

Knavesmire Primary School

Extended School Strategy

This document:

- Sets out Knavesmire Primary School's (KPS) vision for its Extended School (ES) provision.
- Links Extended School Provision to other key strategies [such as the Integrated Children's Centre, workforce redevelopment, healthy schools' programme, Inclusion, Gifted and Talented provision, SEN, PSHCE curriculum and Equal Opportunities policy].
- Describes the planned next steps to take forward the ES agenda within the school.

The Extended Schools requirement

The Government has set out a 'core offer' of services that they would like all schools to offer access to (in partnership with local authorities and local providers) by 2010:

- a varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities), in a safe place, for primary and secondary schools;
- childcare 8:00 am to 6:00 pm, 48 weeks a year for primary schools;
- parenting support including family learning;
- swift and easy referral and access through the Integrated Children's Centre to targeted and specialist services;
- community access to facilities including adult learning, ICT and sports facilities.

These services will need to be shaped to meet the needs of pupils, parents and the community. This core offer ensures that there is a minimum of services and activities for families. Services will not necessarily be provided on the school site or by teachers.

Providing easier access to all types of services around the places where children and young people spend most of their time is key to the Every Child Matters objectives. These objectives are: ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic well being.

Developing extended services means developing a multi-agency approach to children's services through closer collaboration between neighbouring schools and other agencies such as social services, healthcare professionals and the police.

KPS Extended School: Statement of Intent

Our mission is to provide all children with a rich, exciting, secure and challenging environment, in which they will have the opportunity to develop positive attitudes and be happy and fulfilled.

Our intention is to create Extended Schools provision that focuses on:

- Improvements in pupil's behaviour, attendance, motivation and achievement through:
 - on-site integrated health and social care;
 - creation of a learning culture: positive adult role models;
 - increased parental involvement;
 - wider activities to engage pupils in school and learning;
- access to on-site services for staff, pupils and community including learning and leisure activities;
- support for neighbourhood renewal;
- opportunities for children outside school hours;
- a closer relationship between school and community and a community focus;
- providing access to learning opportunities for the wider community.

Our intention is that KPS will be a venue at which all aspects of the Extended Schools 'core offer' will be implemented. This will be achieved through coordinating activities led by the school, the Integrated Children's Centre, Knavesmire Cool Kids Club (KCKC) and other organisations and providers as appropriate.

Our commitments which support this strategy

We are committed to:

- educational improvement and to the role of the school as a community resource;
- effective communication, publicity and dissemination about the school and its services;
- community and parental involvement and ownership;
- school staff involvement, support and training;
- multi-agency working and to building strong partnerships;
- monitoring, evaluation and improvement.

Implementing the Extended Schools core offer

1. Out of School Clubs

The core offer requires a varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities), in a safe place.

Current Level of Provision

We currently offer a wide range of Out of School Clubs – before school (e.g. badminton, hockey), at lunchtime (e.g. sports, ICT, the Arts) and after school (e.g. chess, dance, drama, foreign languages). These are run by a mixture of school staff (both teachers and Teaching Assistants) and outside providers. Some clubs run all year round (e.g. Art Club) while others run in specific terms and for a shorter period (e.g. football, rugby, cookery). Clubs are offered to different year groups at different times of the day and different times of the year and we aim to give all children a varied menu of activities from which to choose on a term by term basis. The older children currently have more choice of clubs.

Many of the clubs are provided free of charge (e.g. those run by school staff), some only cover the cost of materials (e.g. music technology, cookery) while others charge a reasonable weekly amount usually half a term in advance. Governors have kept the rental charges for space in school to a minimum to encourage providers to keep their charges low.

We provide a pack of information to all providers which sets out our minimum requirements e.g. CRB check, insurance etc, information about school procedures e.g. fire drill, accident reporting as well as gives lots of practical advice e.g. model letters to send to parents.

Monitoring of all clubs is done by the Extended Schools Co-ordinator. She meets personally with all club providers, attends sessions, seeks feedback from parents and children, collects attendance registers and evaluation forms from all external providers. All external providers have to prove identity, have a recent CRB check, have the necessary public liability insurance and prove qualifications. Market forces play a large part in determining which clubs continue.

Initial consultation in 2007 gave us valuable information on the preferred timing of sessions, activities needed and payment for sessions. We have more or less managed to provide every type of club requested, provided a range of session times and kept costs to a minimum. A consultation meeting was held with parents in July 2008 following the introduction of ES services. Parents were overall pleased with the provision but would like advance notice where possible of the clubs to be offered over a year, and some clubs to be offered after 6.00pm.

Evaluation takes place on an annual basis, led by the Extended Schools Co-ordinator, with a view to planning what clubs will be offered in the year ahead.

Developing Provision

- Develop provision in line with the new National Curriculum requirements (introduced September 2011);
- Develop provision in conjunction with the Integrated Children's Centre (from Spring 2010);
- Develop use of the MUGA by extension of the hours of use until 8.00pm weekdays, the installation of floodlights and the installation of toilet and changing facilities.
- Utilise the Dining Room as an Extended School Area by the installation of toilets and provision of adaptable furniture.
 - Improve information to parents via a new external noticeboard.
- Further consultation with parents **and** consultation with children.
- Liaise with other Extended School Co-ordinators in the Local Authority, our Extended Schools Remodelling Adviser and other Local Authority officers to develop services and extend provision.
- Providing a balance of activities for all age groups over a week, term and year.

