

Extended Services Evaluation: End of Year One Report

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This research report was written before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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Executive Summary

Background

Extended services in schools are one of the key delivery mechanisms of the Every Child Matters Agenda and the Children's Plan. The Government has set out a 'core offer' of extended services that they want all children to be able to access through schools by 2010:

- A varied menu of activities
- Childcare 8am – 6pm 48 weeks per year for primary schools
- Parenting support including family learning
- Swift and easy access to targeted and specialist support services
- Community access to school facilities.

The evaluation of extended services aims to measure: how successful schools have been in offering a range of services; whether services meet the needs of users; how successful extended services have been in improving outcomes and raising standards of achievement; other key outcomes and benefits of the programme; and the long term benefits and cost effectiveness of extended services. In order to measure this, the evaluation will attempt to measure a range of outcomes, including attainment.

Methods

This report looks at the findings from the first year of the evaluation. It draws on:

- A telephone survey of 1,500 schools, conducted in September to November 2009;
- A face to face survey of 2,253 parents and 1,307 pupils conducted in November 2009 to February 2010;
- A postal survey of 363 schools, conducted in January and February 2010, that collected information on the resources used to deliver extended services;
- Visits to schools involved in qualitative case studies.

Further research including more surveys, more visits to case study schools, a cost benefit analysis and impact assessment, is planned for later in this evaluation.

Results

Provision

Two thirds of schools were offering all five elements of the full core offer (childcare from 8am to 6pm; a varied menu of activities; parenting support; community access to facilities; and swift and easy access to specialist support), and the remaining third were offering some elements. With the exception of community access to school facilities, at least nine in ten schools were offering each of the elements of the core offer. Secondary schools were more likely than primary or special schools to be offering the full core offer.

Where schools were offering services on the school site, many were also signposting to services elsewhere suggesting pupils and their families had a choice of locations where they could take up extended services.

Almost all schools offered activities or childcare straight after school, but around eight in ten offered activities or childcare before school and in the holidays, and six in ten offered activities in the evenings after 6pm. On average, schools were offering 14 different activities each week during term time.

Three-quarters of schools or more offered family-wide activities, support for parents, and adult learning opportunities.

Two thirds of schools were opening at least one of their facilities for community access, most commonly halls, rooms or spaces, sports facilities, and playgrounds and play areas.

Almost all schools were working with disability or SEN support professionals, speech and language therapists, social care professionals, and parenting support professionals.

Almost all schools had consulted parents and pupils when planning extended services, and two-thirds had consulted the wider local community. Just over half of parents were aware of their child's school having consulted parents. Three quarters of pupils recalled being consulted about activities. Mostly by filling in a questionnaire or discussing activities in a class or tutor group.

Six in ten parents thought their child's school takes parents views on additional services into account at least 'a fair amount', but three in ten thought parents' views were not really taken into account. Around three quarters of pupils thought their school took their views on activities into account at least 'a fair amount', but a quarter thought their views were not really taken into account.

Seven in ten schools were targeting specific groups of pupils or families for support with extended services. Most commonly economically disadvantaged families and pupils with disabilities or SEN.

Delivery

Two thirds of schools offered extended services as part of a cluster or group of schools, with most clusters being made up of ten schools or less. Nine in ten schools were using the Common Assessment Framework (CAF).

The most common form of support schools were using to help plan, develop and deliver extended services was local authorities, including ESRAs (70 per cent of schools were using this as a form of support). Using other schools for support was also common (42 per cent of schools were doing this). Nearly two-thirds of schools agreed they had received sufficient support to help develop and deliver extended services effectively, but around two in ten disagreed.

Four in ten schools agreed they had adequate human resources and administration within the school for the extended services programme to be a success, but half of schools disagreed with this. Eight in ten schools agreed teachers in the school had been consulted about the development of extended services.

For all five elements of the core offer, the majority of schools had (some) day to day responsibility for running extended services themselves, but for activities and childcare it was also common for private providers to have responsibility for these, and local authorities tended to have (some) responsibility for the running of parenting support and swift and easy access. Health agencies or statutory agencies also tended to have (some) responsibility for running swift and easy access.

Schools tended to use a variety of sources of funding for extended services. School funding and public sector (LA or PCT) funding was widely used for all five elements of the core offer. In the majority of schools users paid for childcare, activities and community access, and many schools were reliant on staff and others volunteering in order to provide childcare and activities. Amongst schools that asked users to pay for childcare or activities, almost all offered some kind of support for families who struggle to pay.

A third of schools agreed they had adequate financial resources for the extended services programme to be a success, but a little over half disagreed. The most common barrier to developing and delivering extended services, cited by nearly two thirds of schools, related to the funding of services.

Nine in ten schools were using registers to monitor attendance at activities, and just under half of these were then feeding attendance information into a central database.

Usage

Few parents felt they knew a great deal about the kinds of additional services offered by their child's school, but over half felt at least reasonably well informed. More than nine in ten parents were aware of their child's school providing childcare or activities during term time, but only just under four in ten thought holiday activities were offered

(although for 93 per cent of parents interviewed their child's school was providing holiday activities).

Three quarters of parents were aware of their child's school offering parental support services, four in ten parents thought their child's school opened its facilities for community access, and around four in ten recalled being given information by their child's school about how to access support services and professionals.

Two thirds of pupils had taken part in at least one term-time activity in the previous term – most commonly sporting activities that occurred straight after school – and a third had not taken part in any activities in the previous term. A significant minority of pupils (around three in ten) were doing at least two hours of activities a week during term time. Less than one pupil in ten had been to activities during school holidays in the last year. Where pupils had taken part in holiday activities they had participated in an average of 33 hours of activities across the year.

Around a third of parents had used parental support services (most commonly social events and information sessions). However, a much higher proportion of parents (eight in ten) said they would be likely to approach their child's school if they needed help accessing support services. Only 14 per cent of parents had used any school facilities that had been opened for community access.

Three in ten parents said their child had been helped by the school to access at least one type of support service or professional in the last year, but this was much more common in special schools (over eight in ten).

All schools had promoted their extended services, most commonly using methods such as newsletters, flyers, letters to parents, and postings on the school website or school notice boards.

Around two in ten parents were dissatisfied with the availability of childcare, adult learning and parenting support in their area, and around three in ten were dissatisfied with the availability of activities suitable for their child, and leisure facilities in the area they live, suggesting there is a gap in local services that could be filled by extended services in and around schools.

The time when the highest proportion of parents (four in ten) said they would like more activities to be provided to cover their childcare needs was during the summer holidays. A third of parents would like information sessions related to their child's schooling to be made more available to them. Just over a third of parents said there were school facilities that were not open to the community that they would like to be able to use.

The majority of pupils would like their school to offer more activities before school, straight after school, and during school holidays.

Eight in ten parents were satisfied with the way staff handle discipline problems at activities, but fewer (two thirds) were satisfied with the amount of feedback they get

about their child's progress at activities. Three quarters of pupils thought that the activities provided by their school were good overall, and around four in ten pupils thought their school was providing more activities than it had been a year ago.

