 39). This is more common among non-boarding special schools and those special schools with less deprived intakes (less than 25 per cent of pupils eligible for free school meals).

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<sup>24</sup> Nine hours a day was defined as starts at 8 am or before, and finishes at 5pm or later; or starts after 8 but before 9 and finishes at 5.30pm or later (as time bands were used rather than collecting actual time).

Of those not providing any holiday activities or childcare, 12 per cent had plans to do so.

**Table 7.3 Special schools providing holiday activities or childcare; all special schools**

	Total	Free school meals		Boarding school	
		Less than 25%	25%+	Yes	No
Unwtd base	655	191	464	99	552
Wtd base	658	188	470	97	557
	%	%	%	%	%
Any holiday provision	35	44	32	24	37
Plan to provide holiday provision	12	11	12	13	11
No holiday provision and no plans (or don't know if plans)	50	44	53	61	48

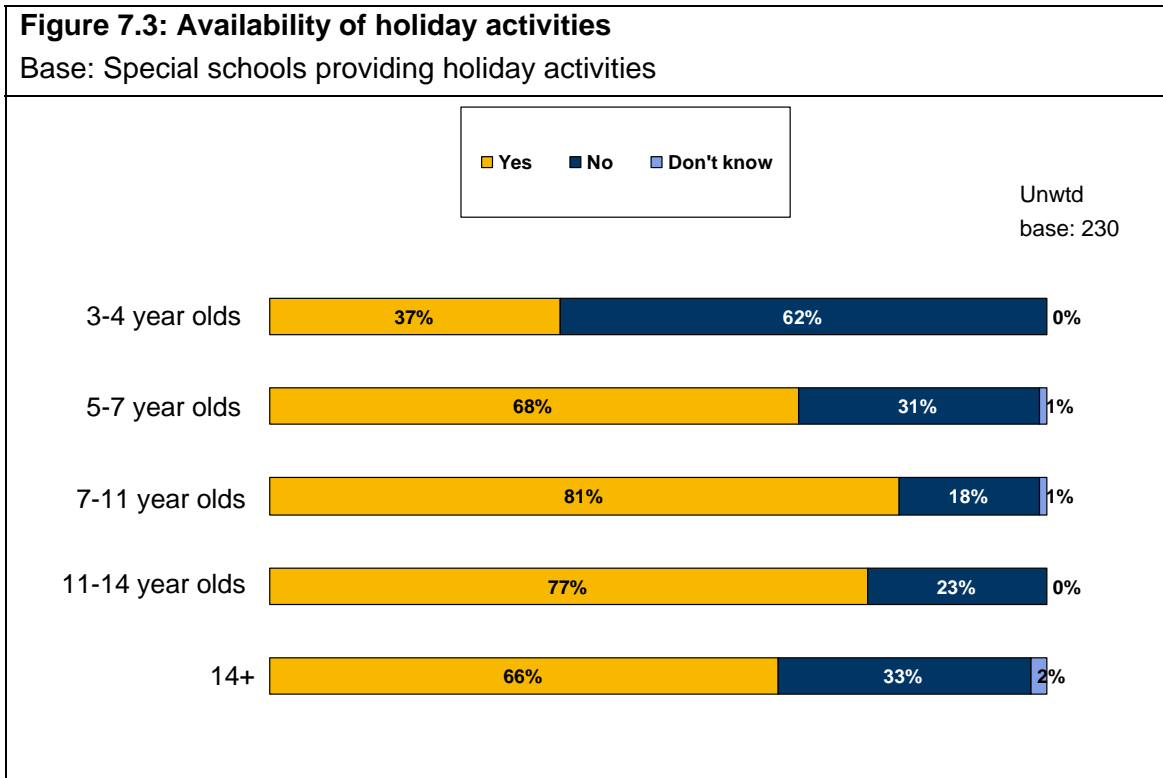
Information on the details of the holiday activities provided are missing for four schools, as these referred us to another organisation to collect the data, and we were unable to collect this data. The following section only includes schools where full information is available, and only includes those providing holiday care as defined above.

Unlike term time activities and childcare, most special schools offering holiday activities (64 per cent) said that their holiday provision was open to children other than their pupils. Seventeen per cent let any child of an appropriate age make use of their holiday activities, and 18 per cent opened their holiday activities up to children of specific other schools. Most common, though, was for special schools to offer the holiday provision to specific types of children (50 per cent).

Eleven per cent of special schools providing holiday activities specifically said that they offered these in partnership with other schools (on average, five).

Special schools offered holiday activities to a different range of children than those that were offered before and after school care. The holiday activities were most commonly available to Key Stage 2 children (7-11 year olds) (81 per cent of special schools with holiday provision). Secondary school age children were also welcome at most of the special schools' holiday provision (77 per cent provided holiday activities for 11-14 year olds and 66 per cent for 14+). Younger children were also catered for by many of the

holiday schemes (68 per cent were available for 5-7 year olds and 37 per cent for 3-4 year olds).



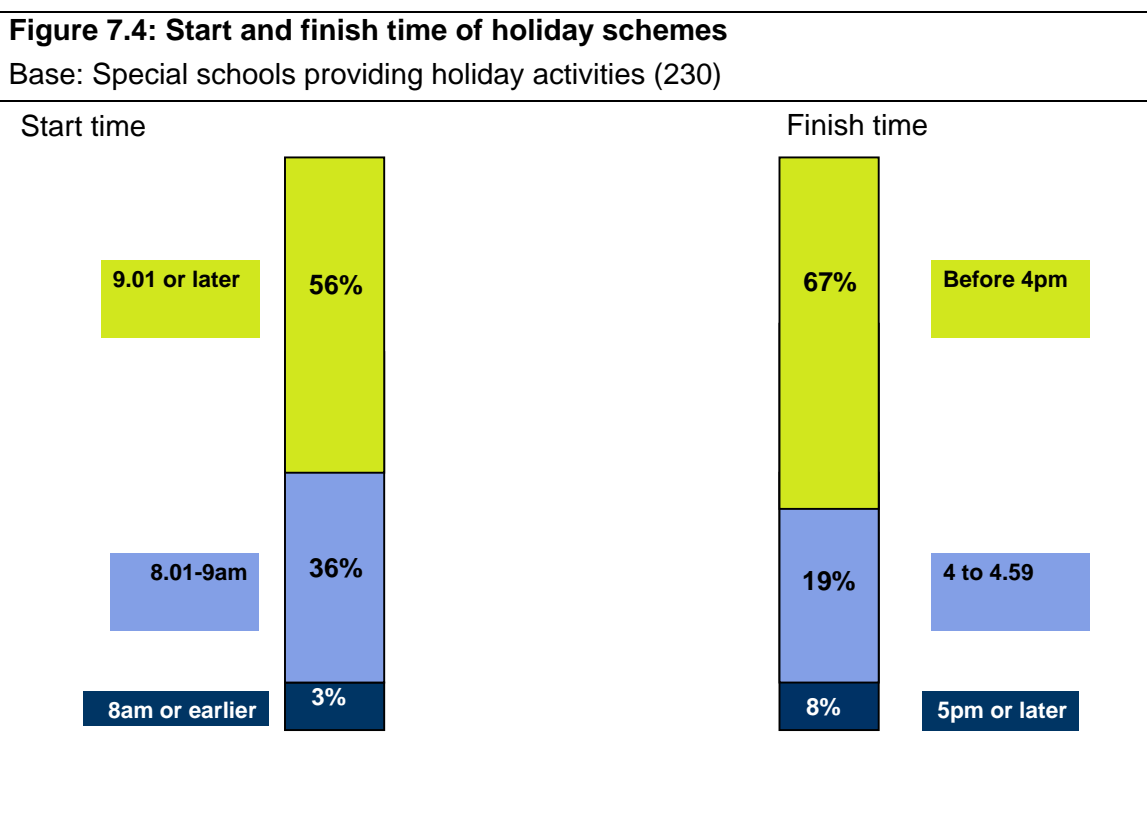
Nearly all of the schools providing holiday schemes (93 per cent) gave children supervised opportunities to take part in sports, arts, music or ICT. It was uncommon for them to provide opportunities for children to complete homework or coursework, and only eight per cent provided these. Holiday schemes were fairly evenly split as to whether they charged a fee or not – 41 per cent charged for all places; 40 per cent did not charge for any places.

All of the special schools providing holiday activities did so during the summer holidays. However, coverage was much lower for the other holidays. Two fifths (42 per cent) were open at Easter; 21 per cent opened for any half terms and just 15 per cent were open at Christmas. Overall, ten per cent were open for all holidays, over half (58 per cent) were just open in the summer; a further eight per cent were open all holidays except Christmas and four per cent were open all holidays except half term.

Most schools (67 per cent) providing holiday activities did so for five days a week. Four per cent provided activities for seven days a week.

Most of the special schools ran holiday schemes that did not start early. Only three per cent started at 8am or earlier. A third (36 per cent) started at or by 9am, and 56 per cent started later in the morning.

Most of the holiday schemes (67 per cent) also finished early (before 4pm). A further 19 per cent ended before 5pm, and very few (eight per cent) were open until 5pm or later.



Most of the special schools' holiday schemes were fairly limited in size. Eighty per cent could offer a maximum of less than 50 places, and ten per cent could offer between 50 and 100 places.

### Holiday activities and childcare from 8am to 6pm

Provision of holiday activities from 8am to 6pm, five days a week across all school holidays is rare among special schools and only two of the schools in our sample provided holiday activities or childcare at this level. A further two schools provided this level of provision just in the summer holidays, and a further two schools provided this level in all holidays except Christmas. Thus, one per cent of special schools were providing holiday activities for school age children from 8am – 6pm, five days a week in at least one holiday. There was no difference between provision for nine or ten hours a day.

#### 7.1.5 The full childcare offer

One of the key aims of the extended schools initiative is to provide parents with children aged 5-11 affordable childcare between the hours of 8am-6pm, all year round.

This will comprise schools that offer both before and after school care (with supervised transport if the activities are at a separate site), running from 8am or earlier to 6 pm or later, five days a week during all three terms. In addition, these schools will need to offer holiday activities that take place on the school site, or using school staff, or where there is a contract or partnership agreement with the provider. These holiday activities will take place during all school holidays (including Christmas and half terms), and run from 8am or earlier to 6pm or later for at least 5 days a week.

From the information collected in this research, it appears that only one of the special schools in our sample is currently offering this level of service. There was no difference between provision for nine or ten hours a day.

Six per cent of non-residential special schools have specific links with childminders, which could help with the provision of this offer.

#### **7.1.6 Activities and childcare at weekends**

Although it is not part of the core offer, the survey also asked whether any childcare or activities were provided for children at weekends.

Ten per cent of non-residential special schools provided weekend activities or childcare, and there were no differences by location or type of school.

Although those that did provide weekend activities or childcare were most likely to do so on site at their school (56 per cent), a substantial proportion of the special schools that offered weekend activities (40 per cent) provided these at another site. It was also common for non-school staff to run the weekend activities. Twenty nine per cent of the special schools that provided weekend activities used only staff employed by another organisation to run these; 34 per cent used only staff employed by the school and 36 per cent used both.

This suggests that much of the weekend childcare was provided by organisations other than the school, and this is backed up by the fact that half of the special schools (49 per cent) that provided weekend activities and childcare said that this provision was available to children other than just their pupils.

Weekend activities were rarely available all year round. Six of the 52 special schools that provided weekend activities did so for 48-52 weekends a year, while over half (32 of the 52 schools) provided weekend activities and childcare for fewer than 25 weekends a year. The weekend activities also rarely covered a full ten-hour day. Twenty-six of the 52 schools providing weekend activities started them at 9.30 am or later, with only three offering activities before 9am. Most of the schools (28 of the 52) finished their activities before 4pm, with three running them until after 6pm.



It was not that common for schools that offered weekend activities or childcare to charge for these. Over half (31 of the 52 schools) did not charge for any places; 14 charged for all places and six charged for some places. This did not vary much by whether or not staff from outside the school were used to run the activities, or by where the activities took place.

## **7.2 Childcare for pre-school children**

### **7.2.1 Integrated childcare for children with a standard nursery education place**

Nearly half of the non-residential special schools in our sample (45 per cent) took nursery age children (three and four year olds). These schools were specifically asked if they provided any integrated or wrap-around care for these children (defined as “somewhere children are looked after before or after the standard 2.5 hours of nursery education”).

Thirteen per cent of these special schools said that they did provide such integrated care (which is 34 schools – weighted). There were no differences by size, type or location of the school.

Nearly all of the schools (33 of the 34) providing integrated care did so on site at their school; one provided this service at another school but never provided any supervised transport to or from the other school.

In nearly all of the special schools, the integrated childcare was staffed only by employees of the school; only one school used employees of another organisation.

Of the special schools providing integrated care, all but one was asked the follow up questions (as the care was provided at another school). As the base is small (only 33 of the special schools taking part in the survey answered these questions), it is only possible to do very limited analysis.

Most of these schools (29 of the 33) only provided integrated childcare for their pupils, two provided the childcare to specific types of children and two to any child of the relevant age. Two of these schools provided transport to and from other specific schools to allow their nursery children to make use of the integrated service.

Most of the integrated care started at 9am (19 schools) or later (7 schools). Seven schools started the integrated childcare before 9am, but none started before 8am. Much of the integrated care seemed to work around school hours. Nearly all of the schools (31 of the 33) ended the childcare before 4pm, while the remaining two finished at 6pm.

Nearly all of the schools provided the integrated care for all three terms (31 of the 33), and for five days a week (30).

Thirty of the schools made no charge for the integrated care that they provided. Two charged for all places, and one charged for some places. All of the schools offering integrated care reported that the maximum number of places they could provide would be less than 50 per day (one school could not answer this question).

## **7.2.2 Other types of care for pre-school children**

### **Before and after school activities and childcare**

Some special schools allowed three and four year old pre-school children (from their school or from another school) to use their before or after school provision. Fourteen per cent of those non-residential special schools providing activities or childcare before school allowed 3-4 year olds to use this and nine per cent of non-residential special schools with activities or childcare after school offered this to 3-4 year olds. (For the before school activities, this was three per cent of all non-residential special schools and two per cent of all special schools. For after school activities, this was four per cent of all non-residential special schools and four per cent of all special schools).

### **Holiday care**

Thirty seven per cent of non-residential special schools that provided holiday care offered this to nursery age children (aged 3-4) (13 per cent of all special schools).

### **Other specific childcare for pre-school children**

Non residential special schools were asked if, excluding any standard nursery education provision or any integrated care for three and four year olds, there was any other childcare for children aged four and under (e.g. a day nursery, crèche or baby unit). Nine per cent did offer some childcare of this sort for young children, and this seemed slightly more common among special schools with a lower proportion of pupils eligible for free school meals (14 per cent of schools with less than 25 per cent eligible compared to eight per cent of special schools with more than 25 per cent).

Most of this provision (86 per cent) was for children aged 2 and over (so probably mainly 3 and 4 year olds). However, 29 per cent were providing childcare for children aged six months to less than two years, and 16 per cent catered for babies under 6 months.

On average, this provision ran for around 40 weeks a year. In a few cases (two per cent of those providing this sort of childcare) it was an ad-hoc provision (for example, running a crèche to cover adult education sessions, or parenting workshops). Six per cent ran for 48 or more weeks a year, while four per cent ran for fewer than 25 weeks a year. The majority (73 per cent) ran for 37-47 weeks.

Where the childcare for young children was not run on an ad hoc basis, further details were collected. Most (56 per cent) of the special schools offering this type of childcare started their childcare at 9am, with a further 25 per cent starting after 9, but in the morning. For most of these schools, this probably means that the provision starts at the same time as the standard school day. Four per cent of schools providing this childcare started at 8am or earlier, but a similar proportion (four per cent) started after midday.

For most (90 per cent) the end time was before 4pm – again suggesting that for many of the special schools providing childcare for young children, this took place during the standard school day. Only four per cent had an end time of 6pm or later.

Most special schools with this type of provision did not make any charge for it (84 per cent). Ten per cent charged for all places, and four per cent charged for some places.