Risk Analysis

Planning Permission needed for extension to facilities and for increased use of MUGA and floodlights.

Quality and co-ordination of support and advice available from LA and ESRA.

Assuming current levels of Government funding, training on accounting issues and costing sustainable activities and services.

Security of the school, staff and pupils during out of hours clubs.

Disruption to staff after normal school hours i.e. after 3.30pm rooms unavailable, noise etc

Managing expectations of parents, particularly as to whether school staff or out of school club providers are responsible for **all** out of hours activities e.g. behaviour, information etc

Work/Life balance of staff.

Ensuring quality of provision from external providers.

Support for low income families.

2. Childcare

The 'core offer' requires childcare from 8:00 am to 6:00 pm, 48 weeks a year.

Current Level of Provision

Childcare (KCKC) is offered on site in a dedicated room and is run by a voluntary Parents' Committee. Hours are from 8.00am to 6.00pm on a daily basis and during holiday periods from 8.00am to 6.00pm. The club currently closes over the Christmas and New Year period and on Bank Holidays. The club offers a wide range of activities both inside and outside and trips and visits during the holiday periods. The club can offer 21 places after school and is currently full on most days. Breakfast Club is also popular.

Financial help and support by the school is given to KCKC (school recently paid for a new sink, new floor covering, new furniture and re-decoration). Rent for the room is currently well below market value to ensure the viability of the club.

Monitoring and Evaluation

The staff of KCKC liaise regularly with school staff. School staff are able to help the committee with policies and procedures, information on current legislation and signposting help and advice. KCKC are a member of our Early Years Partnership which co-ordinates provision of Childcare in the local area.

A Governor (currently Anne Cox) has responsibility for providing a link between KCKC and the Governors of the school. KCKC are invited to attend one premises meeting each year in which they can request financial help and support in the development of the provision. Staff and Governors attend the AGM and any other meetings to which they are specifically invited.

Developing Provision

- Developing the collaborative relationship with KCKC and provide financial support to develop provision particularly during the holidays.
- Extend space (and places) available inside through the building of the Integrated Children's Centre.
- Extend the outdoor provision from November to February through the installation of floodlights on the MUGA.
- Development of KCKC role within Early Years Partnership.

Risk Analysis

- Planning permission needed for extension to facilities and extended use of MUGA with the provision of floodlights.
- Stability of staffing at KCKC.
- Continuing support of Voluntary Parents' Committee.
- Quality and co-ordination of support and advice from ESRA and LA.
- Unable to meet demand for places through under or over provision of places.

3. Parenting Support including Family Learning

Research has shown that good parenting in the home makes a big difference to children's outcomes. Schools which work in partnership with parents to support their children's learning and development can expect significant, consistent and lasting benefits. By providing access to information sessions for parents at key transition points in their children's lives, parenting programmes, family learning sessions and signposting, schools can help children's learning and behaviour.

Current Level of Provision

We currently host a weekly ICT course for adults. This is very popular every year with parents, staff, grandparents and other members of the community. There are also weekly salsa sessions for parents and occasional weekend dance events open to all in the community.

We have in the past offered family out of school clubs e.g. chess but these have not proved to be popular.

Parenting sessions have been organised through Family Matters, York. These have concentrated on key transitions and stages and have so far been organised for parents of children FS, KS1, KS2 and for Y5/6 parents on Transition to Secondary School. School has funded all of this support through the Extended Schools Budget.

A comprehensive folder of information for parents is located in the Main Reception Foyer which signposts a large range of advice and services available in the local area. Parents are also directed to the Family Information Service website and that of CYC. The School Nurse is also available for help and advice. She conducts regular health checks throughout the school.

Regular information sessions are held for parents on various area of the curriculum. Recent subjects have been PSHE and SEAL, phonics, MFL and Numeracy. These have been well attended with positive feedback although there is some evidence that it tends to be the same parents who attend.

In addition there are twice yearly parents' evenings for all classes. These are attended by nearly all parents, and the school contacts those parents who do not attend to check there are no concerns. Recent comments from parents requested a move of the second Parents' Evening to the end of the Spring Term rather than the Summer Term so that improvements can be made that academic year.

Extra sessions are held on transition to KS1, Y2 and Y6 SATS, entry into Reception and Nursery and the Residential Visit. Home visits are offered to all parents of children about to start in Nursery. We hold a yearly open afternoon when Y6 act as guides. This gives parents the chance to see the school in action. Parents are regularly invited to school events such as concerts, performances, sports matches and celebrations.

Monitoring and Evaluation

Curriculum Information sessions are monitored and evaluated by the staff concerned and by comments invited from parents. We see contact with parents as a vital opportunity for identifying ways in which day to day provision for children can be improved and prioritise our response to parents' comments wherever possible.