Benefits of participation (as perceived by parents) were mostly benefits for their child (such as having fun and making new friends), but two in ten parents said their child attending activities allowed them to work.

Most parents (over six in ten) said their child could attend all or most of the activities they wanted them to. Where their child could not go to all of the activities they had wanted, the main barriers (each mentioned by around a quarter of parents) were: costs; not liking the activities on offer; issues with the availability of activities; and logistical issues such as time, location or transport to and from activities.

Most parents had positive views about their child's school, agreeing it has a good reputation, encourages their child to achieve, and involves them in issues that affect their child. Most parents also thought there was good interaction between parents and school staff. Seven in ten pupils said they enjoyed school at least most of the time, and pupils that took part in activities were more likely to say they enjoyed school.

Impact

Respondents to the survey of schools generally had very positive views on how extended services had helped the school to engage with pupils and families, but a third agreed that they still struggled to engage disadvantaged pupils and families in extended schools activities. Views were also generally positive on how extended services had helped schools to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services.

At least seven in ten schools had seen greater parent and pupil engagement in learning and greater pupil enjoyment of school as a result of extended services, but fewer schools had observed improvements in attendance or reductions in behaviour problems or exclusions. In two thirds of schools the development of extended services had had at least some influence in raising attainment. It is worth noting that these findings are based on the opinions of the individuals interviewed for the telephone survey of schools.

Despite all the positive views of schools, over six in ten schools agreed that offering extended services places a significant burden on schools.

Cluster working tends to have a positive effect in both making schools more likely to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services, and in reducing the burden of delivering extended services on individual schools.

Over half of pupils and parents thought their (child's) enjoyment of school in general had increased since they started participating in activities. Over half of pupils also

thought their had been a positive impact on the marks they receive for their schoolwork, and more than half of parents thought their child's language communication and socialising skills had improved. Three quarters of pupils agreed that taking part in activities helped them to get along better with other pupils, and around a third agreed it helped them get along better with their family.

Most parents who used parental support services agreed these had had positive impacts on them: getting more involved with activities and events at school; talking more with parents of other pupils; talking to their child about school more; and helping their child to learn new things.

Costs

A cost benefit analysis is planned for later in the evaluation, but in the first year a postal survey of schools collected data on the resources schools used to deliver extended services. Costs will be attached to these resources in order to estimate the cost of delivering extended services. Case study interviews were also conducted with 10 schools to gain better understanding of the context in which extended services are delivered and the range of inputs used.

Both the case studies and the postal survey of schools showed there is considerable variety in the kinds of extended services schools offer, the ways in which they are delivered, and the scale of resources used to deliver them.

Quantitative data suggested:

- The equivalent of around half a full-time member of staff (18 hours a week) was needed for the administration and co-ordination of extended services;
- A similar number of hours (around 20 per week) were needed for the delivery of out of hours activities;
- Where schools offered holiday activities, a little over 300 hours of time per year were needed for the delivery of these;
- In total, the average number of hours per week used to deliver extended services was 133.

These hours are not necessarily delivered by school staff, some hours are provided by local authority staff, external providers, volunteers and others.

Longitudinal case studies

Twenty longitudinal case studies are being undertaken as part of the evaluation to help capture and explain the complexity and variability of what is happening 'on the ground' with extended services, and to contextualise findings from the quantitative elements of the evaluation. These case studies use the theory of change to follow

schools over time, exploring the outcomes anticipated from extended services, and the actions taken to generate those outcomes.

During the first year of the evaluation a series of fieldwork visits have been made to each school, and a theory of change has been developed for each. Visits to these schools will continue throughout the evaluation to explore further developments in extended services and measure outcomes and impacts. Because the first year of the evaluation has been about developing theories of change, 'findings' at this stage are necessarily limited. However, some emerging issues have been identified and are summarised below.

Schools, and particularly school leaders, are generally committed to the extended services agenda, and view it in a positive light, they also can articulate an understanding of their pupil's and communities' needs. However, extended services coordinators have reported that some teaching staff view the extended services agenda as an 'add-on' that is the responsibility of the coordinator alone.

The development of extended services has generally been on the foundation of some level of existing provision. For the most part, schools' initial efforts have been on delivering the core offer, and only once this is in place do they consider targeting particular groups, improving the quality of provision, and evaluating its effectiveness.

Many schools work in clusters which help develop links with community organisations and avoid duplication of effort. School leaders report that establishing a sound infrastructure and designating an appropriate lead person for extended services are critical.

Some schools have encountered difficulties when developing extended services, such as: being in new-build premises (meaning the school does not have control of those buildings at some times when they are needed); child protection requirements (vetting requirements make their attempts to engage parents and community members more difficult); in rural areas, issues with transport and with the geographical dispersion of specialist services, other agencies and external providers; and concerns about funding impacting on perceptions of the sustainability of extended services.

Introduction

Policy background

Extended services in schools are to be universally available by 2010, and are one of the key delivery mechanisms of the Every Child Matters (ECM) agenda which focuses on the following 5 outcomes: to be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing. By contributing to ECM outcomes, extended schools are also expected to have a positive effect on educational attainment.

Extended schools are also a key delivery mechanism of the Children's Plan. The Children's Plan sets out a clear vision where the Government expects every school to be uncompromising in its ambitions for achievement, sitting at the heart of the community it serves.

The Government has set out a 'core offer' of extended services that they want all children to be able to access through schools by 2010¹. Extended schools work with local authorities, local providers and other schools to offer access to a wide range of services from 8am to 6pm, 48 weeks a year, including school holidays. However, these services are not necessarily delivered on the school site. The core offer comprises:

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

Full Service Extended Schools (FSES)

Full Service Extended Schools were a precursor to the current extended schools policy, starting with 60 Local Authorities in 2003-04 and reaching all Local Authorities in 2005-06. This allowed schools to provide (alone, or in later phases, with partner schools) a comprehensive range of extended services for their communities.

¹ DfES (2004) *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare*.

Roll out of Extended Schools

The extended schools prospectus issued in June 2005 set out the expectation that all schools were to provide access to a core set of services. To support this, the Government has invested a considerable amount of funding in extended schools: £680 million between 2006 and 2008, and the Government will be providing £1.3 billion between 2008 and 2011 to support the development of extended schools.

Research objectives

The aim of the evaluation as a whole is to provide rigorous information and evidence about the delivery and effectiveness of extended schools. However, it should be noted that this report is a summary of findings from the first year of the evaluation, so not all the research questions have been addressed. Further research is planned as part of this evaluation.

The research will produce a comprehensive assessment of the impact of extended schools, building on information of service provision, usage, and programme implementation. The evaluation is focused on how different models of extended schools affect different types of pupils, families, schools and communities, including the most disadvantaged. In order to measure the effects of extended services the evaluation will attempt to measure a wide range of outcomes, including attainment.