### **7.2.3 Provision of any term time childcare for pre-school children (aged three and four)**

As information on pre-school care was collected in various places in the questionnaire, it is only by combining this information we can ascertain how many non-residential special schools are providing any activities or childcare for nursery age children on top of any standard nursery education.

In total, 16 per cent of all special schools (19 per cent of non-residential special schools) were providing at least some childcare or activities for pre-school children during term time (either integrated care, before or after school care for three and four year olds, or other childcare provision for children aged two and over). Grossing this figure up suggests that around 170 (+ or – 30) special schools in England offered some childcare or activities for nursery age children in the school term. Special schools in rural areas were less likely to provide childcare for pre-school children than those in urban areas (two per cent in rural areas compared to 17 per cent in urban areas).

Most of this provision was not available from 8am or earlier to 6pm or later, five days a week, 3 terms a year (or at for at least 37 weeks a year). Overall, just one per cent of all non-residential special schools provided this level of childcare for three and four year olds. None of the special schools in rural areas offered childcare to three and four year olds at this level.

### **7.2.4 Full offer for pre-school children, including holiday childcare**

If holiday care for three and four year olds was taken into account, then 24 per cent of all special schools provided at least some childcare for this age group.

However, none were providing childcare for three and four year olds across the full year, five days a week from 8am-6pm. Two of the special schools interviewed are

providing childcare for 48-51 weeks of the year (calculated by allowing the exclusion of the Christmas holiday or of half terms), five days a week, from 8am or earlier to 6pm or later.

### **7.3 Parenting support**

Part of the Extended Schools core offer is the provision of parenting support for any parent. This can cover a range of different types of support.

As part of this survey schools were asked about the following<sup>25</sup>:

- Family learning (formal and informal courses and workshops/sessions specifically designed for parents to attend with their children);
- courses and workshops/sessions designed specifically for parents to attend without their children to provide some sort of parenting support (again, including both formal and informal sessions);
- whether the school employs a family support worker or parent link worker;
- whether there are any other parent support groups or facilities at the school (e.g. advice services, home visits, a parents' room etc.);
- any services or facilities specifically for pre-school children and their carers to attend together.

#### **7.3.1 Family learning and courses to provide parenting support**

A quarter (24 per cent) of special schools provided family learning courses or sessions specifically designed for parents to attend with their children so that they can learn together. These could be on-going courses, or informal one-off sessions. Schools in the most deprived areas (29 per cent of schools in the 30 per cent most deprived areas, compared to 22 per cent of schools in the 50 per cent least deprived), and schools with a specific designation (37 per cent compared to 23 per cent without a specific designation) were more likely to provide family learning than other schools.

Courses for parents to attend without their children that provide some sort of parenting support were more common. Forty five per cent of special schools offered such courses. Special schools in the least deprived areas were more likely to provide this type of parenting support than schools in the most deprived areas.

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<sup>25</sup> The questionnaire for this survey was developed before the core offer was finalised, and so the parenting support that schools are reporting is likely to be much broader than the specific parenting support activities in the core offer.

**Table 7.4 Provision of family learning and parenting support courses; all special schools**

	Total	Level of deprivation (IMD)		School designation	
		30% most deprived	50% least deprived	Yes	No
Unwtd base	655	205	309	67	588
Wtd base	658	225	297	70*	588
	%	%	%	%	%
Family learning provided	24	29	22	37	23
Courses on Parenting support provided	45	44	48	44	45

Schools were asked about the times that they provided such courses<sup>26</sup>. Most schools that offered courses (85 per cent) ran them between 9 and 5 during the week. Thirty nine per cent of the schools that offered courses ran them on weekday evenings (after 5pm) and only a few schools ran them at the weekend (eight per cent). Of those special schools that provided adult education courses, those falling into the 50 per cent least deprived areas (46 per cent), those with a less deprived intake (50 per cent of schools where less than 25 per cent of pupils are eligible for free school meals) and those in larger schools (47 per cent of schools with 81 or more pupils), were more likely to run courses on weekday evenings after 5pm.

Most schools only ran courses or sessions during term time (95 per cent of those that offered courses).

Most schools (87 per cent) did not charge for the courses they ran. Only four per cent charged for all sessions and nine per cent charged for some sessions<sup>27</sup>.

### **7.3.2 Other parenting support facilities**

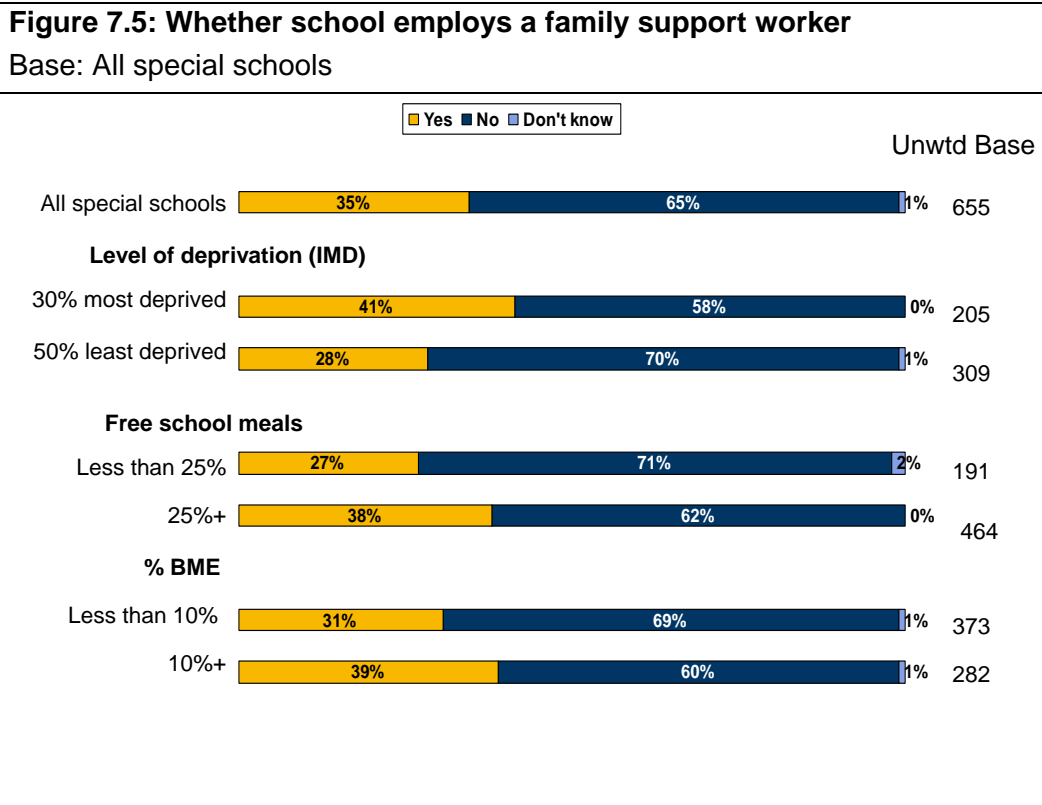
Thirty five per cent of special schools employed a family support worker. This was more common for schools in deprived areas (41 per cent of those in the 30 per cent most deprived areas); for those with a more deprived intake (38 per cent of schools where 25 per cent or more pupils were eligible for free school meals); and for those

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<sup>26</sup> This data applies to all adult education, not necessarily to parenting support or family learning.

<sup>27</sup> This data on charges is not specific to parenting support and family learning, but applies to all adult learning offered by the school

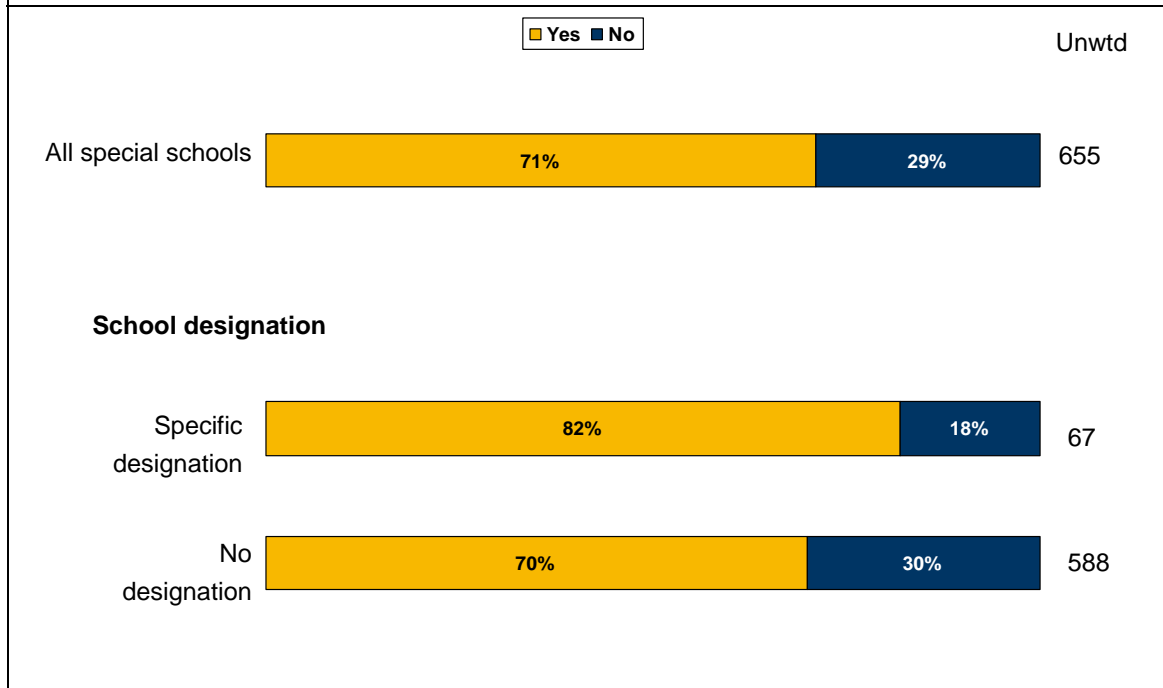
with a higher proportion of children of black or minority ethnic origin (39 per cent of schools with 10 per cent or more children of BME origin).



Seventy one per cent of special schools had parent support groups or facilities at the school. This was more frequently the case (82 per cent) if the school was of a specific designation.

**Figure 7.6: Whether special schools provide parent support groups or facilities**

Base: All special schools



Sixteen per cent of special schools provided facilities or services specifically for pre-school children and their parents or carers to attend together. These were mainly parent and child groups or playgroups (52 per cent of schools providing these facilities or services); forty five per cent provided toy libraries and thirty three per cent provided other play facilities. These sorts of facilities or services were more common in schools with a specific designation (24 per cent) and schools in urban areas (17 per cent).

### 7.3.3 Provision of at least one type of parenting support

This section looks at the provision of any parenting support, as defined in a number of ways.

#### a) Parenting support (all)

At least one of the following provided: family learning; courses providing some parenting support; employment of family support worker; parent support groups or facilities; facilities to support parents of pre-school children.

#### b) Parenting support (exc. pre-school)

At least one of the following provided: family learning; courses providing some parenting support; employment of family support worker; parent support groups or facilities.

c) Parenting support (exc. pre-school and family learning)

At least one of the following provided: courses providing some parenting support; employment of family support worker; parent support groups or facilities.

**Table 7.5 Provision of parenting support; all special schools**

	Total	Free school meals		Level of deprivation (IMD)		School designation	
		Less than 25%	25%+	30% most deprived	50% least deprived	Yes	No
Unwtd base	655	191	464	205	309	67	588
Wtd base	658	188	470	225	297	70	588
	%	%	%	%	%	%	%
Parenting support (all)	84	84	84	85	84	92	83
Parenting support (exc. pre-school)	84	84	84	85	83	91	83
Parenting support (exc. pre-school and family learning)	79	79	80	81	78	91	78

There were no significant differences by school type as to likelihood of providing parenting support services.

## **7.4 Other extended services for local community and community use of school facilities**

### **7.4.1 Adult education**

In total, 52 per cent of special schools provided any courses or workshops for adults. This figure covers the family learning and parenting courses or workshops already discussed, but also includes courses run for adults on non-parenting issues.

Of those schools who didn't provide any adult education courses, about one third (31 per cent – 15 per cent of all special schools) had plans to in the future. Many schools (68 per cent – 32 per cent of all special schools) did not have any current plans to provide such courses.

Thirty per cent of special schools ran courses specifically for adults (whether or not they are parents) on non-parenting issues. There were no real differences by school type as to likelihood of special schools running courses specifically for adults.



The table below shows the time of day that adult education courses are offered. Larger special schools and those with a less deprived intake were more likely to run any of their courses in the evening.

**Table 7.6 Time of day of adult education courses; special schools that provide adult education courses**

	Total	No. Pupils		Free school meals	
		80 or less	81+	Less than 25%	25%+
Unwtd base	342	187	155	106	236
Wtd base	344	188	155	104	239
	%	%	%	%	%
Between 9 and 5 during the week	85	90	79	79	87
A weekday evening (after 5)	39	31	47	50	34
At the weekend	8	7	8	11	6
Early morning	2	3	2	2	2

Schools were asked about the times that they provided such courses. Most schools that offered courses (85 per cent) ran them between 9 and 5 during the week. Thirty nine per cent of the schools that offered courses ran them on weekday evenings (after 5pm) and only a few schools ran them at the weekend (eight per cent). Of those special schools that provided adult education courses, those falling into the 50 per cent least deprived areas (46 per cent), those with a less deprived intake (50 per cent of schools where less than 25 per cent of pupils are eligible for free school meals) and those in larger schools (47 per cent of schools with 81 or more pupils), were more likely to run courses on weekday evenings after 5pm. Most schools only ran courses or sessions during term time (95 per cent of those that offered courses).

The vast majority (87 per cent) of special schools that provided adult education did so for no charge. Only four per cent charged for all courses, and nine per cent charged for some course or attendees.

#### **7.4.2 Services provided to local community**

Schools were asked if they provided any health or therapeutic services, social services or advice services to the local community. Thirty seven per cent of special schools provided at least one of these services for the local community, and this was more common in the more deprived areas (41 per cent of schools in the 30 per cent most

deprived areas offered such services compared to 31 per cent in the 50 per cent least deprived areas).

Table 7.7 shows the proportions providing each type of service.

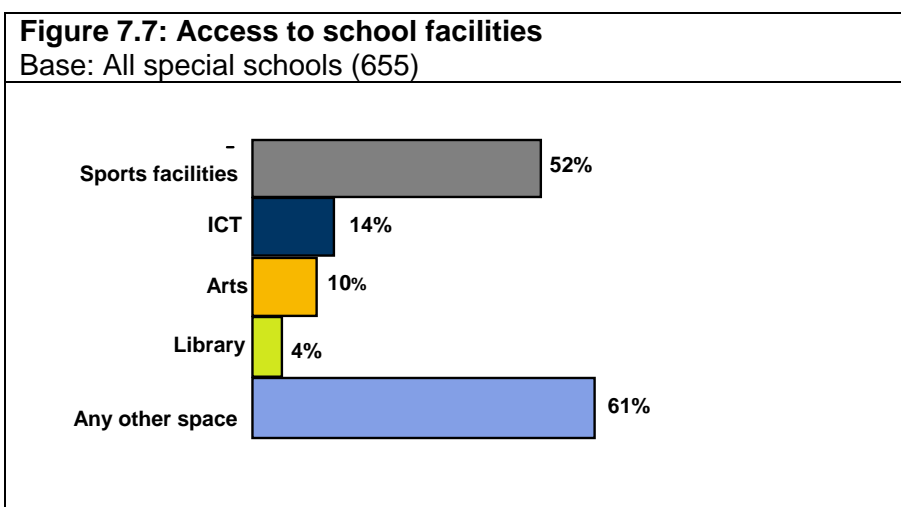
**Table 7.7 Services for the local community; all special schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	655	191	464	205	309
Wtd base	658	188	470	225	297
	%	%	%	%	%
Health and therapeutic services (inc. mental health services and health promotion)	29	34	27	32	27
Social services	24	26	23	25	20
Advice services (such as financial, benefit or employment advice)	17	17	18	19	16
<b>At least one of above</b>	<b>37</b>	<b>41</b>	<b>36</b>	<b>41</b>	<b>31</b>

### 7.4.3 Access to school facilities

Schools were asked if they let people from outside the school use various school facilities (sports, ICT, library or arts facilities and other rooms or space).

