

Extended Schools Consortium Self Evaluation

Guidance Notes

Introduction

This Extended Schools Consortium Self Evaluation is intended to assist in

- Supporting all schools to provide access to the full core offer by 2010 in line with national targets
- Enabling extended school consortia to support the schools within their partnerships to meet their Hertfordshire and national targets
- To enable District Partnership Teams to offer support to consortia according to their progress
- Enabling each consortium to evaluate the impact of their extended services.
- To support the completion of school SEFs

The Self Evaluation should be completed and reviewed at least annually up to 2010. Your first Self Evaluation should be completed by the end of January 2008 and submitted to your local District Partnership Team.

By 2010, all schools should be providing access to the full core offer, and extended schools will have moved through the start up phase and be established as locations supporting the delivery of a wide range of children's, young people and family services. District Children's Trust Partnerships are developing as the key local planning and commissioning body for children's services. The Consortia Self Evaluation will have an important part to play in the development of District Children and Young People's Plans and their priorities.

Consortia may want to have more detailed project implementation plans that sit under the headline priorities and actions in their Self Evaluations

Section one: Front sheet.

When you receive the Self Evaluation for your Extended School consortium, the front sheet should be filled out with all of the required details. The provision of access to the full core offer will be the status of each school on the TDA Progress Tool. Any inaccuracies or changes should be noted on the Self Evaluation to ensure that amendments are subsequently made on the Progress Tool by the District Partnership Team.

Section two: Working arrangements

The information required by this section should facilitate contact with the consortium. The consortium is not a legal entity. It acts together as a partnership so it is important that the consortium establishes clear working arrangements which are known and agreed by the members. These working arrangements should be set out in terms of reference suited to the meeting structure adopted by the consortium. A sample terms of reference (TOR) is

attached at appendix 1 to assist in developing the TOR for your consortium. These terms of reference should be attached to the Self Evaluation

Section 3: Knowing your community and the needs of pupils in your schools

1 .Knowledge of the needs of the community is fundamental to developing extended services. There are several sources of information and data which provide a profile of the needs of your community.

- Data sets - Community reports/ profiles undertaken by CSF which will report on key datasets for children and young people at Children's Centre, Extended School and District levels.
- Audit Commission- Area profiles. This website can help you to find out about your locality. Please go to www.audit-commission.gov.uk/yourlocalarea
- The Hertfordshire Children and Young People's Plan
- The District Children's Trust Plan.
- Local Strategic Partnership Community Plans
- The Children and Young People's Service Directory can help you to find out which services are available to meet the needs of the children and young people in your consortium.
- Gaps in service provision identified through CAF and multi-agency working.
- The school development plans of schools in the consortium
- School Inspection reports
- Student data base

2. Consultation with children and young people and enabling their participation in service developments also underpins extended services. You may have undertaken consultation as part of the initial community audit, but there will be many other routes through which children and young people express their views. Although these views will have been expressed in different contexts, they will all contribute some information on how children and young people regard their local services and whether those services meet their needs. E.g.

- district councils frequently undertake consultation work with children and young people for their Play Strategies
- The Health Related Behaviour Survey
- School councils
- Youth Councils
- Youth Services
- The Participation Team in CSF undertakes a range of consultation through *Viewpoint*, which includes disabled children and young people.

If you are planning any consultation with children and young people, the Hertfordshire Children's Trust Partnership has developed a toolkit, which includes a Summary Framework for Involvement. You can find this at www.hertsdirect.org/childrenstrust.

3. The views of parents and carers and those raising families in the community may also be collected directly through a wide range of face to face meetings, written comment or questionnaire and the key messages from parents and carers and those living in the locality can be shared to inform and develop the community audit of need.

4. Narrowing the gap and reducing inequalities are key drivers for all services in Hertfordshire. Some groups of children and young people have poor outcomes because of disability, ethnicity, economic circumstance, family breakdown or social and educational disaffection. Children and young people from these groups have most to gain from extended school services, and should be identified to ensure that their needs are targeted. The question "*how does this impact on the needs of children, young people and families from vulnerable groups?*" should steer the development of services in your consortium.

5. The summary of Section 3. From all of the varying sources of data and information considered in section 3, identify and note the priorities which should then shape the services developed within the consortium.

Section 4. Access to the Core Offer

There are two sources of additional information to help you with this part of the planning process.

- Hertfordshire has produced a ***Hertfordshire policy on the core offer for Children's Centres and Extended Schools***, which provides clarity on the essential components required in developing access to the full core offer. A copy of this policy is sent to you with your Self Evaluation document
- The TDA has a national contract with the Department of Children, Schools and Families to work with all authorities to develop Extended School services. The TDA website has information about the Core Offer and the Progress Tool which was developed by the TDA to support the progress of all schools towards the national targets for 2010. You can access the TDA website at www.tda.gov.uk/remodelling.aspx

As part of the planning process, you will receive the print out of the information currently held on the TDA Progress Tool for the schools in your consortium. The District Partnership team will input changes you require to the information held on the Progress Tool as the schools in your consortium develop access to the full core offer.

For each section of the core offer, the planning process is the same.