The key research questions are:

- How successful have extended schools been in offering a range of services aimed at reaching the most disadvantaged families within a framework of providing mainstream services for all families?
- Are extended schools meeting the needs of users, particularly the most disadvantaged?
- How successful have these changes been in improving outcomes and raising standards of achievement for children and young people, as measured, in particular by, school and pupil level outcomes, including attainment, attendance, exclusion rates and behaviour?
- How have these outcomes improved for population sub groups, including reducing the attainment gaps of underachieving groups?
- What have been the other key outcomes and benefits of the programme?
- What are the long term net benefits of extended schools, and is this cost effective?

The overall research strategy can be categorised into five themes or strands, each of which has a set of key research questions:

Strand 1: Provision

The objectives of strand 1 are to provide up-to-date, robust and representative information on what extended services schools are providing, including:

- What is the nature of the extended schools provision and what services are schools providing? For example, childcare activities, parenting and family support; types of activities; referral/ access to specialist services; or community use of facilities?
- How does this vary across schools?
- What is the capacity of these services? How often are they provided, for how many hours?
- How do levels of provision vary?
- How were the services commissioned? Were parents, children and young people involved in their design?
- How does provision relate to need?
- How is the provision being targeted and why?

Strand 2: Delivery

Strand 2 aims to complement the information on what services are being delivered, providing information on delivery, implementation and what can be learnt about best practice, including:

- How have extended services been implemented at school level, and by what means?
- To what extent are schools providing services themselves, joining clusters of local schools, or commissioning via the private, voluntary and independent (PVI) sectors?
- What is the nature of the involvement of external providers, both on and off site?
- What sources of funding have schools used, including DCSF and/or other funding?
- What charging policies are in place?
- Are schools using delivery support systems and networks, and to what extent?
- What monitoring and performance management systems are used? How are schools deciding what to deliver, for what cost, and to whom, and is this part of a clear planning process?

- What lessons can be learned about best practice, both in management processes and service delivery? What are the barriers to success?

Strand 3: Usage

The objectives of strand 3 are to provide robust information about what is the usage of extended services by children, families and communities, including:

- Who is using extended services? What are the type, frequency and amount of services used at an individual level?
- Why are different users using extended services/ individual aspects of the core offer?
- How are the services being marketed? To whom and with what success?
- How do individual patterns of use vary and accumulate over time?
- What are the characteristics of users, and how do they compare with non-users, the school and local population?
- What is the awareness, demand and take-up of extended services, and how do users differ from non-users?
- What is the reach and use of extended services across different sub-groups, particularly the most disadvantaged children and families; different ethnic groups, gifted and talented children, or children with special educational needs?
- How do schools define their community?
- What are users' opinions of the services provided? What are the perceived benefits? Are there barriers to usage, and what are the reasons for non-use?

Strand 4: Impact

Strand 4 focuses on understanding the long term impact of extended services on a variety of outcomes and benefits, how they vary for different types of users.

The key questions for this strand are:

- What are the outcomes and benefits of extended services?
- What has been the effect of extended services on school and pupil level outcomes, including key stage results, pupil achievement, staying on rates, pupil absence, pupil skills, motivation and behaviour?
- How do outcomes vary between different children and sub groups (for example, FSM, children from Black and Minority Ethnic groups etc)?

- What approaches are the most effective?
- Is there evidence that extended services have helped to narrow the gap?

Strand 5: Cost Benefit Analysis

In order to fully understand the impact of extended services, a cost benefit analysis is to be undertaken. The cost benefit analysis will attempt to quantify the whole range of benefits of extended services in relation to the cost of provision, giving an indication of value for money.

Summary of research components (methodology)

Research undertaken so far as part of this evaluation includes:

- A quantitative telephone survey of schools
- A quantitative postal survey of schools
- A quantitative face to face survey of parents and pupils
- Visits to case study schools
- A thematic review concerning how schools define and respond to disadvantage in their development of extended services (this is not included in this report, but has been published separately²).

Further thematic reviews, case study visits and quantitative surveys are planned as part of this evaluation as well as a cost benefit analysis and an impact assessment.

Telephone survey of schools

A telephone survey lasting 25 minutes was conducted with 1,500 schools with a response rate of 60 per cent. Interviews were conducted with whoever had responsibility for extended services at the schools (in most cases a headteacher, deputy head, or extended schools co-ordinator). Fieldwork took place between September and November 2009. For details of how the sample was selected for the telephone survey, please see appendix 1. The questionnaire used for this survey is included in a separate technical annex that to this report.

Postal survey of schools

All schools that took part in the telephone survey of schools were asked if they would be willing to be sent a postal survey. Of the 1,500 schools interviewed 1056 agreed. Questionnaires were sent to all the schools that agreed followed by a letter reminder and then a full pack reminder for schools that had not responded. Fieldwork took

² <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR196.pdf>

place in January and February 2010. Questionnaires were returned by 363 schools, relating to a response rate of 34 per cent. The questionnaire used for the postal survey is included in a separate technical annex that to this report.

Face to face survey of parents and pupils

A sample of pupils was selected from schools that had taken part in the telephone survey of schools. Two cohorts of pupils were selected – one cohort aged 5 to 8 who could then be followed up in later surveys throughout their time at primary school, and one cohort aged 11 to 13 who could then be followed up in later surveys throughout their time at secondary school. For full details of how the sample was selected please see appendix 1. Where pupils were aged under 11, an interview was undertaken with a parent or guardian that the young person lived with, and where pupils were aged 11 or older both the pupil and a parent or guardian was interviewed. Interviews were achieved in 2261 households with a response rate of 66 per cent. The questionnaire used for the survey of parents and the pupils' questionnaire are both included in a separate technical annex that to this report.

Visits to case study schools

Two different types of case study visits have been undertaken:

- Case studies to obtain a broad view of the context in which extended services were delivered and the range of inputs used. These were undertaken amongst ten schools in eight local authorities. Interviews took place in May to July 2009. These case studies are intended to (eventually) feed into a cost benefit analysis. Findings from these case studies are included in chapter 5 of this report.
- Longitudinal case studies amongst 20 schools in 19 local authorities. These case studies use the 'theory of change' and focus on the outcomes anticipated from extended services provision, the actions taken to generate those outcomes, and the sequential changes through which those outcomes are produced. A fuller explanation of these longitudinal case studies, and emerging findings from them, are included in chapter 6 of this report.

Report layout

Findings from the telephone survey of schools and the survey of parents and pupils are structured around the first four strands that the evaluation addresses:

- Provision (chapter 1)
- Delivery (chapter 2)
- Usage (chapter 3)
- Impact (chapter 4)

Chapter 5 includes the results from case studies related to costs and the postal survey of schools which will feed into a cost benefit analysis later in the evaluation.

Chapter 6 includes emerging findings from longitudinal case study visits to schools.

Comparisons with previous survey

In 2008 another research agency undertook surveys of schools, parents and pupils about extended services. Where possible, comparisons have been drawn between 2008 data and current data and any notable differences are mentioned in chapters one to four.

In addition, appendix 2 includes tabulations of topline survey results for the 2008 data alongside the current data for questions that were included in both 2008 and in the current survey.