Seventy four per cent of special schools allowed access to at least one of these. Larger schools were slightly more likely to provide access (80 per cent compared to 70 per cent of those with 80 or fewer children).



Five per cent of all special schools had plans to provide such access in the future, and 14 per cent have no access at the moment and no plans to provide such access in the future.

The table below shows when access was permitted by facility.

**Table 7.8 Opening hours by facility; special schools allowing access to facilities**

	Library	Arts Facilities	ICT	Sports facilities	Any other space
Unwtd base	27	67	91	338	400
Wtd base	27	68	92	339	401
	%	%	%	%	%
During school holidays	26	44	24	64	58
At weekends, during term time	22	27	15	60	51
At weekends, during school holidays	18	26	13	49	41
Term time, during school day	82	42	57	40	36
Term time, after school/evening	63	74	69	74	79

#### 7.4.4 Opening hours of school site

One of the aims of the extended schools policy is for school sites to be used by members of the local community for a range of functions, at a range of times. Based on answers to various questions in this survey, it is possible to estimate when schools are open – by looking at when they provide activities for children and childcare on site; when courses or workshops for adults (including family learning) are run; and when people outside the school are allowed access to use school facilities.

Using this information, it appears that around half of special schools (48 per cent) allowed (some) access at weekends; 68 per cent were open after 6pm on term time evenings, and 64 per cent allowed some access during school holidays.

It should be remembered that this data corresponds to the school being open at these extended times on at least some occasions throughout the year, not necessarily every evening, weekend or holiday, nor even regularly.

Access at weekends and holidays was more common in larger schools. Schools in the 50 per cent least deprived areas seemed more likely than schools in more deprived areas to allow access at all these times.

**Table 7.9 Opening hours of school site; all special schools**

	Total	Level of deprivation (IMD)			Number of pupils	
		30% most deprived	30%-50% most deprived	50% least deprived	80 or less	81+
Unwtd base	655	205	138	309	370	285
Wtd base	658	309	133	297	371	287
	%	%	%	%	%	%
Open at weekends	48	46	44	50	43	53
Open term time evenings (after 6pm)	68	66	64	70	61	76
Open holidays (anytime)	64	62	60	67	60	68

## 7.5 Working in partnership with other agencies to support the school's pupils

Part of the core offer that extended schools are expected to make is to ensure the swift referral from schools to a wider range of specialised support services for pupils.

All special schools worked with at least one sort of health professional to help support their pupils. We do not know the detail of the joint working as the question asked whether "the school works with any of the following to help support their pupils". The health and other non-teaching professionals could be employed by the school or an outside agency. This could cover anything from referrals or some communication; to co-location on the school site. The detail by type of health professional is shown in Table 7.10 below.

**Table 7.10 Working with health professionals; all special schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	655	191	464	205	309
Wtd base	658	188	470	225	297
	%	%	%	%	%
Nurses	92	94	91	93	92
Health visitors	73	78	71	72	73
Speech therapists	95	96	94	95	95
Psychologists, mental health professionals	100	99	100	100	100
Drug and alcohol misuse workers	46	35	51	51	44
Any other health professionals	88	92	87	85	91

As this table shows, it was most common for special schools to work with psychologists and other mental health professionals, speech therapists and nurses. All types of special schools appeared to work with a broad range of health professionals.

Schools also worked with a range of other professionals, most commonly the police and social workers (excluding Educational Welfare Officers). Schools in more deprived areas and with more deprived intakes were more likely to work with all of these.

**Table 7.11 Working with other professionals; all special schools**

	Total	Free school meals		Level of deprivation (IMD)	
		Less than 25%	25%+	30% most deprived	50% least deprived
Unwtd base	655	191	464	205	309
Wtd base	658	188	470	225	297
	%	%	%	%	%
Social workers (exc. EWO)	98	98	98	98	98
The police	80	71	84	86	76
Youth Offending Teams	45	32	51	50	39
Youth workers	50	45	52	51	48

## **8 Technical appendices**

### **8.1 Questionnaire development**

#### **Design**

The questionnaire for the survey was developed by the research team at BMRB Social Research in consultation with representatives from the Policy Studies Institute<sup>28</sup> and the Department for Education and Skills (DfES). A draft questionnaire was produced and tested in a pilot exercise.

It was decided to break the core offer of extended services down into the provision of various extended school activities and to ask about these activities separately, rather than try to address the core offer as a whole.

A copy of the questionnaire is attached.

#### **Pilot**

The questionnaire was piloted in February 2005. Computer assisted telephone interviews (CATI) were carried out by The Operations Centre<sup>29</sup> (TOC) telephone interviewers in Ealing.

In order to test the questionnaire fully, the DfES provided BMRB with a sample of schools that were known to offer a range of extended services. As the data from the pilot was not being used for the mainstage, the unrepresentative sample did not affect the overall data.

Representatives from the DfES and BMRB listened to interviews and attended the interviewer de-brief session. In total 25 interviews were completed and the questionnaire was revised where necessary.

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<sup>28</sup> Dr Genevieve Knight

<sup>29</sup> BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. The Operations Centre continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

## Revisions

The questionnaire was found to be too long (just under 36 minutes). There were fears that an interview of this length would have impacted negatively upon the response rate and was placing too great a burden upon the respondent when answering. As a result the questionnaire was revised in order to shorten the overall time. The main changes consisted of simplifying questions and removing non-essential questions.

## 8.2 The main survey

The survey was conducted using BMRB's Computer Assisted Telephone Interviewing (CATI), between Thursday 3<sup>rd</sup> March and Friday 20<sup>th</sup> May 2005. There was a two week break in fieldwork from Thursday 24<sup>th</sup> March to Tuesday 12<sup>th</sup> April to allow for the Easter school holiday. Originally the fieldwork was due to finish earlier, however due to a lower than anticipated response rate amongst secondary schools, fieldwork was extended in order to boost the number of interviews achieved. The extension was successful and helped increase the response rate to an acceptable level. Interviews were carried out by The Operation Centre's (TOC) fully trained telephone interviewers.

In total 3,806 interviews were carried out with maintained schools in England – 339 with nursery schools, 655 with special schools, 1811 with primary schools and 1001 with secondary schools. The average interview length was just under 17 minutes.

The headteachers of all schools included in the issued sample were sent an advance letter informing them that BMRB would be contacting them and explaining what the research would cover. In addition to the letter, schools were sent a datasheet listing the sorts of questions that they would be asked (so they could prepare information in advance of interview if thought necessary) and a leaflet containing more information on extended services and the survey in general.

The DfES also sent letters to the directors of education in every local authority in England informing them of the research that was being carried out.

For each school included in the sample, interviewers attempted to make contact with the headteacher to complete the survey. In some cases the headteacher referred the interviewer to another member of staff such as a deputy head or a member of staff with specific responsibility for extended services.

In some cases, external organisations (e.g. private companies) ran the services being offered by schools. If the original respondent was unable to answer questions on this service, they were able to refer the relevant section of the interview to a new contact at the external provider. In 35 cases, the original respondent referred a section of the interview to a new contact. In 17 out of the 35 cases interviews were completed. The data from these follow-up interviews were then linked in with the main school data.

Because of a lower than expected response rate amongst secondary schools, all secondary schools that had been classed as a *'proxy or switchboard refusal'* (i.e. where a member of staff had refused to take part in the survey on behalf of the headteacher) were recontacted and asked again to take part in an interview. A second advance letter was issued explaining the importance of the survey and asking them to reconsider taking part in the survey. In total 180 secondary schools were recontacted and of these 52 completed an interview.

### **8.3 Sample design**

The sample for the survey was obtained from Edubase, the DfES's register of all educational establishments in England and Wales. Edubase provided a database of information on all maintained nursery, special, and secondary schools (including Academies and City Technology Colleges) in England, and information on a sample of primary schools.

#### *Nursery schools*

All maintained nursery schools in England were selected, a total of 450 schools.

#### *Special schools*

All maintained special schools in England were selected, a total of 1050 schools.

#### *Primary schools*

The sample of primary schools in England obtained from Edubase was stratified by Government Office Region (GOR) and then by urban/rural status. Within each strata, schools were ordered by the total number of pupils. 1 in n schools were then selected (with a random starting point) to draw a stratified random sample of 2800 schools.

#### *Secondary schools*

Secondary schools in England were stratified by Government Office Region (GOR) and then by urban/rural status. Within each strata, schools were ordered by the total number of pupils. 1 in n schools were then selected (with a random starting point) to draw a random sample of 2000 schools. Due to a lower than expected response rate amongst secondary schools, another 252 schools were selected and added to the sample. The selection procedure for the additional sample mirrored that of the original sample.



## 8.4 Response rates

At the end of fieldwork 3806 interviews had been completed out of 6552 schools sampled. This represented a response rate of 58 per cent<sup>30</sup>.

339 nursery schools completed interviews out of the 450 schools. This represented a response rate of 76 per cent.

655 special schools completed interviews out of 1050 schools. This represented a response rate of 63 per cent.

1811 primary schools completed interviews out of 2800 schools that were selected in the sample. This represented a response rate of 65 per cent.

1001 secondary schools completed interviews out of 2252 schools that were selected in the sample. This represented a response rate of 45 per cent.

A detailed breakdown of fieldwork outcomes is provided below:

	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Special</b>	<b>Overall</b>
<b>Issued sample</b>	450	2800	2252	1050	6552
<b>Out of scope</b> (e.g. School closed)	1	3	4	9	17
<b>Problem numbers</b> (e.g. bad number syntax, number unobtainable)	23	39	34	21	117
<b>Non-response</b> (e.g. refusals, unavailable during fieldwork, abandoned interviews, non-contact)	87	947	1213	365	2612
<b>Achieved interviews</b>	339	1811	1001	655	3806
<b>Response rates</b>	<b>76%</b>	<b>65%</b>	<b>45%</b>	<b>63%</b>	<b>58%</b>

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<sup>30</sup> All response rate calculations are based on the number of interviews completed divided by the total sample issued, excluding those schools that were out of scope i.e. those that had closed down.

## Breakdown of non response

	Nursery	Primary	Secondary	Special	Overall
<b>Engaged</b>	3	4	2	14	23
<b>Not attempted</b>	0	2	9	1	12
<b>Unavailable during fieldwork</b>	2	19	78	6	105
<b>Abandoned interview</b>	5	17	18	3	43
<b>Appointment</b>	0	3	4	0	7
<b>Stopped interview</b>	0	5	5	0	10
<b>General call back</b>	12	26	113	46	197
<b>10+ unsuccessful calls</b>	52	595	672	201	1520
<b>Proxy/switchboard refusal</b>	2	90	159	31	282
<b>Eligible respondent hard refusal</b>	5	61	93	25	184
<b>Eligible respondent soft refusal</b>	4	88	51	23	166
<b>School moved</b>	0	1	1	2	4
<b>Dialer problem</b> (e.g. incomplete number, no answer)	2	36	8	13	59
<b>Total</b>	<b>87</b>	<b>947</b>	<b>1213</b>	<b>365</b>	<b>2612</b>

## 8.5 Weighting

As the sample was a straightforward systematic stratified sample, there were no design weights needed.

However, as there was a level of non-response we compared the profile of the interviewed schools to the profile of all schools in England for some key variables (population data obtained from Edubase and the Annual School Census):

- Size of school
- Region
- Eligibility for free school meals

- SOA<sup>31</sup>
- Urban/Rural
- % of pupils who were in Black and Minority Ethnic group

For primary schools we did not have access to the whole Edubase database, and so the information we had on the population was more limited than for the other types of school.

	<b>Population</b> %	<b>Achieved sample</b> %	<b>Difference</b>
<b>Nursery schools</b>			
<b>Free school meals</b>			
<1%	48.7	47	1.7
1-2.5%	3.1	4	-0.9
>2.5%-4%	3.9	5	-1.1
>4%-7%	6.1	6	0.1
>7%-10%	4.1	4	0.1
>10%-15%	7	8	-1
>15%-20%	6.8	6	0.8
>20%-30%	8.1	8	0.1
>30%	12.2	12	0.2
<b>SOA</b>			
30% most deprived	63.3	63	0.3
30-50%	17.3	17	0.3
50% least deprived	19.3	20	-0.7
Rural	4.4	4	0.4
Urban	95.6	96	-0.4

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<sup>31</sup> The new Index of Multiple Deprivation 2004 (IMD 2004) is a Super Output Area (SOA) level measure of multiple deprivation and is made up of seven SOA level Domain Indices: Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime. Each school was assigned to an SOA based on its postcode

NE	9.2	10	-0.8
NW	18.6	17	1.6
Y&H	7.6	7	0.6
E Mids	7.9	8	-0.1
W Mids	14.8	15	-0.2
E England	9	10	-1
London	18.1	18	0.1
SE	10.5	10	0.5
SW	4.4	4	0.4
<b>School size</b>			
80 or less	55	55	0
80+	45	45	0
<b>Secondary schools</b>			
<b>Free school meals</b>			
<1%	2.1	2	0.1
1-2.5%	5.7	7	-1.3
>2.5%-4%	8.2	11	-2.8
>4%-7%	17.5	20	-2.5
>7%-10%	14.2	12	2.2
>10%-15%	16.3	15	1.3
>15%-20%	9.9	11	-1.1
>20%-30%	12.3	10	2.3
>30%	13.7	11	2.7
<b>BME</b>			
<1%	6.7	2	4.7
1% -<2%	11.7	10	1.7
2%-<3%	13	14	-1
3%-<5%	18	20	-2
5%-<7%	9.2	13	-3.8
7%-<10%	8.2	9	-0.8
10%-<20%	12.4	13	-0.6
20%+	20.9	18	2.9

<b>SOA</b>			
30% most deprived	26.6	22	4.6
30-50%	21.8	22	-0.2
50% least deprived	51.6	53	-1.4
Rural	16.3	19	-2.7
Urban	83.5	81	2.5
NE	6.2	7	-0.8
NW	14	13	1
Y&H	9.5	8	1.5
E Mids	8.9	8	0.9
W Mids	12.2	12	0.2
E England	12.5	14	-1.5
London	12.3	10	2.3
SE	14.8	16	-1.2
SW	9.6	10	-0.4
<b>School size</b>			
700 or less	22.5	26	-3.5
701-1000	31.5	32	-0.5
1001-1300	26.1	25	1.1
1301+	19.7	17	2.7
<b>Special schools</b>			
<b>Free school meals</b>			
<1%	4.8	4	0.8
1-2.5%	0.1	*	0
>2.5%-4%	0.4	*	0
>4%-7%	0.2	*	0
>7%-10%	1.4	2	-0.6
>10%-15%	3.7	4	-0.3
>15%-20%	8.2	10	-1.8
>20%-30%	18.9	21	-2.1
>30%	62.5	58	4.5

<b>BME</b>			
<1%	15.8	12	3.8
1% -<2%	5.9	5	0.9
2%-<3%	7.4	7	0.4
3%-<5%	10	11	-1
5%-<7%	9.8	11	-1.2
7%-<10%	8.3	10	-1.7
10%-<20%	16.8	17	-0.2
20%+	25.9	26	-0.1
<b>SOA</b>			
30% most deprived	34.3	31	3.3
30-50%	20.3	21	-0.7
50% least deprived	45.4	47	-1.6
Rural	9.4	10	-0.6
Urban	90.2	90	0.2
NE	5.9	6	-0.1
NW	16.7	15	1.7
Y&H	8.7	9	-0.3
E Mids	7.7	7	0.7
W Mids	12.2	13	-0.8
E England	9.7	11	-1.3
London	14.1	13	1.1
SE	16.3	17	-0.7
SW	8.5	9	-0.5
<b>School size</b>			
less than 80	55	56	-1
80+	45	43	2

<b>Primary schools</b>			
NE	5	6	-1
NW	15	13	2
Y&H	11	11	0
E Mids	10	10	0
W Mids	11	11	0
E England	12	13	-1
London	10	10	0
SE	15	17	-2
SW	11	11	0
<b>School size</b>			
Less than 200	46.5	43	3.5
201-300	29.9	31	-1.1
301-400	14.7	14	0.7
401+	8.9	12	-3.1
<b>Free school meals</b>			
< 2.5%	14.2	21	-6.8
>2.5%-4%	8.1	12	-3.9
>4%-7%	15.0	14	1.0
>7%-10%	11.5	12	-0.5
>10%-15%	12.7	16	-3.3
>15%-20%	8.6	8	0.6
>20%-30%	12.8	10	2.8
>30%	17.2	11	6.2

On the basis of this information we decided to weight to correct some of the larger differences.

