



## Children's Services

### Extended Schools

#### 1. Executive Summary

The role of the extended schools team is strategic, they co-ordinate and plan extended schools development across the borough liaising with other partner agencies, ensuring their input into delivering extended schools. Schools are responsible for delivering the activities as part of their extended school role in the community. However to ensure that there are no forces/factors which would detract they closely monitor their approaches and practices.

#### Strategic aims:

To contribute to the ECM outcomes by:

- tackling barriers to learning
- providing the basis for earlier intervention
- improving integration of children services focused on the needs of child and family
- Giving pupils more opportunities through extended services

#### Broad service aims:

- To raise achievement, attendance and improve behaviour
- To improve childcare provision in the borough
- To offer learning and skills development opportunities for local communities
- To improve leisure and sports facilities for young people and local residents
- To work with health and social services to develop integrated family support services
- Increase community access to local schools

The service provides an opportunity for the users to meet and take part in a wide range of activities in their local area which help them in their educational, leisure and emotional needs.

#### 2. Data Collection & Consultation

##### Data Collection

Extended Schools monitoring data 2005-6

Activities	Pupils	Parents	Asian	Black	Mixed Race	White	Male	Female
Childcare	1795	236	42.55	18.85	6.4	39.22	55.11	50.4
Health & Social	2500	908	62.25	10.91	3	42.85	33.43	70.27

Care								
<b>Lifelong Learning &amp; Family Learning</b>	1174	470	70.79	15.37	0.5	32.57	40.85	78
<b>Arts &amp; Sports</b>	9985	199	56.84	14.81	8.32	28.22	50.08	46.34
<b>Study Support</b>	6526	28	65.15	15.02	7.33	24.77	50.83	49.02
<b>Parenting Support</b>	18	283	68.31	16.75	7.33	32.9	19.5	88.85
<b>ICT</b>	620	120	60.75	15.66	10.5	49.75	53.24	46.64
<b>Other</b>	931	528	71.1	16.5	10	42.5	37.5	75

### 3. Key Findings

Take up of extended schools activities by the Bengali community is low. A number of reasons have been identified such as:

- Large extended family already supporting childcare needs;
  - Relatively low rates of employment so low demand for childcare;
  - Feeling that provision may not be culturally sensitive;
  - Difficult to collect child(ren) with a large family (young siblings at home);
  - Fear of collecting child(ren) in late afternoon/early evening;
  - Cultural perspective on play, parents may prefer more educational activities;
  - Unable to afford fees;
  - Desire to keep children, particularly girls, at, or very near home;
  - Cultural perception that service should be free of charge;
  - Lack of knowledge/awareness of the service;
  - Activities taking place at a site not familiar with, or used by a particular community;
  - Desire to access services well used and/or managed by their own community;
  - Fear of sending child(ren) to a scheme where their child may be in a minority;
- Competing services provided e.g. Arabic/Koranic and Mosque classes, free activity based clubs run by schools, Mother Tongue classes and activities provided by that community locally.

Gender:

- Desire by some parents to keep children, particularly girls, at, or very near home;

Disability:

- Parents reluctant or not willing to accept their child has a disability;
- Accessibility of the building for wheelchair users;
- Staff not trained/experienced to meet a child's needs;
- Parent/carer's lack of confidence in the provision;
- Lack of Information about the provision;
- Suitable transport;

- Parents/carers worrying that their child may not socialise and have fun in such large settings;
- Suitable equipment and resources not in place/available;
- Not enough staff to meet a child's needs;
- Funding and resources being available to meet all children's needs;
- The nature of some of the schemes is that we may not be able to accommodate children with more complex needs or the schemes may not be particularly suited to them.

Age:

- Parents/carers of younger children i.e. 3-8 years may be reluctant to access the service as they feel their children are too small/young, or that the combination of the school day and childcare session is too long;
- Older children, years 5 and 6, may feel that the service is for younger children.

Religion:

- Some parents/carers, particularly Muslims, may feel that the service is not sensitive to, or respectful of, their beliefs and customs;
- Muslim women may not be able to collect their children;
- Desire to access services of this nature that are faith based or are managed by people that share their religion;
- Sites used may not be familiar with or used by, a particular community.

#### 4. Conclusions & Recommendations

The areas identified as requiring further attention are Audit data. We will continue development and audit of extended schools programme.

We will update the provision map already undertaken by Clusters, undertake Cluster based consultation to ensure that services reflect needs of children and families and ensure we collect more robust equality data to inform future development

#### Action Plan

Recommendation	Key activity	Progress milestones
Update the provision map already undertaken by Clusters	Develop template Audit of schools and for third sector and other agency provision Undertake audit activity	Termly audit Data inputted into CIS and other relevant data bases
Undertake Cluster based consultation to ensure services reflects wishes of children & families in the community	Agree model of consultation to be used. Introduce TDA consultation toolkit	Consultation undertaken Cluster Development Plan developed

<p>More robust equality data collection developed and implemented</p>	<p>Categories agreed &amp; communicated to schools</p> <p>System established support provided to schools.</p>	<p>Template agreed</p> <p>Data collected &amp; report produced</p>
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