Analysis of data and significant differences

For schools telephone survey data crosstabulations of the following subgroups of interest have been examined at all questions where base sizes were sufficient to break down the data:

- School type (primary, secondary, special)
- School size (looked at separately for primary, secondary and special schools)
- Whether the school is in an urban or rural area
- Whether the school has a high or low proportion of pupils eligible for free school meals (FSM)
- Whether the school has a high or low proportion of pupils from an ethnic minority
- Whether or not the school is providing (or signposting to) the full core offer of extended services.

In addition, other relevant breakdowns have been examined at particular questions.

For parents and pupils data cross tabulations of the following subgroups of interest have been examined where relevant and for questions where base sizes were sufficient to break down the data:

- Whether the pupil attends a primary, secondary or special school
- Gender of pupil
- Ethnicity of pupil
- Whether the pupil has special educational needs

- Whether the pupil is eligible for free school meals (FSM)
- Gross annual household income
- Whether the parent/carer or their partner is in work
- Whether the household receives working tax credit
- Marital status of the parent/carer

In addition, other relevant breakdowns have been examined at particular questions.

Wherever subgroup differences are pointed out in this report they are statistically significant with at least a 95% degree of confidence, unless otherwise stated. All statistically significant differences present in tables are mentioned in the text preceding that table.

Tables in this report

Unless otherwise stated, figures shown in tables are column percentages. The columns will not always add up to 100, for several possible reasons: multiple responses are allowed at the question; answers such as 'don't know' or 'refused' have been excluded from the table; or rounding of percentages might mean they add up to 99 or 101.

A * symbol in a table indicates a percentage that is less than 0.5 but more than zero.

1. Provision

This chapter examines which extended services schools were offering, whether they were offering the ‘full core offer’, and what consultation schools had used in planning and developing extended services.

Key findings:

- Two thirds of schools were offering all five elements of the full core offer, and the remaining third were all offering some elements. Secondary schools were more likely than primary or special schools to be offering the full core offer.
- With the exception of community access, at least nine in ten schools were offering each of the elements of the core offer.
- Where schools were offering services on the school site, many were also signposting to services elsewhere suggesting pupils and their families had a choice of locations where they could take up extended services.
- Almost all schools offered activities or childcare straight after school, but around eight in ten offered activities or childcare before school and in the holidays, and six in ten offered activities in the evenings after 6pm.
- On average, schools were offering 14 different activities each week during term time.
- Three-quarters of schools or more offered family-wide activities, support for parents, and adult learning opportunities.
- Two thirds of schools were opening at least one of their facilities for community access, most commonly halls, rooms or spaces, sports facilities, and playgrounds and play areas.
- Almost all schools were working with disability or SEN support professionals, speech and language therapists, social care professionals, and parenting support professionals.
- Almost all schools had consulted parents and pupils when planning extended services, and two-thirds had consulted the wider local community.
- Just over half of parents were aware of their child’s school having consulted parents.
- Six in ten parents thought their child’s school takes parents views on additional services into account at least ‘a fair amount’, but three in ten

thought parents' views were not really taken into account.

- Three quarters of pupils recalled being consulted about activities. Mostly by filling in a questionnaire or discussing activities in a class or tutor group.
- Around three quarters of pupils thought their school took their views on activities into account at least 'a fair amount', but a quarter thought their views were not really taken into account.
- Seven in ten schools were targeting specific groups of pupils or families for support with extended services. Most commonly economically disadvantaged families and pupils with disabilities or SEN.

1.1 The full core offer

In order to be delivering the 'full core offer' schools need to be either offering or signposting to all five of the following extended services:

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

At the time of the schools survey (September to November 2009), two thirds (67 per cent) of schools were offering the full core offer, and a third (33 per cent) were not.

Whether or not schools were offering the full core offer varied considerably by school phase, school size, and whether schools were in an urban or rural location:

- 82 per cent of secondary schools were offering the full core offer, and larger secondary schools were more likely to be doing so than smaller ones;
- 65 per cent of primary schools were offering the full core offer, and larger primary schools were more likely to be doing so than smaller ones;
- 51 per cent of special schools were offering the full core offer, and again, this was more common amongst larger schools than smaller ones.

Around half (52 per cent) of rural schools were offering the full core offer compared with 71 per cent of urban schools.

1.2 Elements of the full core offer

With the exception of community access, each of the elements of the core offer was being offered by at least nine in ten schools, and in most cases these elements were provided on the school site. Table 1.1 shows, for each element of the core offer, the proportion of schools that were offering this element (first column) and the proportion of schools that were offering each element on the school site (second column).

Similar proportions of primary and secondary schools were offering childcare, activities, parenting support and swift and easy access. Where the difference lay was in community access to school facilities: 97 per cent of secondary schools were offering this compared with 75 per cent of primary schools. This is driving the difference between the proportions of primary and secondary schools that were providing the full core offer.

Special schools were less likely than primary and secondary schools to offer each of the core elements of extended services with the exception of swift and easy access to specialist support services.

As with the full core offer, school size affected whether or not schools were offering some of the elements: larger schools were more likely than smaller ones to offer childcare; larger secondary and special schools were more likely than smaller ones to offer community access; and larger special schools were more likely than smaller ones to offer activities.

Rural schools were less likely than urban ones to offer childcare, parenting support and community access to school facilities.

There were also differences in the proportions of schools offering parenting support based on the proportion of pupils in the school eligible for free school meals (FSM), and the proportion of pupils in the school from an ethnic minority. Amongst schools where at least 10 per cent of pupils were eligible for FSM, 95 per cent offered parenting support compared with 87 per cent of schools where less than 10 per cent of pupils were eligible for FSM. Furthermore, 97 per cent of schools where at least 25 per cent of pupils were from an ethnic minority offered this service, compared with 90 per cent of schools where less than 25 per cent of pupils were from an ethnic minority.

Table 1.1

Elements of the full core offer being offered by schools

	Proportion of schools offering this element	Proportion of schools offering this element on the school site
	(n=1,500)	(n=1,500)
	%	%
Childcare	91	66
Activities	97	87
Parenting support	91	75
Community access	78	66
Swift and easy access	94	86

Base: All schools (1,500)

Where schools were not offering the elements of the core offer on the school site, but were signposting to them, these elements might be offered at other schools within the same cluster, or might be offered elsewhere. Table 1.2 shows, for each element of the core offer, the proportion of schools that were only signposting to each element that said the element was provided at another school in their cluster (first column) and the proportion of schools that said the element was provided elsewhere (second column). As the figures in the table show, some schools were signposting to extended services in more than one location (both at other schools within the cluster and elsewhere).