### **Nursery schools**

No weighting was applied for nursery schools.

### **Secondary schools**

As the above data shows, our sample slightly under represented secondary schools in the most deprived areas, and slightly over represented smaller secondary schools.

In order to correct for both of these, we weighted the data so that the weighted sample would have the following profile (which is the population profile for these two variables):

SOA/Size	700 or less	701-1000	1001-1300	1301+
30% most deprived	6.3%	9.8%	6.4%	4.1%
30-50%	5.4%	7.1%	5.4%	3.9%
50% least deprived	10.9%	14.7%	14.3%	11.7%

The weights ranged from 0.78 to 1.24.

### **Special schools**

Our sample of special schools slightly underrepresented special schools in the most deprived areas. Therefore, we weighted to correct for this. The weighting targets applied were:

30% most deprived	34.3%
30-50%	20.3%
50%+	45.4%

The weights ranged from 0.96 to 1.1

### **Primary schools**

Our sample of primary schools appeared to under represent schools with a deprived intake (as measured by the proportion of pupils eligible for free school meals), and to over represent larger primary schools.

We could not create a weighting matrix which combined these two variables, as we did not have this level of data. However, rim weighting was applied so that the weighted sample matched the population data for school meals and for size.

The weights ranged from 0.45 to 1.49.

## **8.6 Derived variables**

The questionnaire did not ask specifically about the core offer, but instead asked about activities provided at different times of the day or school year. The information collected was then used to set up derived variables that allowed us to estimate the proportion of schools that provided the core offer.



A number of derived variables were set up. The definitions of these are provided here.

**DV1 Childcare or activities<sup>32</sup> for children provided 8am-6pm minimum during term time**

Schools providing childcare or activities for children before school that start at 8am or earlier, and that take place either on the school site or at another site (not including other schools) with supervised transport (only for primary, nursery and special schools) and after school childcare or activities for children that end at 6 pm or later that takes place either on the school site, or at another site (not including other schools) with supervised transport (only for primary, special and nursery schools).

*Code 1 Provides activities or childcare 8-6 minimum, 3 terms a year for both before school and after school activities/childcare, 5 days a week for both before school and after school activities/childcare*

*Code 2 Provides activities or childcare 8-6 minimum, but less often than in code 1*

*Code 3 Does not provide activities or childcare 8-6 during term-time for school-age children*

**DV1a Term time childcare or activities for children, 9+ hours a day**

This is the same as DV1, but instead of 8-6 minimum, it is defined as at least 9 hours a day. As we did not collect precise start and end times for before and after school activities / childcare, we have estimated 9+ hours in the following way:

Start time is 8am or earlier, and end time is 5pm or later or, start time is between 8am and 9am and end time is 5.30pm or later

**DV2 Holiday childcare or activities for children for minimum 8am-6pm, 5 days a week**

Schools that provide holiday childcare or activities for children from 8 am or earlier to 6pm or later, 5 days a week, either on site at their school, or at another site (including other schools). If they provide the activities or childcare at another site, they are included only if school staff are involved in this provision or if there is some contract or partnership agreement with the provider.

Codes:

---

<sup>32</sup> Study support and recreational activities.

*Holiday childcare or activities, 8-6 minimum, 5 days a week, all holidays*

*Holiday childcare or activities, 8-6 minimum, 5 days a week, summer holiday only*

*Holiday childcare or activities, 8-6 minimum, 5 days a week, all holidays except Xmas*

*Holiday childcare or activities, 8-6 minimum, 5 days a week, all holidays except half terms*

*Holiday childcare or activities, 8-6 minimum, 5 days a week, Other combination of holidays*

*Holiday childcare or activities, but not provided 8-6, 5 days a week*

*No holiday childcare or activities*

### **DV2a Holiday childcare or activities for children, 9+ hours a day**

This is the same as DV2, but instead of 8-6 minimum, it is defined as at least 9 hours a day. As we did not collect precise start and end times for before and after school activities, we have estimated 9+ hours in the following way:

Start time is 8am or earlier, and end time is 5pm or later or, start time is between 8am and 9am and end time is 5.30pm or later

### **DV3 Combined term and holiday childcare/ activities for children**

**This combines DV1 with DV2, thus producing codes for:**

*Schools providing childcare 8-6 minimum, 5 days a week, 3 terms and in all holidays, 8-6 minimum, 5 days a week*

*Schools providing childcare 8-6 minimum, 5 days a week, 3 terms and in summer holiday only, 8-6 minimum, 5 days a week*

*Schools providing childcare 8-6 minimum, 5 days a week, 3 terms and in all holidays except Christmas, 8-6 minimum, 5 days a week*

*Schools providing childcare 8-6 minimum, 5 days a week, 3 terms and in all holidays except half term, 8-6 minimum, 5 days a week*

*Schools providing childcare 8-6 minimum, 5 days a week, 3 terms and in other combination of holidays, 8-6 minimum, 5 days a week*

*Not providing childcare at this level*

### **DV3a All year childcare / activities for children provided 9+ hours a day**

This is the same as DV3, but instead of 8-6 minimum, it is defined as at least 9 hours a day. As we did not collect precise start and end times for before and after school activities, we have estimated 9+ hours in the following way:

Start time is 8am or earlier, and end time is 5pm or later or, start time is between 8am and 9am and end time is 5.30pm or later

### **DV5 Integrated childcare for three and four year olds in nursery education**

Schools that provide standard nursery education can also provide integrated childcare. This is where childcare is provided before and/or after the standard nursery day, on the school site or at another site (but excluding other schools) with supervised transport.

*Provided 8-6, 3 terms, 5 days a week*

Starts at 8am or earlier, and finishes at 6pm or later, during all three terms and for 5 days a week.

*Provided 8-6, but less often*

Starts at 8am or earlier and finishes at 6pm or later, but not for all three terms or not for 5 days a week

*Not provided 8-6*

Integrated care is provided but not from 8am or earlier to 6pm or later.

*Not provided at all*

No integrated care as defined above

### **DV6 Before and after school childcare or activities for children in term time**

*Yes, provided*

Schools providing any activities for children or childcare both before school and after school, on site or at another site (excluding other schools). For primary, special and nursery schools, if the childcare is at another site, there is always supervised transport to/from that site.

*Not provided*

Schools not included in code 1 (ie schools that do not provide both before and after school childcare as specified in code 1)

**DV7 Before and after school childcare or activities for children, 5 days a week, all three terms**

*Yes, provided*

Schools providing activities or childcare before and after school, on site or at another site (not including other schools) – both running 5 days a week, and during all three terms. For primary, special and nursery schools, if the childcare is at another site, there is always supervised transport to/from that site.

*No, provide before and after school less often*

Schools providing any activities or childcare both before school and after school, on site or at another site (excluding other schools), but for less than 5 days a week and/or for fewer than three terms. For primary, special and nursery schools, if the childcare is at another site, there is always supervised transport to/from that site.

*No before and after school childcare*

Schools not coded as 1 or 2 above

**DV8 Holiday childcare and activities for children**

*Any holiday childcare*

Schools providing any activities or childcare during the holidays, that takes place at their school, or at another site (including other schools) using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement,

*No holiday childcare*

Schools not included above

**DV9 Holiday childcare and activities for children by holiday**

*All holidays*

Schools providing any activities or childcare during the all holidays (summer, Easter, Christmas and half terms), that takes place at their school, or at another site (including other schools) using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement.

*Summer only*

Schools providing any activities or childcare during the summer holiday only, that takes place at their school, or at another site using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement,

*All holidays except Christmas*

Schools providing any activities or childcare during the summer, Easter and half term holidays, that takes place at their school, or at another site using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement,

*All holidays except half terms*

Schools providing any activities or childcare during the summer, Easter and Christmas holidays, that takes place at their school, or at another site using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement,

*Other combination of holidays*

Schools providing any activities or childcare during any combination of holidays not covered in codes 1 – 4 above, that takes place at their school, or at another site using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement

#### **DV10 Childcare or activities for children before and after school and any holiday provision**

Yes

Schools providing any activities or childcare both before school and after school, on site or at another site (excluding other schools) with supervised transport for non-secondary schools as well as providing any activities or childcare during the holidays, that takes place at their school, or at another site (excluding other schools) using school staff, or at another site, with other staff only, but some partnership agreement or contract arrangement.

No

All other schools

(DV11-13 do not exist)

#### **DV14 Childcare for nursery age children (three and four year olds)**

*Provided 8-6, three terms, 5 days a week*

Integrated care (see DV5) provided on site, or at another site (excluding other schools) with supervised transport from 8am or earlier to 6pm or later, during all three terms and 5 days a week,

or before and after school childcare/ activities provided on site or at another site with supervised transport from 8am or earlier to 6pm or later, during all three terms, 5 days a week, which caters for nursery age children,

or specific nursery care provided to children aged 2 or over, from 8am or earlier to 6pm or later, for at least 39 weeks a year, and at least 5 days a week.

*Provided but less often*

Integrated care provided on site, or at another site with supervised transport but not from 8am or earlier to 6pm or later, or not for 5 days a week and/or three terms a year,

or before and after school childcare/ activities provided on site or at another site with supervised transport but not from 8am or earlier to 6pm or later, or not for 5 days a week, or three terms a year which caters for nursery age children,

or specific nursery care provided to children aged 2 or over, not from 8am or earlier to 6pm or alter, or less than 37 weeks a year, or less than 5 days a week.

*Not provided at all*

No childcare provided to nursery age children

**DV15 Opening hours of school site**

*Open at weekends*

The school is open at weekends (at least one weekend i.e. not necessarily every weekend) for any of the following activities:

- Weekend activities for children or childcare including pre-school children (taking place on the school site)
- Any adult education or family learning
- Any community access to facilities (sports, ICT, library, arts, other space)

*Open term time evenings (after 6pm)*

The school is open during term time evenings (at least one term time evening i.e. not necessarily every evening) for any of the following activities:

- After school activities for children or childcare that ends after 6pm (taking place on the school site)
- Any adult education or family learning
- Any community access to facilities (sports, ICT, library, arts, other space)

*Open holidays (any time) (at least one holiday opening i.e. not necessarily every holiday or week of holiday)*

- Holiday activities for children or childcare (taking place on the school site)
- Any adult education or family learning
- Any community access to facilities (sports, ICT, library, arts, other space)

### **Services for local community**

1. *At least one service for local community*

The school provides one or more of the following services on site for people in the local community:

- Health and therapeutic services (including mental health services and health promotion)
- Social services
- Advice services (such as financial, benefit or employment advice)

2. *No services for local community*

None of these provided

### **Community access to facilities**

*Community access to at least one facility*

The school allows people from outside the school to use at least one of the following:

- Sports facilities
- ICT facilities
- Library
- Arts facilities

- Other space

*No community access*

No access to any of these provided for people from outside the school

**Services to parents / parenting support (excluding pre-school services)**

1. *At least one of the following services provided:*

- Family learning (where parents attend with their children)
- Courses or workshops designed specifically for parents or people caring for children to attend without their children to provide some sort of parenting support
- A family support worker or parent link worker
- Any parent support groups or facilities, including advice services, home visits, a parents' room etc.

2. *None of these provided*

**Services for parents/ parenting support (all)**

1. *At least one of the following services provided:*

- Family learning (where parents attend with their children)
- Courses or workshops designed specifically for parents or people caring for children to attend without their children to provide some sort of parenting support
- A family support worker or parent link worker
- Any parent support groups or facilities, including advice services, home visits, a parents' room etc.
- Services or facilities specifically for parents/ carers and their pre-school children

2. *None of these provided*



## **Services for parents / parenting support (excluding family learning and pre-school services)**

1. *At least one of the following services provided:*

- Courses or workshops designed specifically for parents or people caring for children to attend without their children to provide some sort of parenting support
- A family support worker or parent link worker
- Any parent support groups or facilities, including advice services, home visits, a parents' room etc.

2. *None of these provided*

## **Health services for pupils (not secondary)**

*The school works in partnership with at least one of the following health professionals to support pupils:*

- Nurses
- Health Visitors
- Speech therapists
- Psychologists and other mental health professionals
- Drug and alcohol misuse workers
- Any other health professionals

*School does not work with any of the above*

## **Health services for pupils (secondary)**

*The school works in partnership with at least one of the following health professionals to support pupils:*

- Nurses
- Speech therapists
- Psychologists and other mental health professionals
- Drug and alcohol misuse workers

- Health professionals dealing with sexual health issues
- Any other health professionals

*School does not work with any of the above*

## **8.7 Questionnaire design issues**

In designing the questionnaire it was decided that if before or after school activities were taking place at another school, we should not collect details of these activities. Instead, we asked schools who provided before and after school activities on site how many other schools were allowed to use this provision. This should then have allowed us to “gross up” the provision and avoid any double counting.

However, as the survey was designed to look separately at nursery, primary, secondary and special schools this design was flawed as schools often appear to provide before and after school care for other types of schools (eg secondary schools may well provide after school care for children from nearby primary schools). Therefore, it was not possible to use the information collected on the number of schools that used the provision to calculate the total number of a particular type of school that had provision.

Luckily, it was not that common for schools to provide before and after school activities at other schools, so this flaw has led to the survey just having a small amount of missing data on before and after school activities, which has been accounted for in the report.

However, if this survey is to be repeated, information should be collected from each school on the activities it offers to its pupils.

Other recommended changes to the questionnaire would be to ask about the number of weeks that holiday activities are provided for in each holiday (although this would make the questionnaire longer and more complex).

## 9 Survey Materials

### 9.1 Questionnaire

#### Extended Services in Schools - FINAL QUESTIONNAIRE

MAKE CONTACT WITH HEADTEACHER

Good morning/afternoon. My name is .... and I am phoning from BMRB, an independent research company on behalf of the DFES. You should have received a letter from us explaining that we want to find out about the services being offered by some schools to children, families and other members of the community for example, study support and childcare.

I'd just like to ask you some questions about your school, and the services it provides. The interview should take no longer than around 20 minutes. It is, of course, voluntary but we hope you will take part because this research will help the DfES understand the sorts of services that schools can provide and provide better support to schools.

---

**First I'd like to ask you about any services that are provided for children (either pupils at this school or other children).**

---

IF Dschool = Special OR Dschool = Special with the youngest age of children 3 or under

THEN ASK: Qspecia

---

Qspecia Can I just check are you a residential or boarding school?

Yes	1	(1075)
No	2	

Don't Know

Y

End of Filter Ispecia

---

**IF Dschool = Nursery OR Dschool = Primary with nursery provision OR ( Dschool = Special with the youngest age of children 3 or under AND Qspecia <> Yes )  
THEN ASK: Qwrap**

---

Qwrap Is there any INTEGRATED childcare offered during term time to children aged 3 and 4 years who have a standard nursery education place - by that I mean somewhere children are looked after before or after the standard 2 and a half hours of nursery education?

NOTE: THIS IS THE SAME AS WRAP AROUND CHILDCARE FOR CHILDREN AGED 3-4 YEARS

Yes	1	(1076)
No	2	
Don't Know	Y	

---

**IF Qwrap = Yes  
THEN ASK: Qwawher**

---

Qwawher Where does this INTEGRATED childcare take place - is it primarily based at this school, at another school or at another site that is not based on school premises?

NOTE: PRIMARILY BASED (WHERE MOST PLACES ARE PROVIDED)  
CODE ONE ONLY

At this school	1	(1077)
At another school	2	
At another site	3	
Don't Know	Y	

---

**IF Qwawher = At another school  
THEN ASK: Qwatran**

---

Qwatran Is there specific provision for children from this school to be transported with supervision between this school and the school where the childcare takes place?