1. Firstly, for each school in the consortium, assess the extent to which the school is providing access to that particular element of the full core offer.
2. For schools not yet providing access to the full core offer for this element (e.g. Childcare/ Safe place to be), please identify the gap using the ***Hertfordshire policy on the core offer for Children's Centres and Extended Schools***. In the example from the element childcare/ safe place to be, an identified gap might be:
Contingency plans must be in place in the event that a study support activity or childcare is not available to support working parents
 This becomes the gap which must be addressed for the particular school to provide access to the full core offer. The milestones are the steps which will be taken to address that gap, moving towards the expected date when the school will be providing access to the full core offer.

Swift and Easy Referral

Please note that at October 2007, Hertfordshire has not finalised arrangements for implementation of the CAF and Information Sharing. National guidance has been that where schools are working in line with current Local Authority policies, they will be recorded as providing access on the TDA progress Tool. There will be further guidance for Extended School Consortia when implementation arrangements are in place.

Section 5. Overall effectiveness and efficiency

This section of the Self Evaluation supports your evaluation of the effectiveness and efficiency of the services you provide in meeting the needs of children and young people and the community. It is unlikely that this can be completed without discussion in a consortium meeting and the collective evaluation by all members of the consortium.

1. A key question is how the services you are providing address the priorities you have identified in earlier sections, and especially for the vulnerable groups, how they narrow the gap between the outcomes for those children and young people at risk of poor outcomes.
2. You are asked to consider the effectiveness of the consortium partnership
3. You are asked to consider the effectiveness of your partnership working through links with other organisations and agencies. There is potential for this to be a very long list indeed, and it may be helpful to consider the partnerships and organisations making the greatest impact and contribution to the work of your consortium. For example, through the District Children's Trust Partnership, the Extended School Consortium may have links to the Local Safeguarding Children Practice Forum, the district Play Strategy, Teenage Pregnancy developments and local integrated Youth Support arrangements.
4. Delivering quality services is a requirement of the hub school agreement, to ensure that there is leadership in each consortium in the development of quality services. Quality services can include

- safe recruitment of staff through CRB checks,
- ensuring written agreements are in place with service providers in accordance with the *Commissioning Tool Kit for Schools* available on www.thegrid.org.uk/info/office/commissioning
- Adult and family Learning in a variety of forms adds value to the extended services that schools are developing, and assuring quality is a key reason for working with partners with expertise. The Hertfordshire Adult and Family Learning Service can be contacted on 01992 556194 to provide advice and guidance in developing a quality service. You may also refer to the NIACE guidance *Adding Value: adult learning and extended services.* (NIACE 2006)
- Early Years and Childcare settings in both the maintained and PVI sectors can achieve Hertfordshire Quality Standards status. The Early Years handbook *Raising Standards and Improving Outcomes* outlines the standards required for services seeking funding. When this document is finalised, it will be available on Hertsdirect on the *Young in Herts* pages.
- The OFSTED Childcare Register Voluntary section provides standards for services for children and young people aged 8 plus group. Services are required to meet CRB, risk assessment, training, etc standards. One in 10 of those services registered is inspected by OFSTED.
- The QISS, the Out of Hours Study Support Recognition scheme promotes quality in study support and Out of School Hours Learning. The scheme is administered on behalf of the Department for Children, Schools and Families, by Canterbury Christ Church University. You can find out more at www.canterbury.ac.uk/education/quality-in-study-support/ or contact Sandra Wood, SSOSHL Manager CSF on 01992 556883.

5. To evaluate the effectiveness of the consortium in deploying resources and achieving sustainability it is unnecessary to duplicate the financial monitoring Hub Schools submit as part of their Hub School Agreements. In this self evaluation process, you are asked to identify the impact of committing resources on the priorities you identified and the outcomes for children, young people and families. Funding is increasingly recognised as a complex issue which impacts on the sustainability of services and projects. If you have been successful in making applications for funding from various grant streams, this should be included in this section.

Extended School Consortium Steering Group Terms of Reference

1. **The Role of the Consortium Steering Group:** The Consortium Steering Group steers the implementation of the self evaluation for the benefit of children, families and their communities.

2. **Chair:** The Headteacher of the Hub school will chair the group. In his/her absence the Headteacher of will undertake the role.

3. **Membership:** The membership of the Consortium Steering Group is set out in Appendix 1. The Chair will invite members of the consortium and other representatives to attend meetings where gaps in representation are identified or reports relevant to their roles are being considered.

4. **Frequency of Meetings:** Meeting will be held termly. The group may choose to call extraordinary meetings to consider issues and action outside the normal cycle of meetings (or where an urgent response is required).

5. **Location of Meetings:** Meetings will be held at xxxxxxxx in the first instance and location will be shared through consortium thereafter.

6. **Responsibilities:** The group will assume its role within an ethos of openness and transparency where contributions are encouraged, respected and valued. Specific responsibilities include:
 - To implement the Self Evaluation and work in partnership with Governance Group to set strategic plan.
 - Monitor and evaluate extended services.
 - Draw up budget plans and monitor the budget.

7. **Accountability Arrangements:** Progress reports on the implementation of the Self Evaluation will be delivered to the group in advance of meetings. It is the responsibility of the Extended Schools Coordinator to prepare these reports.

8. Reports will go to each Governing Body and partnership organisation.

10. **Consultation:** Consult with staff, children, families and community on the service needs and whether the services developed are meeting needs and are of high quality.

11. **Supporting the Group** Appropriate information will be provided prior to meetings to enable the group to consider issues as they arise. There may be occasions where items are tabled at the meeting

12. Administration support to the group will be provided by xxxxxxxxxxxxxxxx