Table 1.2

For schools that are only signposting to extended services, where these services are offered

	Services offered at another school within the cluster	Services offered elsewhere
	(n=variable)	(n=variable)
	%	%
Childcare	61	63
Activities	52	61
Parenting support	43	75
Community access	68	57
Swift and easy access	38	65

Base: All schools that only signpost to each element of the core offer (between 104 and 302 – varies for different elements of the core offer)

Where schools were offering services on the school site, at least half of schools were also signposting to these services - either to another school within the cluster, or elsewhere:

- 50 per cent of schools that provided childcare on the school site also signposted to childcare at other locations;
- 63 per cent of schools that provided activities on the school site also signposted to activities at other locations;
- 62 per cent of schools that provided parenting support on the school site also signposted to parenting support at other locations;
- 52 per cent of schools that opened their own facilities for community access also signposted to facilities that were open for community access at other locations;
- 60 per cent of schools that provided swift and easy access to specialist support services on the school site also signposted to specialist services at other locations.

This suggests that, in many cases, pupils and their families were being offered a choice of locations at which they could take up extended services.

1.3 Reasons for not providing extended services

For each of the elements of the core offer that schools were not offering or signposting to, schools were asked to provide a reason for this. The reasons given are shown in table 1.3.

Table 1.3

Reasons schools were not offering each type of extended service

	Childcare	Activities	Parenting support	Community access	Swift and easy access
	(n=196)	(n=84)	(n=152)	(n=290)	(n=91)
	%	%	%	%	%
You are planning to offer this service in the future but don't yet do so	23	28	33	21	26
You don't have the resources to offer this service	25	31	18	39	17
You have identified that no need or no demand exists for this service	33	11	25	19	27
Facilities are not suitable/there are better facilities elsewhere	5	1	4	8	0
Problems with location/transport	9	5	2	1	*
Cost	0	3	2	1	0
We are a special/residential school	1	1	1	1	0
Health & safety/security issues	*	0	0	2	0
Because of age of pupils/nature of pupil's needs	1	1	0	*	0
We just don't/we disagree with it	0	0	1	1	0
Other Answers	2	2	3	2	8
No answer	1	2	*	*	11
Don't know	*	14	10	6	11

Base: All schools that do not offer each element of the core offer (variable)

1.4 Provision of activities and childcare

For the purposes of the survey schools were asked about activities and childcare combined as there is a significant overlap between these two services since childcare includes any activities that are organised in such a way that parents can use them as childcare.

Table 1.4 shows the proportion of schools offering types of childcare and activities (first column), and the proportion offering these types of childcare and activities on the school site (second column).

As the table shows, almost all schools were offering activities straight after school on the school site. At least eight in ten schools offered childcare or activities before and after school, and during the school holidays but, particularly for holiday provision, this was not always on the school site. Around six in ten schools offered activities in the evenings after 6pm, but it was fairly rare for this provision to be on the school site.

Special schools were less likely than other schools to offer each type of childcare or activities: 51 per cent offered childcare before school; 74 per cent offered childcare after school; 82 per cent offered activities straight after school; 48 per cent offered activities in the evening after 6pm; and 75 per cent offered childcare or activities during school holidays.

As might be expected, secondary schools were much more likely than primary schools to offer activities in the evenings after 6pm: 86 per cent compared with 58 per cent. Primary schools were less likely than secondary schools to be providing childcare and activities on the school site, and more likely to be signposting to other locations.

Rural schools were less likely than urban schools to offer childcare before school (72 per cent compared with 85 per cent), and activities in the evenings after 6pm (51 per cent compared with 64 per cent). Where rural schools were offering childcare before school, and childcare and activities during the holidays, this was more likely to be off the school site than it was for urban schools.

Where schools were offering childcare and activities on the school site, many were signposting to childcare and activities at other locations as well, providing more choice for parents, and more opportunities for pupils to attend.

Table 1.4

Types of childcare and activities being offered (or signposted to) by schools

	Proportion of schools offering this	Proportion of schools offering this on the school site
	(n=1,500)	(n=1,500)
	%	%
Childcare or activities used as childcare before school	83	59
Childcare or activities used as childcare after school	93	69
All activities straight after school	99	97
All activities in the evenings after 6pm	62	28
Childcare or activities during school holidays	83	45

Base: All schools (1,500)

Where schools were offering activities or childcare, they were asked how many different activities were provided by the school (or cluster of schools) out of school hours, during a typical term time week. A fairly high proportion (16 per cent) could not answer and these have been excluded from the analysis below.

Across all schools that could answer this question, the average number of activities being offered each week was 14, although there was considerable variation in this number:

- 25 per cent of schools were offering five activities or fewer;
- 38 per cent were offering between six and ten activities;
- 24 per cent had between 11 and 20 activities on offer each week;
- Six per cent were offering 21 to 30 activities; and
- Eight per cent had 31 activities or more on offer each week.

Secondary schools tended to have more activities on offer than primary or special schools: the average number was 30 activities per week amongst secondary schools compared with 11 for primary schools and seven for special schools. The size of the school also made a difference; larger primary and secondary schools tended to be offering more activities each week than smaller ones.

Urban schools were, on average, offering more activities than rural schools: 15 per week, compared with nine per week in rural schools.

Also, schools that were offering the full core offer of extended services were providing more activities than those that were not: 17 per week on average compared with nine activities per week in schools that were not offering the full core offer.

1.5 Transport to activities and childcare

Where schools were signposting to activities and childcare that were not provided on the school site, in 53 per cent of cases all the offsite locations were within walking distance of the school. As might be expected, this varied considerably by the type of area. For 61 per cent of urban schools provision was within walking distance, but this was only the case for 22 per cent of rural schools (and 47 per cent of schools in town and fringe areas).

There were also differences by school type: all provision was within walking distance for 56 per cent of primary schools, 46 per cent of secondary schools, and just 21 per cent of special schools.

Where some offsite locations for provision of childcare or activities were not within walking distance of the school, schools were asked if transport was provided for pupils to reach the offsite locations. For 16 per cent of schools transport was provided for *all* offsite childcare and activities, and 29 per cent of schools provided transport for *some* offsite childcare and activities, but 54 per cent of schools did not provide transport to any of their offsite provision.

Table 1.5 shows responses broken down by school phase and by area type. As the table shows, secondary schools were more likely than primary schools to provide transport, but special schools were most likely to provide transport. More urban schools than rural schools provided transport to offsite activities and childcare.

There were also differences by school size, with larger primary and secondary schools being more likely to provide transport to offsite provision of activities and childcare than smaller schools.

Table 1.5

Whether schools provide transport for pupils to reach childcare and activities that are provided offsite (and are not within walking distance)

	Primary schools (n=239) %	Secondary schools (n=189) %	Special schools (n=189) %	Urban schools (n=412) %	Rural schools (n=120) %
Yes – for all childcare and activities	14	17	40	21	10
Yes – for some childcare and activities	26	39	29	32	18
No – no transport provided	59	41	29	46	72

Base: All schools with offsite provision of childcare and activities that is not within walking distance of the school (617)

1.6 Provision of parental support services

Table 1.6 shows the proportion of schools that were providing, or signposting to, different types of parental support (first column), and the proportion that were providing this on the school site (second column). As the table shows, around six in ten schools provided family-wide activities and parenting classes on the school site, and half of schools provided adult learning opportunities on the school site.

Special schools were less likely than other schools to provide, or signpost to, adult learning opportunities: 53 per cent did so compared with 78 per cent of primary schools and 80 per cent of secondary schools.