Yes - always	1	(1078)
Yes - sometimes	2	
No -never	3	
Don't Know	Y	

---

End of Filter Iwatran

---

**IF Qwawher = At this school OR Qwawher = At another site  
THEN ASK: Qwastaf**

Qwastaf Does this INTEGRATED childcare for children in nursery education use staff employed by this school, staff employed by another organisation or both?

NOTE: OTHER ORGANISATIONS INCLUDES PRIVATE COMPANIES, VOLUNTARY GROUPS,  
STAFF FROM ANOTHER SCHOOL, COMMUNITY GROUPS, CHILDMINDER NETWORKS  
CODE ONE ONLY

Staff employed by school	1	(1079)
Staff from another organisation	2	
Both	3	
Don't Know	Y	
Other (Please specify)	0	
Other specify.....	(1108 - 1111)	

End of Filter lwasch  
 End of Filter lwrap  
 End of Filter lNurpri

**IF ( Dschool = Nursery AND Qwrap <> Yes ) OR Dschool = Primary OR Dschool = Primary with nursery provision OR Dschool = Secondary OR (( Dschool = Special OR Dschool = Special with the youngest age of children 3 or under ) AND Qspecia <> Yes ) THEN ASK: Qservi**

Qservi Are any regular activities or childcare provided for children BEFORE SCHOOL hours during term time (such as breakfast clubs, childcare or study support at this time)?

NOTE: REGULAR MEANS THAT THEY ARE PRE-PLANNED AND TAKE PLACE ACROSS A NUMBER OF WEEKS, EVEN IF ONLY ONCE A WEEK OR ONCE A MONTH

Yes	1	(1112)
No	2	
Don't Know	Y	

**IF Qservi = Yes THEN ASK: Qswhere**

Qswhere Where do these activities or childcare take place - are they primarily based at this school, at another school or at a site that is not based on school premises?

NOTE: PRIMARILY BASED (IF MORE THAN ONE LOCATION, WHICH HAS MOST PLACES) CODE ONE ONLY

At this school	1	(1113)
At another school	2	
At another site	3	
Don't Know	Y	

**IF Qservi = Yes AND Qswhere = At another school THEN ASK: Qsetran**

Qsetran Is there specific provision for children from this school to be transported with supervision between this school and the school where the activities or childcare BEFORE SCHOOL take place?

CODE ONE ONLY

Yes - always	1	(1114)
Yes - sometimes	2	
No - never	3	
Don't Know	Y	

End of Filter lsetran

**IF Qservi = Yes AND ( Qswhere = At this school OR Qswhere = At another site ) THEN ASK: Qsestaf**

Qsestaf Do these activities or childcare BEFORE SCHOOL use staff employed by this school, staff employed by another organisation or both?

NOTE: OTHER ORGANISATION INCLUDES PRIVATE COMPANIES, VOLUNTARY GROUPS, STAFF FROM ANOTHER SCHOOL, COMMUNITY GROUPS, CHILDMINDER NETWORKS ETC.  
CODE ONE ONLY

Staff employed by this school	1	(1115)
Staff from another organisation	2	
Both	3	
Don't Know	Y	
Other	0	
Other specify.....	(1116 - 1119)	

End of Filter Iservsc  
End of Filter Iservic

Qserva Are there any regular activities or childcare provided for children AFTER SCHOOL during term time - such as after school clubs, recreational activities or homework clubs?

REGULAR MEANS THAT THEY ARE PRE-PLANNED AND TAKE PLACE ACROSS A NUMBER OF WEEKS, EVEN IF ONLY ONCE A WEEK OR ONCE A MONTH

Yes	1	(1120)
No	2	
Don't Know	Y	

IF Qserva = Yes  
THEN ASK: Qsawher

Qsawher Where do these activities or childcare AFTER SCHOOL take place - are they primarily based at this school, at another school or at a site that is not based on school premises?

NOTE: PRIMARILY BASED (IF MORE THAN ONE LOCATION, WHICH HAS MOST PLACES)  
CODE ONE ONLY

At this school	1	(1121)
At another school	2	
At another site	3	
Don't Know	Y	

IF Qserva = Yes AND Qsawher = At another school  
THEN ASK: Qsatran

Qsatran Is there specific provision for children from this school to be transported with supervision between this school and the school where the activities or childcare AFTER SCHOOL takes place?

NOTE: IF YES - PROMPT FOR ALL OR SOME PLACES  
CODE ONE ONLY

Yes - always	1	(1122)
Yes - sometimes	2	
No - never	3	
Don't Know	Y	

End of Filter Isatran

IF ( Qsawher = At this school OR Qsawher = At another site )  
THEN ASK: Qsastaf

---

Qsastaf Do these activities or childcare AFTER SCHOOL use staff employed by this school, staff employed by another organisation or both?  
 NOTE: OTHER ORGANISATION INCLUDES PRIVATE COMPANIES, VOLUNTARY GROUPS, STAFF FROM OTHER SCHOOLS, COMMUNITY GROUPS, CHILDMINDER NETWORKS ETC.  
 CODE ONE ONLY

Staff employed by this school	1	(1123)
Staff from another organisation	2	
Both	3	
Don't Know	Y	
Other (Please specify)	0	
Other specify.....	(1124 - 1127)	

End of Filter Isastaf  
 End of Filter Iserva  
 End of Filter Ibsscho

---

**IF Qwastaf = Staff from another organisation**  
**THEN ASK: Qwaques**

---

Qwaques I just have some basic questions about INTEGRATED childcare for children in nursery education. Will you be able to answer these, or do you need to refer me to someone more involved in providing them?  
 NOTE: QUESTIONS ARE ON WHEN AVAILABLE (TIMES), WHO IS ELIGIBLE, IF THERE IS A CHARGE (NOT AMOUNT) AND MAXIMUM NUMBER OF PLACES

Respondent can answer	1	(1128)
Need to refer	2	
Don't Know	Y	

---

**IF Qwaques = Need to refer**  
**THEN ASK: QQwatit, Qwaname, Qwaorg, Qwatel**

---

QQwatit Please can you tell me the name of the person I should talk to about these services....Title or Position?

Don't Know	Y	(1129 - 1132) (1129)
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---

Qwaname Name?

Don't Know	Y	(1133 - 1136) (1133)
------------	---	-------------------------

---

Qwaorg Name of organisation?

Don't Know	Y	(1137 - 1140) (1137)
------------	---	-------------------------

---

Qwatel Phone number? Please include the area code (STD)

Don't Know Y (1141 - 1144)  
(1141)

**End of Filter Iwarefe**  
**End of Filter Iwaotst**

---

**IF ( Qwrap = Yes AND ( Qwawher = At this school OR Qwawher = At another site ) AND ( Qwastaf <> Staff from another organisation )) OR ( Qwrap = Yes AND ( Qwawher = At this school OR Qwawher = At another site ) AND Qwastaf = Staff from another organisation AND Qwaques = Respondent can answer ) OR Qwawher = Don't Know**  
**THEN ASK: Qwapupi**

---

Qwapupi Is the INTEGRATED childcare for children in nursery education only available for pupils from your school?

Yes 1 (1145)  
No 2  
Don't Know Y

---

**IF Qwapupi = No**  
**THEN ASK: Qwaavai**

---

Qwaavai Is it available to nursery pupils at other specific schools (e.g. part of a network of schools), to specific types of children (eg those with special needs) or to any child (of an eligible age)?

INTERVIEWER NOTE: SCHOOLS MAY REFER TO CLUSTERS OR FEDERATIONS - THESE ARE SAME AS NETWORKS  
CODE ALL THAT APPLY - first two choices not exclusive

Pupils of other specific schools 1 (1146)  
Specific types of children 2  
Any child 3  
Don't Know Y

---

**IF Qwapupi = No AND Qwawher = At this school**  
**THEN ASK: Qintran**

---

Qintran Is there any supervised transport to or from other schools for nursery children using this INTEGRATED childcare?

NOTE: INCLUDES SUPERVISED WALKS, BUSES, COACHES ETC

Yes 1 (1147)  
No 2  
Don't Know Y

---

**IF Qintran = Yes**  
**THEN ASK: Qwanumb**

---

Qwanumb To how many other schools is supervised transport provided?



NOTE: TO INCLUDE ANY TRANSPORT TO OR FROM OTHER SCHOOLS

			(1148 - 1149)
	Numeric Range		
	Don't Know	Y	(1148)
Permitted Range			
1 TO 50 (Numeric Range)			

**End of Filter lintran**  
**End of Filter lwaspec**  
**End of Filter lwawho**

---

**IF Qwawher = At another site**  
**THEN ASK: Qwasitr**

---

Qwasitr You said that this INTEGRATED childcare for children in nursery education is at another site. Is there specific provision for children from this school to be transported with supervision between that site and this school?

NOTE: IF YES PROMPT FOR ALWAYS OR SOMETIMES  
CODE ONE ONLY

Yes - always	1	(1150)
Yes - sometimes	2	
No - never	3	
Don't Know	Y	

**End of Filter lwaansi**

---

lwastar What is the start time for the INTEGRATED child care for children in nursery education?

IF VARIES, ASK FOR EARLIEST START TIME  
(IF ASKS: THINK OF TERM TIME ONLY)  
DO NOT READ OUT UNLESS NECESSARY

Before 8am	1	(1151)
8am	2	
8.01 to 8.59am	3	
9am	4	
9.01 to 9.29am	5	
9.30am	6	
After 9.30	7	
Don't Know	Y	

Qwafin What is the finish time for the INTEGRATED child care for children in nursery education?

IF VARIES AS A NUMBER OF SERVICES, ASK FOR LATEST FINISH TIME  
(IF ASKS: THINK OF TERM TIME ONLY)  
NOTE: DO NOT READ OUT UNLESS NECESSARY

Before 4pm	1	(1152)
4 to 4.59pm	2	
5pm	3	
5.01 to 5.30pm	4	
5.31 to 5.59pm	5	
6pm	6	
After 6pm	7	
Don't Know	Y	

---

Qwaterm During which terms is the service available?  
 IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE  
 CODE ALL THAT APPLY

Winter	1	(1153)
Spring	2	
Summer	3	
Don't Know	Y	

Qwadays How many days a week is this service available (Monday to Friday) during term time?  
 IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE

Numeric Range _____		(1154)
Don't Know	Y	(1154)

Permitted Range  
 1 TO 5 (Numeric Range)

Qinplac If the demand was there, roughly what is the maximum number of INTEGRATED childcare places you could provide for children in nursery education each day?  
 READ OUT AND CODE FIRST TO APPLY

Less than 50	1	(1155)
50 to 100	2	
101 to 150	3	
151 to 200	4	
201 to 250	5	
251 to 300	6	
Over 300	7	
Can't say	8	
Don't Know	Y	

Qwachar Is a charge made for this INTEGRATED childcare for children in nursery education?  
 IF YES - PROMPT FOR ALL OR SOME PLACES

Yes - for all places	1	(1156)
Yes - for some places	2	
No charge	3	
Don't Know	Y	

**End of Filter Iwadeta**

**IF Qsestaf = Staff from another organisation OR  
 THEN ASK: Qseansw**

Qseansw I just have some basic questions about the activities or childcare provided BEFORE SCHOOL in term time. Will you be able to answer these, or do you need to refer me to someone more involved in providing them?

NOTE: QUESTIONS ARE ON AGES OF CHILDREN, WHEN AVAILABLE, WHO IS ELIGIBLE, MAXIMUM NUMBER OF PLACES AND IF THERE IS A CHARGE (NOT AMOUNT)

Respondent can answer	1	(1157)
Need to refer	2	
Don't Know	Y	

**IF Qseansw = Need to refer  
THEN ASK: Qsetit, Qsename, Qseorg, Qsetel**

Qsetit Please can you tell me the name of the person I should talk to about these services....Title or Position?  
 Don't Know Y (1158 - 1161)  
 (1158)

Qsename Name?  
 Don't Know Y (1162 - 1165)  
 (1162)

Qseorg Name of organisation?  
 Don't Know Y (1166 - 1169)  
 (1166)

Qsetel Phone number? Please include the area code (STD)  
 Don't Know Y (1170 - 1173)  
 (1170)

**End of Filter Iserefe  
End of Filter Isotsta**

**IF ( Qservi = Yes AND ( Qswhere = At this school OR Qswhere = At another site ) AND ( Qsestaf <> Staff from another organisation )) OR ( Qservi = Yes AND ( Qswhere = At this school OR Qswhere = At another site ) AND Qsestaf = Staff from another organisation AND Qseansw = Respondent can answer ) OR Qswhere = Don't Know  
THEN ASK: Qsepupi**

Qseavai Are the activities or childcare available BEFORE SCHOOL available for children in the following year groups? ...?  
 READ OUT AND CODE FOR EACH  
 Yes 1 (1174)  
 No 2  
 Don't Know Y

This question is repeated for the following loop values:

- Children in nursery education (3 -4 year olds)
- Reception to Year 2 (Key stage 1) (5 - 7 year olds)
- Year 3 to Year 6 (Key Stage 2) (7 - 11 year olds)
- Year 7 to Year 9 (Key Stage 3) (11 - 14 year olds)
- Year 10 and over (14+)

A total of 5 iterations occupying columns (1174) to (1178)

Qsepupi Are these activities or childcare BEFORE SCHOOL only available for pupils from your school?  
 Yes 1 (1179)  
 No 2  
 Don't Know Y

**IF Qsepupi = No  
THEN ASK: Qsewho**

Qsewho Are they available to pupils at other specific schools (e.g. part of a network of schools), to specific types of children (e.g. those with special needs) or to any child (of an eligible age)?  
INTERVIEWER NOTE: SCHOOLS MAY REFER TO CLUSTERS OR FEDERATIONS - THESE ARE SAME AS NETWORKS  
CODE ALL THAT APPLY - first two choices not exclusive

Pupils of other specific schools	1	(1180)
Specific type of children	2	
Any child	3	
Don't Know	Y	

**IF ( Dschool = Nursery OR Dschool = Primary OR Dschool = Primary with nursery provision OR Dschool = Special OR Dschool = Special with the youngest age of children 3 or under ) AND ( Qsepupi = No AND Qswhere = At this school )  
THEN ASK: Qbstran**

QbstranIs there any supervised transport to or from other schools for children that come here BEFORE SCHOOL?  
NOTE: INCLUDES SUPERVISED WALKS, BUSES, COACHES ETC

Yes	1	(1208)
No	2	
Don't Know	Y	

**IF Qbstran = Yes  
THEN ASK: Qtranno**

Qtranno To how many other schools is supervised transport provided?  
NOTE: TO INCLUDE ANY TRANSPORT TO OR FROM OTHER SCHOOLS

(1209)  
- 1210)

Numeric Range _____		
Don't Know	Y	(1209)

Permitted Range  
1 TO 50 (Numeric Range)  
End of Filter Ischtra  
End of Filter Ibstran  
End of Filter Ipupil

**IF Dschool = Secondary AND Qsewho = Pupils of other specific schools  
THEN ASK: Qinnet**

Qinnet How many schools are part of this network, and so eligible to use this service?

(1211 - 1212)

Numeric Range _____		
Don't Know	Y	(1211)

Permitted Range  
1 TO 50 (Numeric Range)  
End of Filter lbsnetw

---

**IF Dschool = Secondary AND ( Qsewho = Specific type of children OR Qsewho = Any child )  
THEN ASK: Qbspart**

---

Qbspart Can I just check, do you offer these activities or childcare BEFORE SCHOOL in partnership with any other schools?

Yes	1	(1213)
No	2	
Don't Know	Y	

---

**IF Qbspart = Yes  
THEN ASK: Qbspano**

---

Qbspano How many other schools are you in partnership with?

(1214 - 1215)

Numeric Range _____		
Don't Know	Y	(1214)

---

Permitted Range  
1 TO 50 (Numeric Range)  
End of Filter lbspano  
End of Filter lbspart

---

**IF Qswhere = At another site  
THEN ASK: Qsesitr**

---

Qsesitr You said that these activities or childcare BEFORE SCHOOL are at another site. Is there specific provision for children from this school to be transported with supervision between that site and this school?