Developing Provision

- Further consultation on what parents would like us to offer.
- Develop family learning activities in particular through the Integrated Children's Centre.

Risk Analysis

- Timing and cost of events for working families.
- Availability of Creche facilities
- Work/life balance of school staff that provide or are present at all of the current provision.
- Engagement with all parents, particularly those who at present do not attend.
- Ensuring quality of provision from external providers.

4. Access to Specialist Services

The core offer requires that children and their families enjoy swift and easy access to targeted and specialist services such as speech and language therapy. Schools should work closely with other services to identify and support children and young people with emotional, behavioural, health or other difficulties as early as possible. Working in this integrated way has real potential to help remove some of the barriers to learning faced by children and young people of all ages.

Current Level of Provision

School works closely with all other statutory services to help children with additional needs. Through staff training and experience we identify children's needs early and for most provide support within school, up to 15 hours per week, with appropriate interventions. For some children with more complex needs we are able to refer them to a wide range of agencies who staff work closely with. We meet each term with the school's multi agency team to monitor and review current support, identify and plan future support and identify and arrange staff training needs. Some services are offered on the school site e.g. school nurse, educational psychologist, behaviour support while others are offered at the local medical centre, hospital or specialist site. Home visits are also able to be arranged by some services.

Current monitoring shows that although school is able to refer children quickly to the appropriate services, other agencies are not always able to meet the demand e.g. 12 month waiting list for Speech and Language support, re-organisation of behaviour support team meaning a reduction in service levels.

We have recently (Spring '09) taken two final practice Occupational Health Therapist students for one term. This is the first time students have been placed in a school. In taking the students we have been able to target support at individual, group and class level on a weekly basis. Pre and post intervention monitoring shows significant improvements and benefits.

Monitoring and Evaluation

Pre and post intervention monitoring takes place which feeds into the provision map for the following term or year as appropriate. All children are monitored closely as part of our normal classroom practice.

A Link Governor specifically monitors SEN Provision. The Headteacher's Report provides termly monitoring of SEN to the Full Governing Body. Within school the class teachers, Teaching Assistants and the SEN co-ordinator monitors and evaluates all provision.

Developing Provision

- Through the Integrated Children's Centre we hope to develop access to more services on site.
- The LA is developing a new system for the provision of fast and easy access to support. A system has been trialled with a selection of schools and is currently evaluating the trial with a view to a city wide roll out.

Risk Analysis

Lack of capacity of some services e.g. health, behaviour support to cope with demand.

5. Community Access to Facilities

Increasing community access to culture and leisure opportunities can play a key role in neighbourhood renewal and development. KPS aims to contribute to the educational and social development of the South Bank area. Our hope is that the whole community, including businesses, statutory and voluntary agencies, and residents (whether or not they have children at the school), come to view the school as an active and accessible part of their community.

Current Level of Provision

Currently the facilities are accessed by adult education, external out of school clubs, KCKC, the Friends of Knavesmire primary School and the local community. We have a lettings policy which is updated each year by the Governors and provide a pack of information to support individuals and groups in the use of our facilities.

The school grounds were used last year by the Police for a joint community day with the school. Celebrations were held for the school's 90th birthday to which all members of the community were invited.

Monitoring and Evaluation

Lettings Policy annually by Governors.

Lettings Information Pack updated and amended continually following feedback.

Developing Provision

- More space available with the building of the integrated Children's Centre.
- Changing and toilet facilities, extended hours use of the MUGA and floodlights meaning MUGA available for local sports clubs/community groups all year round.
- Employment of 'out of hours' caretaker.

Risk analysis

Disruption for staff outside normal working hours e.g. noise

Local opposition to MUGA extended use and floodlight provision.

Security of the school, staff and pupils.

Identifying and engaging the local community.

Responsibility for the Extended Schools' strategy

Governors have overall responsibility for this strategy.

In addition:

Mrs Carol Weston, Headteacher, is responsible for:

- Coordinating the ES strategy with other priorities and strategies relating to the KPS site
- Representing this strategy to governors, City of York Council, staff, parents and other stakeholders

Mrs Angela Slater, [ES Co-ordinator] is responsible for:

- Implementing the strategy within KPS
- Collating learning arising from implementing the strategy, to inform improvements to the Extended School provision
- Leading a review of the strategy, to take place twelve months after its formal adoption by governors.

Agreeing this strategy

Date of Current Draft 14th July 2009

Draft Strategy prepared by Carol Weston, headteacher, in collaboration with Angela Slater, ES Co-ordinator, and John Gray, parent.

The draft will be sent to staff, Friends of KPS, parents, Extended Schools' Cluster members, KCKC, the school's ESRA, and other relevant Extended Schools staff for consultation during July/August.

Sent to staff, Friends of KPS, your ES cluster members, York Extended Schools Network [and/or any others] for consultation on 14th July 2009.

We intend that this draft strategy will be considered at a Parents-Governor Meeting on Monday 21st September 2009 at 7.00pm.

Finalise the Strategy and prepare an action plan for how each core offer will be taken forward - for approval by Governors at the Spring Term Governors Meeting.