Larger primary, secondary and special schools were more likely than smaller ones to provide or signpost to all types of parental support services. And schools with higher levels of pupils eligible for free school meals were more likely than schools with lower levels of pupils eligible for free school meals to offer all types of parental support service.

Rural schools were less likely than urban schools to offer all types of parental support services:

- 63 per cent of rural schools provided or signposted to family-wide activities compared with 80 per cent of urban schools;
- 75 per cent of rural schools provided or signposted to support for parents compared with 85 per cent of urban schools;
- 68 per cent of rural schools provided or signposted to adult learning opportunities compared with 79 per cent of urban schools.

In many cases, where schools were offering parental support services on the school site, they were also signposting to offsite services too.

Table 1.6

Types of parenting support being provided (or signposted to) by schools

	Proportion of schools providing this	Proportion of schools providing this on the school site
	(n=1,500) %	(n=1,500) %
Family-wide activities including visits, workshops and activity sessions	76	60
Support for parents including parenting classes and programmes	83	63
Adult learning opportunities for parents including literacy and numeracy support	77	49

Base: All schools (1,500)

1.7 Provision of community access to facilities

Two-thirds (65 per cent) of schools were opening at least one of their facilities to the public. Most commonly this was halls, rooms or spaces (60 per cent), sports facilities (52 per cent) or playgrounds or play areas (40 per cent). A full list is shown in table 1.7.

Where schools were opening facilities for public use, they tended to have opened more than one type of facility: 28 per cent of all schools had opened two or three facilities; 23 per cent had opened four or five types of facility; and seven per cent had opened six or more types of facility for public use in the last 12 months.

Almost all secondary schools (94 per cent) had opened some facilities for public use, whilst the figure was much lower for primary and special schools (both 60 per cent). Larger primary and special schools were more likely than smaller ones to have opened up their facilities. And schools in urban areas were more likely than rural schools to have opened any of their facilities for public use (69 per cent compared with 48 per cent).

Table 1.7

Facilities schools have opened for public use in the last 12 months

	All schools (n=1,500) %
Halls, rooms or spaces	60
Sports facilities	52
Playgrounds/play areas	40
ICT suites	29
Arts facilities (for arts, crafts, music or drama)	25
Library	11
Medical facilities	8
Canteen/dining/food technology area	1
Other	2
Any facilities	65

Schools that offered or signposted to community access to facilities were asked if there were any facilities the school could open for public access that it currently did not. Table 1.8 shows responses for all schools that offered or signposted to community access to facilities (first column), for schools that had opened some of their facilities in the last year (second column), and for schools that had not opened any of their facilities in the last year (third column).

As the table shows, 85 per cent of the schools that were not currently opening any facilities did have facilities that they could open for public use, and about half (48 per cent) of schools that were already offering community access to some of their facilities had further facilities that could be opened.

Table 1.8

Facilities schools could open for public access, but do not

	All schools offering community access	Schools that do currently open some facilities	Schools that do not currently open any facilities
	(n=1213)	(n=1034)	(n=171)
	%	%	%
Halls, rooms or spaces	16	4	73
Sports facilities	13	7	44
Playgrounds/play areas	23	13	71
ICT suites	26	22	46
Arts facilities (for arts, crafts, music or drama)	13	10	25
Library	21	19	31
Medical facilities	5	5	4
Canteen/dining/food technology area	2	1	6
Other	4	5	*
Any facilities	55	48	85

Base: All schools that offer or signpost to community access to facilities (1,213)

Where schools did have facilities they could open for public access that they were not currently opening, these schools were asked why they did not open these facilities for public access. The most commonly given responses were that the school had identified that no need or demand existed (41 per cent) and that the school did not have the resources to open its facilities (31 per cent). Other answers were:

- There are better facilities elsewhere (e.g. other schools, council facilities) – 13 per cent;
- Health and safety, security or insurance issues – eight per cent;
- The facilities are not suitable – six per cent;
- Issues with the upkeep of facilities – four per cent;
- Cost – two per cent.

There were also five per cent of schools who said they were planning to open their facilities, and another five per cent who could not answer.

1.8 Access to professionals and specialist services

Almost all schools were working with disability or SEN (Special Educational Needs) support professionals, speech and language therapists, social care professionals, and parenting support professionals to support children and families. Most schools were working with children and adolescent mental health specialists, although this was more common in secondary and special schools than in primary schools. Over nine in ten secondary schools were working with sexual health professionals and drug and substance misuse specialists, but this was less common in primary and special schools. These results are shown in table 1.9.

Table 1.9

Professionals and services that work with schools (either onsite or offsite) to support children and families

	All schools (n=1,500)	Primary schools (n=661)	Secondary schools (n=463)	Special schools (n=376)
	%	%	%	%
Disability or SEN support professionals	98	98	98	96
Speech and language therapists	97	99	88	93
Social care professionals	95	95	98	99
Parenting support professionals	89	90	88	88
Children and adolescent mental health specialists	83	81	93	92
Sexual health professionals	55	47	94	69
Drug and substance abuse specialists	52	44	92	53
None of these	1	1	*	*

Base: All schools (1,500)

1.9 Consultation

Almost all schools had consulted with parents and pupils when planning extended services and two-thirds had consulted the wider local community. Results were similar for primary, secondary and special schools with the exception of consulting the wider local community which was more common amongst secondary schools (and more common amongst larger secondary schools than smaller ones). These results are shown in table 1.10.

Results were also similar for schools that were offering the full core offer and for those that were not, again with the exception of consulting the wider local community: 73 per cent of full core offer schools had consulted this group compared with 56 per cent of schools that were not yet offering the full core offer.

Table 1.10

Groups schools have consulted when planning extended services

	All schools (n=1,500) %	Primary schools (n=661) %	Secondary schools (n=463) %	Special schools (n=376) %
Parents	96	97	93	95
Pupils	94	95	95	90
The wider local community	67	66	76	58
None of these	1	1	3	4
Don't know	1	1	*	0

Base: All schools (1,500)

Parents' views of consultation

All parents were asked in what ways they were aware of their child's school consulting parents about the additional services it offers, in the last year. Around a third of parents (35 per cent) said their child's school had not consulted parents, and a further seven per cent did not know. The most common forms of consultation parents were aware of were parents evening (29 per cent), and being given questionnaires to fill in (26 per cent). Also, 13 per cent of parents said they were aware of consultation via informal chats with school staff, five per cent were aware of consultation by letter, and three per cent via newsletters, flyers, leaflets or brochures. In total, 57 per cent of parents were aware of some form of consultation.

Parents of pupils at primary schools were more likely than parents of pupils at secondary schools to be aware of some type of consultation (61 per cent compared with 50 per cent).

All parents were also asked to what extent they thought their child's school takes parents' views on the additional services it offers into account. Answers were mixed, but more parents were positive than negative: 17 per cent thought their child's school took parents views into account 'a great deal' and a further 44 per cent thought their views were taken into account 'a fair amount'. Again, there were differences between primary and secondary schools, with parents of primary school pupils generally having more positive views. These results are shown in table 1.11.