Yes - always	1	(1216)
Yes - sometimes	2	
No - never	3	
Don't Know	Y	

---

**End of Filter lseansi**

---

Qsestar What is the start time for the activities or childcare BEFORE SCHOOL?  
IF VARIES AS A NUMBER OF SERVICES, ASK FOR EARLIEST START TIME  
(IF ASKS: THINK OF TERM TIME ONLY)  
DO NOT READ OUT UNLESS NECESSARY

Before 8am	1	(1217)
8am	2	
8.01 to 8.59am	3	
9am	4	
9.01 to 9.29am	5	
9.30am	6	
After 9.30	7	

Don't Know Y

---

Qsefin What is the finish time for the activities or childcare BEFORE SCHOOL?  
IF VARIES AS A NUMBER OF SERVICES, ASK FOR LATEST FINISH TIME  
(IF ASK: THINK OF TERM TIME ONLY)  
DO NOT READ OUT UNLESS NECESSARY

Before 9am	1	(1218)
9am	2	
9.01 to 9.30am	3	
After 9.30am	4	
Don't Know	Y	

---

Qseterm During which terms are the activities or childcare BEFORE SCHOOL available?  
IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE  
CODE ALL THAT APPLY

Winter	1	(1219)
Spring	2	
Summer	3	
Don't Know	Y	

---

Qsedays How many days a week are these activities or childcare BEFORE SCHOOL available (Monday to Friday) during term time?  
IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE

Numeric Range _____		
Don't Know	Y	(1220)

Permitted Range  
1 TO 5 (Numeric Range)

---

Qbshome Do any of the activities or childcare provided BEFORE SCHOOL include supervised opportunities for children to complete homework or course work?

Yes	1	(1221)
No	2	
Don't Know	Y	

---

Qbsacti Do any of the activities or childcare provided BEFORE SCHOOL give children supervised opportunities to take part in sports, arts, music or ICT?

Yes	1	(1222)
No	2	
Don't Know	Y	

---

Qbsmax If the demand was there, roughly what is the maximum number of places that could be provided to children BEFORE SCHOOL each day?  
READ OUT AND CODE FIRST TO APPLY

Less than 50	1	(1223)
50 to 100	2	
101 to 150	3	
151 to 200	4	

201 to 250	5
251 to 300	6
Over 300	7
Can't say	8
Don't Know	Y

Qsechar Is a charge made for any of the activities or childcare BEFORE SCHOOL?  
IF YES - PROMPT FOR ALL OR SOME PLACES

Yes - for all places	1	(1224)
Yes - for some places	2	
No charge	3	
Don't Know	Y	

End of Filter Isedeta

**IF Qsastaf = Staff from another organisation  
THEN ASK: Qsaansw**

Qsaansw I just have some basic questions about the activities or childcare provided AFTER SCHOOL.  
Will you be able to answer these, or do you need to refer me to someone more involved in providing them?  
NOTE: QUESTIONS ARE ON AGES OF CHILDREN, WHEN AVAILABLE, WHO IS ELIGIBLE,  
MAXIMUM NUMBER OF PLACES AND IF THERE IS A CHARGE (NOT AMOUNT)

Respondent can answer	1	(1225)
Need to refer	2	
Don't Know	Y	

**IF Qsaansw = Need to refer  
THEN ASK: Qsatit, Qsaname, Qsaorga, Qsatel**

Qsatit Please can you tell me the name of the person I should talk to about these services....

Title or Position?

Don't Know	Y	(1226 - 1229) (1226)
------------	---	-------------------------

Qsaname Name?

Don't Know	Y	(1230 - 1233) (1230)
------------	---	-------------------------

Qsaorga Name of organisation?

Don't Know	Y	(1234 - 1237) (1234)
------------	---	-------------------------

Qsatel Phone number? Please include the aread code (STD)

Don't Know	Y	(1238 - 1241) (1238)
------------	---	-------------------------

End of Filter Isarefe  
End of Filter Isaotst

**IF ( Qserva = Yes AND ( Qsawher = At this school OR Qsawher = At another site ) AND ( Qsastaf <> Staff from another organisation )) OR ( Qserva = Yes AND ( Qsawher = At this school OR Qsawher = At another site ) AND Qsastaf = Staff from another organisation AND Qsaansw = Respondent can answer ) OR Qsawher = Don't Know  
THEN ASK: Qsaavai**

---

Qsayear Are the activities or childcare AFTER SCHOOL available for children in the following year groups? ...?  
READ OUT AND CODE FOR EACH

Yes	1	(1242)
No	2	
Don't Know	Y	

This question is repeated for the following loop values:

- Children in nursery education (3 - 4 year olds)
- Reception to Year 2 (Key stage 1) (5 - 7 year olds)
- Year 3 to Year 6 (Key stage 2) (7 - 11 year olds)
- Year 7 to Year 9 (Key stage 3) (11 - 14 year olds)
- Year 10 and over (14+)

A total of 5 iterations occupying columns (1242) to (1246)

---

Qsaavai Are these activities or childcare available AFTER SCHOOL only available for pupils from your school?

Yes	1	(1247)
No	2	
Don't Know	Y	

---

**IF Qsaavai = No  
THEN ASK: Qsawho**

---

Qsawho Are they available to pupils at other specific schools (e.g. part of a network of schools), to specific types of children (e.g. those with special needs) or to any child (of an eligible age)?  
SCHOOLS MAY REFER TO CLUSTERS OR FEDERATIONS - THESE ARE THE SAME AS NETWORKS  
CODE ALL THAT APPLY - FIRST TWO CHOICES NOT EXCLUSIVE

Pupils of other specific schools	1	(1248)
Specific types of children	2	
Any child	3	
Don't Know	Y	

**End of Filter Isapupi**

---

**IF ( Dschool = Nursery OR Dschool = Primary with nursery provision OR Dschool = Primary OR Dschool = Special OR Dschool = Special with the youngest age of children 3 or under ) AND ( Qsaavai = No AND Qsawher = At this school )  
THEN ASK: Qastran**

---

QastranIs there any supervised transport to or from other schools for children that come here AFTER SCHOOL?  
NOTE: INCLUDES SUPERVISED WALKS, BUSES, COACHES ETC



Yes	1	(1249)
No	2	
Don't Know	Y	

**IF Qastran = Yes  
THEN ASK: Qsatrno**

---

Qsatrno To how many other schools is supervised transport provided?  
NOTE: TO INCLUDE ANY TRANSPORT TO OR FROM OTHER SCHOOLS

(1250 - 1251)

Numeric Range _____		
Don't Know	Y	(1250)

Permitted Range  
1 TO 50 (Numeric Range)  
**End of Filter lastrno  
End of Filter lastran**

---

**IF Dschool = Secondary AND Qsawho = Pupils of other specific schools  
THEN ASK: Qasnetw**

---

Qasnetw How many schools are part of this network, and so eligible to use this service?

(1252 - 1253)

Numeric Range _____		
Don't Know	Y	(1252)

Permitted Range  
2 TO 50 (Numeric Range)  
**End of Filter lasnetw**

---

**IF Dschool = Secondary AND ( Qsawho = Specific types of children OR Qsawho = Any child )  
THEN ASK: Qaspart**

---

Qaspart Can I just check, do you offer these activities or childcare AFTER SCHOOL in partnership with any other schools?

Yes	1	(1254)
No	2	
Don't Know	Y	

**IF Qaspart = Yes  
THEN ASK: Qaspano**

---

Qaspano How many other schools are you in partnership with?

(1255 - 1256)

Numeric Range _____		
Don't Know	Y	(1255)

Permitted Range  
1 TO 50 (Numeric Range)

End of Filter laspano  
End of Filter laspart

---

IF Qsawher = At another site  
THEN ASK: Qsasitr

---

Qsasitr You said that these activities or childcare AFTER SCHOOL are at another site. Is there specific provision for children from this school to be transported with supervision between that site and this school?  
IF YES - PROMPT FOR ALWAYS OR SOMETIMES

Yes - always	1	(1257)
Yes - sometimes	2	
No - never	3	
Don't Know	Y	

End of Filter Isaans

---

Qsastar What is the start time for the activities or childcare AFTER SCHOOL?  
IF VARIES, ASK FOR EARLIEST START TIME  
(IF ASK: THINK OF TERM TIME ONLY)  
DO NOT READ OUT UNLESS NECESSARY

Before 3 pm	1	(1258)
3 to 3.30 pm	2	
3.31 to 4pm	3	
After 4pm	4	
Don't Know	Y	

Qsafin What is the finish time for the for activities or childcare AFTER SCHOOL?  
IF VARIES, ASK FOR LATEST FINISH TIME  
(IF ASK: THINK OF TERM TIME ONLY)  
DO NOT READ OUT UNLESS NECESSARY

Before 4pm	1	(1259)
4 to 4.59pm	2	
5pm	3	
5.01 to 5.30pm	4	
5.31 to 5.59pm	5	
6pm	6	
After 6pm	7	
Don't Know	Y	

Qsaterm During which terms is the service available?  
IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE  
CODE ALL THAT APPLY

Winter	1	(1260)
Spring	2	
Summer	3	
Don't Know	Y	

Qsadays How many days a week are these activities or childcare AFTER SCHOOL available (Monday to Friday) during term time?  
IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE

(1261)

	Numeric Range _____		
	Don't Know	Y	(1261)
Permitted Range			
1 TO 5 (Numeric Range)			

---

Qashome	Do any of the activities or childcare provided AFTER SCHOOL include supervised opportunities for children to complete homework or course work?		
	Yes	1	(1262)
	No	2	
	Don't Know	Y	

---

Qasacti	Do any of the activities or childcare provided AFTER SCHOOL give children supervised opportunities to take part in sports, arts, music or ICT?		
	Yes	1	(1263)
	No	2	
	Don't Know	Y	

---

Qasmax	If the demand was there, roughly what is the maximum number of places that could be provided to children AFTER SCHOOL each day? READ OUT AND CODE FIRST TO APPLY		
	Less than 50	1	(1264)
	50 to 100	2	
	101 to 150	3	
	151 to 200	4	
	201 to 250	5	
	251 to 300	6	
	Over 300	7	
	Can't say	8	
	Don't Know	Y	

---

Qsachar	Is a charge made for any of the activities or childcare AFTER SCHOOL?		
	Yes - for all places	1	(1265)
	Yes - for some places	2	
	No charge	3	
	Don't Know	Y	

**End of Filter Isadeta**

---

**IF ( Dschool <> Nursery ) AND Qservi = No  
THEN ASK: Qnobs**

---

Qnobs	Are there any plans, no matter how vague, for your school to provide any activities or childcare for children BEFORE SCHOOL in the future?		
	Yes	1	(1266)
	No, not at the moment	2	
	Don't Know	Y	

---

**IF Qnobs = Yes  
THEN ASK: Qbshapl**

Qbshapl As part of this planning, in the last 12 months have you done any of the following in taking this forward?  
READ OUT AND CODE EACH TO APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust	1	(1267)
Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify.....	(1268 - 1271)	

**End of Filter Isaplan  
End of Filter lbsplan**

**IF ( Dschool <> Nursery ) AND Qserva = No  
THEN ASK: Qnoas**

Qnoas Are there any plans, no matter how vague, for your school to provide any activities or childcare for children AFTER SCHOOL in the future?

Yes	1	(1272)
No, not at the moment	2	
Don't Know	Y	

**IF Qnoas = Yes  
THEN ASK: Qashapl**

Qashapl As part of this planning, in the last 12 months have you done any of the following in taking this forward?  
READ OUT AND CODE EACH THAT APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust	1	(1273)
Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify... ..	(1274 - 1277)	

**End of Filter lplanas  
End of Filter lasplan**

Qholsch Are there any activities or childcare provided for children during the SCHOOL HOLIDAYS (such as holiday playschemes, holiday clubs, summer schools)?

Yes	1	(1278)
No	2	
Don't Know	Y	

**IF Qholwhe = Yes  
THEN ASK: Qholwhe**

Qholwhe Where do these activities or childcare during SCHOOL HOLIDAYS mainly take place? Are they primarily based at this school, at another school or at a site not based on school premises?

NOTE: EXCLUDE TRIPS OR OUTINGS

At this school	1	(1279)
At another school	2	
At another site	3	
Don't Know	Y	

**IF ( Qholwhe = At this school OR Qholwhe = At another site )  
THEN ASK: Qholsta**

Qholsta Do these activities or childcare in the SCHOOL HOLIDAYS use staff employed by this school, staff employed by another organisation or both?

NOTE: OTHER ORGANISATION INCLUDES PRIVATE COMPANIES, VOUNTARY GROUPS, STAFF FROM OTHER SCHOOLS, COMMUNITY GROUPS, CHILDMINDER NETWORKS ETC.

CODE ONE ONLY

Staff employed by this school	1	(1280)
Staff from another organisation	2	
Both	3	
Don't Know	Y	
Other	0	
Other specify.....	(1308 - 1311)	

**End of Filter Iholsta**

**IF Qholwhe = At another school OR ( Qholwhe = At another site AND Qholsta = Staff from another organisation )  
THEN ASK: Qholcon**

Qholcon Does your school have some sort of partnership agreement or contract with this other organisation to provide activities or childcare in the SCHOOL HOLIDAYS?

Yes	1	(1312)
No	2	
Not sure	3	
Don't Know	Y	

**End of Filter Iholost**

**IF ( Qholcon = Yes OR Qholcon = Not sure OR Qholcon = Don't Know ) OR ( Qholwhe = At this school AND Qholsta = Staff from another organisation )  
THEN ASK: Qholref**

Qholref I just have some basic questions about the holiday activities. Will you be able to answer these, or do you need to refer me to someone involved in providing them?

NOTE: QUESTIONS ARE ON AGES OF CHILDREN, WHEN AVAILABLE, WHO IS ELIGIBLE, MAXIMUM NUMBER OF PLACES AND IF THERE IS A CHARGE (NOT AMOUNT)

Respondent can answer	1	(1313)
-----------------------	---	--------

Need to refer 2  
Don't Know Y

---

**IF Qholref = Need to refer  
THEN ASK: Qholtit, Qholnam, Qholorg, Qholtel**

---

Qholtit Please can you tell me the name of the person I should talk to about the holiday scheme:

Title/Position?

Don't Know Y (1314 - 1317)

(1314)

---

Qholnam Name:

Don't Know Y (1318 - 1321)

(1318)

---

QholorgName of organisation:

Don't Know Y (1322 - 1325)

(1322)

---

Qholtel Phone number, including area code (STD)?

Don't Know Y (1326 - 1329)

(1326)

**End of Filter lholref  
End of Filter lholdet**

---

**IF Qholref = Respondent can answer OR ( Qholsta = Staff employed by this school OR Qholsta = Both OR Qholsta = Other ) OR Qholwhe = Don't Know  
THEN ASK: Qholava**

---

Qholyea Are these activities or childcare during the SCHOOL HOLIDAYS available for children in the following year groups? ...?

Yes 1 (1330)

No 2

Don't Know Y

This question is repeated for the following loop values:

- Children in nursery education (3 - 4 year olds)
- Reception to Year 2 (Key stage 1) (5 - 7 year olds)
- Year 3 to Year 6 (Key stage 2) (7 - 11 year olds)
- Year 7 to Year 9 (Key stage 3) (11 - 14 year olds)
- Year 10 and over (14+)

A total of 5 iterations occupying columns (1330) to (1334)

---

Qholava Are these activities or childcare in the SCHOOL HOLIDAYS only available for pupils from your school?

Yes 1 (1335)

No	2
Don't Know	Y

**IF Qholava = No**  
**THEN ASK: Qholpup**

Qholpup Are they available to pupils at other specific schools (e.g. part of a network of schools), to specific types of children (eg those with special needs) or to any child (of an eligible age)?  
 INTERVIEWER NOTE: SCHOOLS MAY REFER TO CLUSTERS OR FEDERATIONS - THESE ARE SAME AS NETWORKS  
 CODE ALL THAT APPLY - FIRST TWO CHOICES ARE NOT EXCLUSIVE

Pupils of other specific schools	1	(1336)
Specific type of children	2	
Any child	3	
Don't Know	Y	

**IF Qholpup = Pupils of other specific schools**  
**THEN ASK: Qholnum**

Qholnum How many schools are part of this network, and so eligible to use this service?

(1337 - 1338)

Numeric Range _____		
Don't Know	Y	(1337)

Permitted Range  
 0 TO 50 (Numeric Range)

**End of Filter lholspe**

**IF Qholpup = Specific type of children OR Qholpup = Any child**  
**THEN ASK: Qholpar**

Qholpar Can I just check, do you offer these activities or childcare in SCHOOL HOLIDAYS in partnership with any other schools?

Yes	1	(1339)
No	2	
Don't Know	Y	

**IF Qholpar = Yes**  
**THEN ASK: Qhopano**

Qhopano How many other schools are you in partnership with?

(1340 - 1341)

Numeric Range _____		
Don't Know	Y	(1340)

Permitted Range  
 1 TO 50 (Numeric Range)

End of Filter Iholpay  
 End of Filter Iholpar  
 End of Filter Iholpup

Qholter During which SCHOOL HOLIDAYS are activities or childcare available?  
 READ OUT AND CODE FOR EACH

Christmas	1	(1342)
Easter	2	
Summer	3	
Any half terms	4	
Don't Know	Y	

Qholday When it is operating, how many days a week are activities and childcare available during  
 SCHOOL HOLIDAYS?  
 IF RANGE OF SERVICES - ASK ABOUT AVAILABILITY OF ANY SERVICE

Numeric Range _____		(1343)
Don't Know	Y	(1343)

Permitted Range  
 1 TO 7 (Numeric Range)

Qholtim What time each day do the activities or childcare start during SCHOOL HOLIDAYS?  
 (IF VARIES, ASK FOR EARLIEST TIME)  
 DO NOT READ OUT UNLESS NECESSARY

Before 8am	1	(1344)
8am	2	
8.01 to 8.59 am	3	
9am	4	
9.01 to 11.59am	5	
Midday	6	
12.01 to 3pm	7	
Don't Know	Y	

Qholfin and what time do the activities or childcare finish?  
 IF VARIES, ASK FOR LATEST TIME  
 DO NOT READ OUT UNLESS NECESSARY

Before 4pm	1	(1345)
4 to 4.59pm	2	
5pm	3	
5.01 to 5.30pm	4	
5.31 to 5.59pm	5	
6pm	6	
After 6pm	7	
Don't Know	Y	

Qhohome Do any of the activities or childcare provided in the SCHOOL HOLIDAYS include supervised  
 opportunities for children to complete homework or course work?

Yes	1	(1346)
No	2	



Don't Know Y

---

Qhoacti Do any of the activities or childcare provided in the SCHOOL HOLIDAYS give children supervised opportunities to take part in sports, arts, music or ICT?

Yes 1 (1347)  
No 2  
Don't Know Y

---

Qhomax If the demand was there, roughly what is the maximum number of places that could be provided to children each day in the SCHOOL HOLIDAYS?  
READ OUT AND CODE FIRST TO APPLY

Less than 50 1 (1348)  
50 to 100 2  
101 to 150 3  
151 to 200 4  
201 to 250 5  
251 to 300 6  
Over 300 7  
Can't say 8  
Don't Know Y

---

Qholcha Is a charge made for any of the activities or childcare provided in the SCHOOL HOLIDAYS?  
IF YES - PROMPT FOR SOME OR ALL

Yes - for all places 1 (1349)  
Yes - for some places 2  
No charge 3  
Don't Know Y

**End of Filter Iholans**  
**End of Filter Iholyes**

---

**IF Qholsch = No AND**  
**THEN ASK: Qholpla**

---

Qholpla Are there any plans, no matter how vague, for your school to provide any activities or childcare for children during the SCHOOL HOLIDAYS in the future?

Yes 1 (1350)  
No, not at the moment 2  
Don't Know Y

---

**IF Qholpla = Yes**  
**THEN ASK: Qholpac**

---

Qholpac As part of this planning, in the last 12 months have you done any of the following in taking this forward?

READ OUT AND CODE EACH THAT APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust

1 (1351)

Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify.....		(1352 - 1355)

End of Filter lyholpl  
End of Filter lholpla

**IF Dschool = Nursery OR Dschool = Primary OR Dschool = Primary with nursery provision OR Dschool = Secondary OR (( Dschool = Special OR Dschool = Special with the youngest age of children 3 or under ) AND Qspecia <> Yes ) THEN ASK: Qweekee**

Qweekee Are there any activities or childcare provided for children at the WEEKEND?

Yes	1	(1356)
No	2	
Don't Know	Y	

**IF Qweekee = Yes THEN ASK: Qwewher**

Qwewher Where do these activities or childcare at WEEKENDS mainly take place. Are they primarily based at this school, at another school or at a site not based on school premises?

At this school	1	(1357)
At another school	2	
At another site	3	
Don't Know	Y	

**IF Qwewher = At this school OR Qwewher = At another site THEN ASK: Qwestaf**

Qwestaf Do these activities or childcare at WEEKENDS use staff employed by this school, staff employed by another organisation or both?

NOTE: OTHER ORGANISATION INCLUDES PRIVATE COMPANIES, VOLUNTARY GROUPS, STAFF FROM OTHER SCHOOLS, COMMUNITY GROUPS, CHILDMINDER NETWORKS ETC.  
CODE ONE ONLY

Staff employed by this school	1	(1358)
Staff from another organisation	2	
Both	3	
Don't Know	Y	
Other	0	
Other specify.....		(1359 - 1362)

End of Filter lwestaf

**IF ( Qwewher = At another site AND Qwestaf = Staff from another organisation ) OR Qwewher = At another school THEN ASK: Qwecont**

Qwecont Does [+vsvar6+] have some sort of partnership agreement or contract with this other organisation to provide activities or childcare at WEEKENDS?

Yes	1	(1363)
No	2	
Not sure	3	
Don't Know	Y	

End of Filter lwecont

---

**IF ( Qwecont = Yes OR Qwecont = Not sure OR Qwecont = Don't Know ) OR ( Qwewher = At this school AND Qwestaf = Staff from another organisation ) THEN ASK: Qwedeta**

---

Qwedeta I just have some basic questions about the WEEKEND activities. Will you be able to answer these, or do you need to refer me to someone involved in providing them?  
 NOTE: QUESTIONS ARE ON AGES OF CHILDREN, WHEN AVAILABLE, WHO IS ELIGIBLE, MAXIMUM NUMBER OF PLACES AND IF THERE IS A CHARGE (NOT AMOUNT)

Respondent can answer	1	(1364)
Need to refer	2	
Don't Know	Y	

---

**IF Qwedeta = Need to refer THEN ASK: Qwetit, Qwename, Qweorga, Qwetel**

---

Qwetit Please can you tell me the name of the person I should talk to about WEEKEND activities:

Title/Position?

Don't Know	Y	(1365 - 1368) (1365)
------------	---	-------------------------

---

Qwename Name:

Don't Know	Y	(1369 - 1372) (1369)
------------	---	-------------------------

---

Qweorga Name of organisation:

Don't Know	Y	(1373 - 1376) (1373)
------------	---	-------------------------

---

Qwetel Phone number, including area code (STD)?

Don't Know	Y	(1377 - 1380) (1377)
------------	---	-------------------------

End of Filter lwerefe  
 End of Filter lwedeta

---

**IF Qwedeta = Respondent can answer OR ( Qwestaf = Staff employed by this school OR Qwestaf = Both OR Qwestaf = Other ) OR Qwewher = Don't Know THEN ASK: Qweavai**

---

Qweyear      Are these WEEKEND activities or childcare available only for pupils from your school? ...?

	Yes	1	
	No	2	(1408)
	Don't Know	Y	

This question is repeated for the following loop values:

- Children in nursery education (3 - 4 year olds)
- Reception to Year 2 (Key stage 1) (5 - 7 year olds)
- Year 3 to Year 6 (Key stage 2) (7 - 11 year olds)
- Year 7 to Year 9 (Key stage 3) (11 - 14 year olds)
- Year 10 and over (14+)

A total of 5 iterations occupying columns (1408) to (1412)

---

Qweavai      Are these WEEKEND activities or childcare available only for pupils from your school?

	Yes	1	
	No	2	(1413)
	Don't Know	Y	

---

**IF Qweavai = No**  
**THEN ASK: Qwepupi**

---

Qwepupi      Are they available to pupils at other specific schools (e.g. part of a network of schools), to specific types of children (eg those with special needs) or to any child (of an eligible age)?  
 INTERVIEWER NOTE: SCHOOLS MAY REFER TO CLUSTERS OR FEDERATIONS - THESE ARE SAME AS NETWORKS  
 CODE ALL THAT APPLY - FIRST TWO CHOICES ARE NOT EXCLUSIVE

	Pupils of other specific schools	1	
	Specific type of children	2	(1414)
	Any child	3	
	Don't Know	Y	

---

**IF Qwepupi = Pupils of other specific schools**  
**THEN ASK: Qwenumb**

---

Qwenumb      How many schools are part of this network, and so eligible to use this service?

(1415 - 1416)

	Numeric Range _____		
	Don't Know	Y	(1415)

Permitted Range  
 0 TO 50 (Numeric Range)

**End of Filter lwewhpu**

---

**IF Qwepupi = Specific type of children OR Qwepupi = Any child**  
**THEN ASK: Qweepar**

---

Qweepar	Can I just check, do you offer these activities or childcare at WEEKENDS in partnership with any other schools?		
		Yes	1 (1417)
		No	2
		Don't Know	Y

---

**IF Qweepar = Yes OR  
THEN ASK: Qwepano**

---

Qwepano	How many other schools are you in partnership with?		(1418 - 1419)
		Numeric Range _____	
		Don't Know	Y (1418)
Permitted Range	1 TO 50 (Numeric Range)		

**End of Filter Iwepano  
End of Filter Iweepar  
End of Filter Iwepupi**

---

Qwenowe	How many weekends a year do these activities or childcare operate?		(1420 - 1421)
		Numeric Range _____	
		Don't Know	Y (1420)
Permitted Range	0 TO 52 (Numeric Range)		

---

Qwetime	What time each day do the activities or childcare start at WEEKENDS? IF VARIES, CODE EARLIEST TIME DO NOT READ OUT UNLESS NECESSARY		
		Before 8am	1 (1422)
		8am	2
		8.01 to 8.59am	3
		9am	4
		9.01 to 9.29am	5
		9.30am	6
		After 9.30	7
		Don't Know	Y

---

Qwefin	and what time do the activities or childcare finish? IF VARIES, CODE LATEST TIME DO NOT READ OUT UNLESS NECESSARY		
		Before 4pm	1 (1423)
		4 to 4.59pm	2
		5pm	3
		5.01 to 5.30pm	4
		5.31 to 5.59pm	5
		6pm	6

After 6pm 7  
Don't Know Y

---

Qwechar Is a charge made for the WEEKEND activities or childcare?  
IF YES - PROMPT FOR ALL OR SOME PLACES

Yes - for all places 1 (1424)  
Yes - for some places 2  
No charge 3  
Don't Know Y

**End of Filter lweansw**  
**End of Filter lweeken**

---

**IF Dschool = Secondary**

---

**I just have some questions now on any other childcare provided for pre-school children. Although this is rare for secondary schools, I just need to ask, as a few secondary schools do have such provision.**

**End of Filter lsecond**

---

Qnurser [+brtxt2+]  
INTERVIEWER NOTE: FOR PARENTS TO LEAVE THEIR CHILDREN

Yes 1 (1425)  
No 2  
Don't Know Y

---

**IF Qnurser = Yes**  
**THEN ASK: Qnurwee**

---

Qpre Is this childcare provision for children of the following ages? ...?

Yes 1 (1426)  
No 2  
Don't Know Y

This question is repeated for the following loop values:

- Under 6 months
- 6 months to under 2
- 2 and over

A total of 3 iterations occupying columns (1426) to (1428)

---

Qnurwee Roughly, for how many weeks a year is this childcare for PRE SCHOOL children available?

ENTER NUMBER OR CODE 100 IF IT IS RUN ON AN AD HOC BASIS (As and when required)

(1429 - 1431)

Numeric Range \_\_\_\_\_  
Don't Know Y (1429)

Permitted Range  
1 TO 100 (Numeric Range)



Yes	1	(1436)
No	2	
Not sure	3	
Don't Know	Y	

**IF ( Dschool = Nursery OR Dschool = Primary with nursery provision ) AND ( Qwrap = No AND Qnurser = No )  
THEN ASK: Qnupla**

Qnupla Are there any plans, no matter how vague, for your school to provide any integrated childcare for children in nursery education in the future?

Yes	1	(1437)
No, not at the moment	2	
Don't Know	Y	

**IF Qnupla = Yes  
THEN ASK: Qinplwh**

Qinplwh As part of this planning, in the last 12 months have you done any of the following in taking this forward?

READ OUT AND CODE EACH TO APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust	1	(1438)
Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify... ..	(1439 - 1442)	

**End of Filter linplan  
End of Filter Inurpla  
End of Filter Ispweek**

**I'd now like to ask you about any education, courses and workshops that are provided for parents or other adults**

Qaded Does [+vsvar6+] provide any courses or workshops for adults (this includes courses for parents, other adult education courses and family learning where parents and children learn together)?

Yes	1	(1443)
No	2	
Don't Know	Y	

**IF Qaded = Yes  
THEN ASK: Qadnoch, Qadchno, Qadnopa, Qaeooti, Qaeterm, Qaechar**

Qadnoch Are any of these courses or workshops specifically designed for parents or other adult carers to attend with their children so that they can learn together?



NOTE: THIS DOES NOT JUST MEAN CHILDCARE WAS PROVIDED. CHILDREN WERE PART OF LEARNING

Yes	1	(1444)
No	2	
Don't Know	Y	

Qadchno Are any of these courses or workshops designed specifically for parents or people caring for children to attend without their children to provide some sort of parenting support?

Yes	1	(1445)
No	2	
Don't Know	Y	

Qadnopa Are any of the courses or workshops run specifically for adults (whether or not they are parents) on non parenting issues?

Yes	1	(1446)
No	2	
Don't Know	Y	

Qaeooti Thinking now of all the courses or workshops, when do these take place?  
READ OUT AND CODE ALL THAT APPLY

Between 9 and 5 during the week	1	(1447)
A weekday evening (after 5)	2	
At the weekend	3	
(Early morning)	4	
Don't Know	Y	

Qaeterm Do these courses or workshops take place during term time, during the school holidays or both?

Term time only	1	(1448)
School holidays	2	
Both	3	
Don't Know	Y	

Qaechar Is there a charge made for attending (any of these) courses or workshops?  
IF YES - PROBE FOR DETAILS

Yes - for all sessions/attendees	1	(1449)
Yes - for some sessions or attendees	2	
No	3	
Don't Know	Y	

**End of Filter ladedy**  
**IF Qaded = No**  
**THEN ASK: Qnoae**

Qnoae Are there any plans, no matter how vague, for your school to provide any courses or workshops for adults (this includes courses for parents, family learning and other adult education courses)?

Yes	1	(1450)
No, not at the moment	2	
Don't Know	Y	

**IF Qnoae = Yes**  
**THEN ASK: Qplanac**

Qplanac As part of this planning, in the last 12 months have you done any of the following in taking this forward?  
 READ OUT AND CODE EACH THAT APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust	1	(1451)
Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify.....	(1452 - 1455)	

**End of Filter laeyes**  
**End of Filter Inoaded**

Qparfam

Firstly, do you employ a family support worker or parent link worker?  
 NOTE: MAY ALSO BE KNOWN AS HOME SCHOOL LINK WORKER

Yes	1	(1456)
No	2	
Don't Know	Y	

Qparspg Are there any parent support groups or facilities at your school, including advice services, home visits, a parents' room etc.?

Yes	1	(1457)
No	2	
Don't Know	Y	

Qtoys Does this school provide any other services or facilities specifically for pre-school children and their carers to attend together such as playgroups and toy libraries?