As might be expected, parents that were aware of their child's school undertaking consultation were much more likely to think the school takes parents' views into account than parents who were not aware of consultation.

Table 1.11

The extent to which parents think their child's school takes parents' views on additional services into account

	All parents (n=2,253) %	Parents of primary school pupils (n=912) %	Parents of secondary school pupils (n=1,256) %	Parents of special school pupils (n=93) %
A great deal	17	20	11	25
A fair amount	44	46	39	38
Not very much	21	19	25	21
Not at all	7	5	9	8
Don't know	12	10	16	8

Base: All parents (2,253)

Pupils' views on consultation

Pupils were also asked how, if at all, they had been consulted about the activities on offer. A quarter of pupils did not recall being consulted in any way, and a further two per cent did not know, but the remaining 74 per cent had been consulted in some form. Ways in which pupils recalled being consulted were:

- Filling in a questionnaire (44 per cent)
- Discussing activities in a class or tutor group (36 per cent)
- Reporting to a school council or year group council (21 per cent)
- Being asked during the activity (15 per cent)
- Talking to teachers and staff at other times (14 per cent)

Pupils were as likely as parents to think their school listened to their views on activities 'a great deal' (17 per cent), but more likely to think their views were listened to 'a fair amount' (56 per cent of pupils thought this). However, around a quarter of pupils (23 per cent) thought their school did not listen very much or did not listen at all to pupils' views on activities.

Pupils who had been consulted themselves in the last year were more likely to feel their school took pupils' views into account a great deal or a fair amount than pupils who had not been consulted (77 per cent compared with 62 per cent).

How well services meet needs

The aim of employing consultation when developing extended services is to ensure that the services schools are providing meet the needs of their pupils and parents, and of the community. Therefore, parents who were aware of activities or childcare services being offered by their child's school were asked how well these met the needs of parents and children. Two thirds of parents (67 per cent) thought the activities on offer met needs at least fairly well, but a notable minority (23 per cent) thought activities did not meet needs well.

Parents who were aware of the school having consulted its parents were more likely to think activities met needs well: 75 per cent compared with 54 per cent of parents who were not aware of any consultation.

1.10 Targeting services

Around seven in ten schools (69 per cent) were targeting specific groups of pupils or families for support with extended services. This figure varied significantly between different types of school: secondary schools were most likely to be targeting specific groups, followed by primary schools, then special schools. Larger primary and special schools were more likely than smaller ones to be targeting specific groups for support, and there was also a marked difference by whether or not the school was offering the full core offer. In addition, schools with higher levels of pupils eligible for free school meals were more likely than those with lower levels to be targeting specific groups for support. These results are shown in table 1.12.

Table 1.12

Proportions of schools that were targeting specific groups of pupils or families for support with extended services

	<i>Row percentages</i>	
	%	
All schools	69	(n=1500)
Secondary schools	76	(n=462)
Primary schools	69	(n=661)
Special schools	58	(n=373)
Primary schools, less than 200 pupils	58	(n=255)
Primary schools, 200 pupils or more	78	(n=406)
Special schools, less than 100 pupils	56	(n=254)
Special schools, 100 pupils or more	65	(n=119)
Schools offering full core offer	77	(n=990)
Schools not offering full core offer	55	(n=506)
Schools where less than 10% of pupils are eligible for FSM	64	(n=628)
Schools where 10% of pupils or more are eligible for FSM	75	(n=851)

In terms of the sorts of pupils being targeted:

- 36 per cent of schools were targeting economically disadvantaged pupils and families (those eligible for FSM, those living in disadvantaged areas, those receiving state benefits or with low incomes etc) - targeting economically disadvantaged pupils was more common amongst schools with higher levels of economically disadvantaged pupils (at least 10 per cent eligible for FSM);
- 24 per cent of schools were targeting pupils with disabilities or with special educational needs;
- 15 per cent of schools were targeting pupils they considered to be 'vulnerable' or those with behavioural or emotional issues;
- Eight per cent of schools targeted pupils with poor attendance or poor academic performance;
- Seven per cent of schools targeted pupils who were in care;
- Seven per cent of schools were targeting lone parent families;
- Six per cent of schools were targeting pupils from ethnic minorities or who had language barriers – this was more common in schools with higher levels

of pupils from ethnic minorities (20 per cent of schools where at least 25 per cent of pupils were from an ethnic minority).

There were also other criteria used by very small proportions of schools, such as: gifted and talented pupils; obese pupils; young carers; hard to reach families; and pupils or families that were new to the community.

2. Delivery

This chapter examines how schools plan, develop and deliver their extended services by looking at the sources of support used in service development, the management of extended services, how they are funded and the barriers schools face in developing services to meet needs.

Key findings:

- The most common form of support schools were using to help plan, develop and deliver extended services was local authorities, including ESRAs (70 per cent of schools were using this as a form of support). Using other schools for support was also common (42 per cent of schools were doing this).
- Nearly two-thirds of schools agreed they had received sufficient support to help develop and deliver extended services effectively, but around two in ten disagreed.
- Eight in ten schools agreed teachers in the school had been consulted about the development of extended services.
- Two thirds of schools offered extended services as part of a cluster or group of schools, with most clusters being made up of ten schools or less.
- Nine in ten schools were using registers to monitor attendance at activities, and just under half of these were then feeding attendance information into a central database.
- For all five elements of the core offer, the majority of schools had (some) day to day responsibility for running extended services themselves, but for activities and childcare it was also common for private providers to have responsibility for these, and local authorities tended to have (some) responsibility for the running of parenting support and swift and easy access. Health agencies or statutory agencies also tended to have (some) responsibility for running swift and easy access.
- Four in ten schools agreed they had adequate human resources and administration within the school for the extended services programme to be a success, but half of schools disagreed with this.
- Nine in ten schools were using the Common Assessment Framework (CAF).
- Schools tended to use a variety of sources of funding for extended services. School funding and public sector (LA or PCT) funding was widely used for all five elements of the core offer. In the majority of schools users paid for childcare, activities and community access, and many schools were reliant on

staff and others volunteering in order to provide childcare and activities.

- A third of schools agreed they had adequate financial resources for the extended services programme to be a success, but a little over half disagreed.
- Amongst schools that asked users to pay for childcare or activities, almost all offered some kind of support for families who struggle to pay.
- The most common barrier to developing and delivering extended services, cited by nearly two thirds of schools, related to the funding of services.

2.1 Developing extended services

Support developing extended services

The most common source of support used to help plan, develop and deliver extended services came from local authorities with 70 per cent of schools receiving some form of support in this way. Support from local authorities included that offered by Extended Schools Remodelling Advisers (ESRAs). Urban schools were more likely than those in rural areas to have received support from their local authority (71 per cent in urban areas compared with 59 per cent of schools in rural areas).

The second most common source of support, used by 42 per cent of schools, was that received from other schools with those schools offering extended services as part of a cluster more likely to have received support from other schools than those that were not (48 per cent compared with 29 per cent).