Yes	1	(1458)
No	2	
Don't Know	Y	

**IF Qtoys = Yes**  
**THEN ASK: Qpartoy**

Qpartoy Which of the following services or facilities do you provide for pre-school children?  
 READ OUT AND CODE FOR EACH

Parent and child groups/ play groups	1	(1459)
Toy library	2	
Any other play facilities	3	
None of these	4	
Don't Know	Y	

**End of Filter Itoys**

---

Qsport Some schools allow people from outside the school to use the school facilities.  
Do you allow people from outside the school to use the school's sports facilities?  
NOTE: INCLUDE PLAYGROUND FACILITIES

Yes	1	(1460)
No	2	
Don't have any sports facilities	3	
Don't Know	Y	

**IF Qsport = Yes  
THEN ASK: Qcomava**

---

Qcomava When are the sports facilities available for use by people from outside the school  
READ OUT AND CODE ALL THAT APPLY. READ OUT IF NECESSARY

During school holidays	1	(1461)
At weekends, during term time	2	
At weekends, during school holidays	3	
Term time, during school day	4	
Term time, after school/evenings	5	
Don't Know	Y	

**End of Filter Icomprv**

---

Qict Do you allow people from outside the school to use the school's ICT facilities?

Yes	1	(1462)
No	2	
Don't have any ICT facilities	3	
Don't Know	Y	

**IF Qict = Yes  
THEN ASK: Qictwhe**

---

Qictwhe When are the ICT facilities available for use by people from outside the school  
CODE ALL THAT APPLY. READ OUT IF NECESSARY

During school holidays	1	(1463)
At weekends, during term time	2	
At weekends, during school holidays	3	
Term time, during school day	4	
Term time, after school/evenings	5	
Don't Know	Y	

**End of Filter ict**

---

Qlibrar Do you allow people from outside the school to use the school's library facilities?

Yes	1	(1464)
No	2	
Don't have a library	3	
Don't Know	Y	

---

**IF Qlibrar = Yes**  
**THEN ASK: Qlibava**

---

Qlibava When are the library facilities available for use by people from outside the school?

CODE ALL THAT APPLY. READ OUT IF NECESSARY

During school holidays	1	(1465)
At weekends, during term time	2	
At weekends, during school holidays	3	
Term time, during school day	4	
Term time, after school/evenings	5	
Don't Know	Y	

**End of Filter llibrar**

---

Qarts Do you allow people from outside the school to use the school's arts facilities (for example arts rooms, music rooms or drama facilities)?

Yes	1	(1466)
No	2	
Don't have any arts facilities	3	
Don't Know	Y	

---

**IF Qarts = Yes**  
**THEN ASK: QartswH**

---

QartswH When are the arts facilities available for use by people from outside the school?

CODE ALL THAT APPLY. READ OUT IF NECESSARY

During school holidays	1	(1467)
At weekends, during term time	2	
At weekends, during school holidays	3	
Term time, during school day	4	
Term time, after school/evenings	5	
Don't Know	Y	

**End of Filter larts**

---

Qspace Do you allow people from outside the school to make use of any other space at the school - for example, using rooms or the school hall?

Yes	1	(1468)
No	2	
Don't Know	Y	

---

**IF Qspace = Yes**  
**THEN ASK: Qspaava**

---

Qspaava When are the rooms or other space available for use by people from outside the school?

CODE ALL THAT APPLY. READ OUT IF NECESSARY

During school holidays	1	(1469)
At weekends, during term time	2	
At weekends, during school holidays	3	
Term time, during school day	4	
Term time, after school/evenings	5	
Don't Know	Y	

**End of Filter Ispace**

---

**IF ( Qsport = No AND Qict = No AND Qlibrar = No AND Qspace = No )**  
**THEN ASK: Qcpplan**

---

Qcpplan Are there any plans, no matter how vague, for [School name] to provide any access to its facilities in the future?

Yes	1	(1470)
No, not at the moment	2	
Don't Know	Y	

**IF Qcpplan = Yes**  
**THEN ASK: Qfapla**

---

Qfapla As part of this planning, in the last 12 months have you done any of the following in taking this forward?

READ OUT AND CODE EACH TO APPLY

Discussed ideas or plans with someone at the Local Authority, LEA, Early Years Childcare Partnership or Children's Trust	1	(1471)
Had discussions with other schools or other organisations	2	
Recruited staff to deliver or plan such services	3	
Looked into possible finding sources	4	
Don't Know	Y	
Other	0	
Other specify...	(1472 - 1475)	

**End of Filter Ifaplan**  
**End of Filter Incompv**

---

**IF ( Dschool = Nursery OR Dschool = Primary with nursery provision OR Dschool = Primary OR Dschool = Special OR Dschool = Special with the youngest age of children 3 or under )**

---

Qser Many schools work with non-teaching professionals to help support their pupils. Does your school work with any of the following? ...?

Yes	1	(1476)
No	2	
Don't Know	Y	

This question is repeated for the following loop values:

- Nurses
- Health visitors
- Speech Therapists
- Psychologists and other mental health professionals
- Drug and alcohol misuse workers
- Any other health professionals
- Social workers (excluding the Education Welfare Officers)
- The police
- Youth Offending Teams
- Youth Workers

A total of 10 iterations occupying columns (1476) to (1512)

**End of Filter Snosec**

---

**IF Dschool = Secondary**

---

Qsse Many schools work with non-teaching professionals to help support their pupils. Does your school work with any of the following? ...?

Yes	1	(1513)
No	2	
Don't Know	Y	

This question is repeated for the following loop values:

- Nurses
- Speech therapists
- Psychologists and other mental health professionals
- Drug and alcohol misuse workers
- Health professionals dealing with sexual health issues
- Any other health professionals
- Social workers (excluding the Education Welfare Officers)
- The police
- Youth Offending Teams
- Youth Workers

A total of 10 iterations occupying columns (1513) to (1522)

## End of Filter Issecon

---

Ques Does this school ever provide any of the following services on site for people in the local community (other than just pupils)? ...?

Yes	1	(1523)
No	2	
Don't Know	Y	

This question is repeated for the following loop values:

- Health and therapeutic services (including mental health services and health promotion)
- Social services
- Advice services (such as financial, benefit or employment advice)

A total of 3 iterations occupying columns (1523) to (1525)

---

Qother Are there any other services or facilities that [School name] provides that we haven't covered, but which you would like to tell us about?

IF YES WRITE IN

Don't Know	Y	(1526 - 1529) (1526)
------------	---	-------------------------

---

Qnumber Finally, can I just check, how many pupils are there in total at your school?

(1530 - 1534)

Numeric Range _____		
Don't Know	Y	(1530)

Permitted Range  
0 TO 10000 (Numeric Range)

---

**Thanks and close**

## 9.2 Advance letter to local education authority



Reference number: RGRGRE25fss

<Name>

<Address 1>

<Address 2>

<Address 3>

<Address 4>

Rebecca Goldman  
Senior Research Officer  
Sure Start Research and Evaluation Team  
Department for Education and Skills  
Level 2C  
Caxton House  
Tothill Street  
SW1H 9NA  
Phone: 020 7273 5672  
*e-mail: rebecca.goldman@dfes.gsi.gov.uk*

Dear <Name>,

### **Extended services and childcare in schools**

We would like to inform you about a national survey that we will be conducting in your area. Some schools provide extra services, such as study support, extracurricular activities or childcare, to children, families and other members of the community. In order to investigate the extent and characteristics of this provision, help us understand the sorts of services that schools can provide and provide better support to schools, the Department for Education and Skills has commissioned an independent research company, BMRB Social Research, to investigate this on our behalf.

BMRB Social Research will be telephoning a sample of schools across England to ask them some questions about any services that they provide. The survey is voluntary and schools will be sent a letter in advance to let them know that BMRB are planning to contact them. The interview should take around 20 minutes, on average and will be conducted by phone. We attach a copy of the letter and leaflet that we will be sending to the sampled schools, for your information.

The information collected during this survey will be treated in strictest confidence and will be used for research purposes only. In particular, no-one outside the BMRB research team will be able to link the names of individual schools with the answers they give.

If you have any queries or concerns about the study, please do not hesitate to contact Rob Kinnaird at BMRB on 020 8433 4073. You are also welcome to speak to me about the research on 0207 273 5672.

Yours sincerely,

A handwritten signature in cursive script that reads 'Rebecca Goldman'.

Rebecca Goldman

Senior Research Officer



### 9.3 Advance letter to schools



<Head teacher name>  
<School name>  
<Address Line 2>  
<Address Line 3>  
<Address Line 4>  
<Address Line 5>

BMRB Social Research  
Hadley House  
79-81 Uxbridge Road  
London  
W5 2SU  
020 8433 4073  
[Robert.Kinnaird@bmr.co.uk](mailto:Robert.Kinnaird@bmr.co.uk)  
<Date>

Dear <HEAD TEACHER NAME>,

#### **Extended services and childcare in schools**

Some schools provide extra services, such as study support, extracurricular activities or childcare, to children, families and other members of the community. In order to investigate the extent and characteristics of this provision, BMRB Social Research has been commissioned by the Department for Education and Skills to investigate this on their behalf. This research will help the DfES understand the sorts of services that schools can provide and provide better support to schools.

We would like to ask you some questions about any services that are provided at <SCHOOL NAME>. If you do not have any extra services, we would still like to speak to you, as we need to interview a nationally representative sample of schools to gain an accurate picture of provision. The interview should not take long (on average around 20 minutes), and can be done over the phone. One of our interviewers will phone you to conduct the interview, or to arrange a suitable time to do so. The survey is voluntary but we hope you will take part in this research, as the results will help DfES to provide better support for schools in the future.

We have included a leaflet that explains the sort of information that will be covered in the interview. In some cases it is possible that the sorts of services that we want to ask about are not managed by the school, but by another organisation or group. In these cases, if you do not have the information that we require available, then you can refer our interviewer to someone in that other organisation (it would help if you had a name and phone number that we could use). You may also want to refer the interviewer to another, more appropriate, member of staff within your own school.

The information collected during this survey will be treated in strictest confidence and will be used for research purposes only. In particular, no-one outside our research team will be able to link the names of individual schools with the answers they give.

If you have any queries or concerns about the study, please do not hesitate to contact me on 020 8433 4073. You are also welcome to speak to Rebecca Goldman at DfES about the research on 0207 273 5672. Information about study support and extended schools is on Teachernet at [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

I hope that you will be able to assist us with this important survey.

Yours sincerely,

A handwritten signature in black ink that reads 'Robert Kinnaird'.

Robert Kinnaird  
Research Executive  
BMRB Social Research

## 9.4 Proxy refusal letter



<Respondent Name>  
<Address Line 1>  
<Address Line 2>  
<Address Line 3>  
<Address Line 4>  
<Address Line 5>

BMRB Social Research  
Ealing Gateway  
26-30 Uxbridge Road  
Ealing  
London  
W5 2BP  
020 8433 4073  
[Robert.Kinnaird@bmr.co.uk](mailto:Robert.Kinnaird@bmr.co.uk)  
<DATE>

Dear <Name>,

### Extended Services in Schools Survey

Last term, one of our interviewers contacted your school to take part in our survey of extended services in schools for the Department for Education and Skills. We understand that your school was unable to take part at the time. I am sorry to trouble you again, but we now have a second phase of interviewing taking place in April / early May, so we wondered whether you would have the time to be interviewed this term. If you are unable to take part in the survey, you can refer the interview to someone else in your school who you think will be able to answer questions on extended services

We appreciate that schools are very busy, and the survey is voluntary, but it would help us greatly if you would consider taking part now. It is very important that as many schools as possible take part, so that we gain an accurate picture of the extended services being provided by schools in England. The results will help DfES to provide better support for schools in the future

Some schools provide extra services, such as study support, extracurricular activities or childcare, to children, families and other members of the community. In order to assess the extent of this provision, BMRB Social Research has been commissioned by the Department for Education and Skills to investigate this on their behalf. This research will help the DfES understand the sorts of services that schools can provide and give support to schools that is better targeted.

The survey should not take long (on average 15 minutes), and can be done on the phone at a time convenient for you. One of our interviewers will phone you to conduct the interview, or to arrange a suitable time to do so.

The information collected during this survey will be treated in strictest confidence and will be used for research purposes only. In particular, no-one outside our research team will know which schools took part or be able to link the names of individual schools with the answers they give.

If you have any queries or concerns about the study, please do not hesitate to contact me on 020 8433 4073. You are also welcome to speak to Rebecca Goldman at DfES about the research on 0207 273 5672. Information about study support and extended schools is on Teachernet at [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

I hope that you will be able to assist us with this important survey.

Yours sincerely,

A handwritten signature in black ink that reads 'Robert Kinnaird'.

Robert Kinnaird  
Research Executive  
BMRB Social Research

## 9.5 Extended services leaflet

### Relevant Research

BMRB have conducted a number of projects looking at schools and education. Below is a selection of recent relevant projects that BMRB have conducted with teachers, parents or pupils for the DfES and the Office of Manpower Economics:

#### Teachers' workload

In 2004 BMRB carried out the *Study of Teachers' Workload Survey* for the Office of Manpower Economics.

#### Parental involvement in Children's education

The research report can be downloaded for free from:

<http://www.dfes.gov.uk/research/data/uploadfiles/RR332.doc>

#### Cost of schooling

The research report can be downloaded for free from:

<http://www.dfes.gov.uk/research/data/uploadfiles/RR588.pdf>

#### Next Steps

BMRB are currently conducting the *Longitudinal Study of Young People in England*.

[http://www.dfes.gov.uk/research/data/general/next%20steps%20FAQ%20\(20.5.04\).doc](http://www.dfes.gov.uk/research/data/general/next%20steps%20FAQ%20(20.5.04).doc)

[www.bmr.co.uk](http://www.bmr.co.uk)

### Who is BMRB International?

BMRB International is an independent research agency. We collect and analyse data for clients in many sectors, including central and local governments.

We mainly specialise in Social Research which is carried out in order to inform governments of various patterns and issues in society. This information acts as basis for changes in government policy.

For further information on BMRB International, please refer to our website:

[www.bmr.co.uk](http://www.bmr.co.uk)



### The Extended Services in Schools Survey

BMRB Social Research has been commissioned by the **Department for Education and Skills**, to conduct an important national study – called the *Extended Services in School Survey*. It is about the sorts of extra services that schools are offering such as study support, extracurricular activities or childcare to children, families and other members of the community. This leaflet contains more information about this survey and why we are carrying it out.

To ensure the results are representative of all schools it is important that as many schools as possible take part, whether or not they offer extended services.

We depend on individuals' voluntary co-operation and hope that you will be able to take part and find the survey interesting.



## What is the Extended Services in Schools Survey?

The *Extended Services in Schools Survey* is being carried out in order to:

- Investigate the extent and characteristics of extended services provision
- Help DfES understand the sorts of services that schools can provide
- Help DfES to provide better support for schools

## Information the survey will cover

### Types of services or activities that we are interested in:

- Activities for children or childcare provided **before school** (such as breakfast clubs)
- Activities for children or childcare provided **after school** (such as after school clubs and study support)
- Activities for children or childcare provided in **school holidays** (such as holiday schemes)
- Activities for children or childcare provided at **weekends**
- **Integrated childcare** for children in nursery education
- Any other childcare provision (specifically for pre-school children)
- **Adult education and parenting support**
- **Access to school facilities** for members of the local community (e.g. access to sports facilities, ICT facilities etc)

- Other services provided by the school (health services, social services etc).

## Further information

Please see the numbers below if you would like further information on the '*Extended Services in Schools Survey*' or BMRB International.

### **BMRB International**

Robert Kinnaird	020 8433 4073
Sam Clemens	020 8433 4342

### **Department for Education and Skills**

Rebecca Goldman	020 7273 5672
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Further information on extended schools is available from:

<http://www.teachernet.gov.uk>.

<http://www.dfes.gov.uk/research/>

Type 'extended schools' in the search facility.

If you have any specific queries about DfES policy on extended schools, please e-mail: [extended.schools@dfes.gsi.gov.uk](mailto:extended.schools@dfes.gsi.gov.uk)

Copies of this publication can be obtained from:

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Annesley  
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NG15 0DJ

Tel: 0845 60 222 60  
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