There was also variation by school type with 43 per cent of primary schools and 41 per cent of secondary schools using other schools for support compared with 30 per cent of special schools. Special schools were also less likely to offer extended services as part of a cluster or group of schools than primary or secondary schools (67 per cent of primary, 78 per cent of secondary and 43 per cent of special schools). This perhaps explains why special schools were less likely to use other schools as a source of support.

The private, voluntary and independent sector was the third most common source of support (30 per cent), followed by support from within school clusters (16 per cent). Low proportions of schools reported using other sources of support, as shown in table 2.1.

Table 2.1

Sources of support used by schools to help plan, develop and deliver extended services

	All schools (n=1,500) %
Local authority (including Extended Schools Remodelling Advisers)	70
Other schools	42
Private, voluntary and independent (PVI) sector	30
Other colleagues, coordinators or partners	16
Staff	7
Health sector	7
The Training and Development Agency for Schools (TDA)	5
Local community groups	5
Parents	5
Pupils	2
The police	1
Other	5
No answer	3
Don't know	3

Base: All Schools (1,500)

Nearly two thirds of schools (64 per cent) agreed that sufficient support had been received to help develop and deliver extended services effectively with 22 per cent saying this was not the case. Schools that provided services as part of a cluster were more satisfied with the support received than non-cluster schools (70 per cent compared with 51 per cent) as were those that had received support from their local authority (70 per cent agreeing compared with 50 per cent disagreeing).

Special schools were less likely than other schools to agree that they had received sufficient support (55 per cent compared with 64 per cent of both primary and secondary schools) and more likely to disagree (29 per cent compared with 21 per cent of both primary and secondary schools).

For primary, secondary and special schools, larger schools were more likely than smaller ones to agree that sufficient support had been received.

Staff consultation

The majority of respondents (81 per cent) agreed that teachers in their school had been consulted about the development of extended services.

Respondents in secondary schools were less likely to agree that teachers had been consulted on the development of services (74 per cent) than those in primary and special schools (both 83 per cent) whilst urban schools were more likely to agree than those in rural areas (83 per cent compared with 78 per cent).

When asked whether their teachers had an understanding of how extended services could contribute to better learning outcomes, 82 per cent of schools agreed that they did. This increased to 90 per cent in schools that also agreed teachers had been consulted about the development of extended services and fell to 38 per cent in schools that felt teachers had not been consulted.

2.2 Cluster arrangements

Two thirds of schools (67 per cent) offered extended services as part of a cluster or a group of schools.

Seventy eight per cent of secondary schools were offering extended services as part of a cluster; a higher proportion than either primary or special schools (67 per cent and 43 per cent respectively). Schools providing or signposting to the full core offer were more likely to be part of a cluster (77 per cent) than schools that did not provide the full core offer (48 per cent).

School size also affected the probability of primary schools being cluster members: 75 per cent of primary schools with fewer than 100 pupils offered extended services as part of a cluster compared with 61 per cent of primary schools with more than 300 pupils. There were no differences by size for secondary or special schools.

Where schools were offering services as part of a cluster, 69 per cent were doing so in a cluster of ten schools or less. As table 2.2 shows, large clusters were less common.

Table 2.2

Size of clusters or groups of schools that schools offer extended services as part of

	(n=985)
	%
1-5 schools	25
6-10 schools	44
11-15 schools	16
16-20 schools	6
21+ schools	5
Don't know	4

Base: All schools offering extended services as part of a cluster (985)

2.3 Managing extended services

Attendance monitoring

The majority of schools (89 per cent) reported using a register to monitor attendance at some or all of the childcare or activities they offered. This was uniformly high across school types (table 2.3), though primary schools and special schools were more likely to report taking a register at all childcare and activities (75 and 76 per cent respectively) than secondary schools (58 per cent).

Table 2.3

Whether schools use a register to monitor attendance at childcare or activities that they offer

	All schools (n=1,460)	Primary schools (n=658)	Secondary schools (n=460)	Special schools (n=342)
	%	%	%	%
Register taken for all childcare or activities	73	75	58	76
Register taken for some childcare or activities	16	13	29	13
No register taken	6	6	8	8

Base: All schools offering childcare or activities for pupils (1,460)

Schools that took a register of attendance at some or all of their activities were asked if this information was stored in a central database: 44 per cent said that they did use a central database with 51 per cent saying that they did not. Cluster schools that collected information on attendance were more likely than non-cluster to hold it in a central database (48 per cent compared with 35 per cent) and full core offer schools

were more likely to do so than non-full core offer schools (48 per cent compared with 36 per cent).

Schools were asked to provide information on the number of pupils attending childcare or activities, and this is reported on in section 3.2. Those that were unable to provide information on attendance were asked why not. In over half of cases (53 per cent) where a school could not provide information on attendance figures for childcare and activities this was because the service was run by an external provider and the school did not have access to the information. Primary schools were more likely than secondary or special schools to offer this reason (57 per cent of primary schools compared with 38 and 33 per cent of secondary and primary schools respectively), which is possibly explained by the greater role private providers play in the provision of childcare and activities in primary schools.

Other common reasons mentioned were that the respondent would need to look up detailed information from the school's records to answer (19 per cent), that attendance varied too much from day to day (16 per cent) and that the school did not keep accurate records regarding attendance at activities / childcare (15 per cent).

The same question was asked of schools that could not provide attendance figures for users of their parenting support services and again, nearly half (49 per cent) answered that this was due to the service being run by an external provider.

Responsibility for service delivery

Schools were asked to identify who was responsible for the day to day delivery of each aspect of their core offer. Responses are shown in table 2.4. Due to the possibility of overlapping responsibility, respondents were able to provide more than one answer to this question.

For every aspect of the core offer a majority of respondents answered that the school itself was responsible for day to day delivery of the service. This ranged from 66 per cent of schools for childcare or activities used as childcare to 89 per cent for all activities for pupils. Private providers played a prominent role in the provision of childcare and activities used as childcare with half of schools (50 per cent) responding that a private provider had day to day responsibility for this. Fifty six per cent of schools said that a private provider was responsible for the day to day delivery of their other activities for pupils.

The role of private providers and schools in childcare provision varied depending on levels of deprivation. In less deprived areas a higher proportion stated that private providers had responsibility for day to day provision than they did in more deprived areas (55 per cent of schools with less than 20 per cent of pupils eligible for FSM versus 36 per cent of schools with more than 20 per cent of pupils eligible for FSM) whereas in more deprived areas schools were more likely to have responsibility than in less deprived areas (81 per cent of schools with more than 20 per cent of pupils

eligible for FSM versus 61 per cent of schools with less than 20 per cent of pupils eligible for FSM).

Private providers were less prominent in the daily delivery of parenting support and easy access to support. Local authorities and health agencies (or statutory agencies) played a greater role in these areas. Local authorities were responsible for the daily delivery of parenting support in nearly two thirds of schools (63 per cent) with health agencies responsible in 41 per cent. Their role increased further in relation to providing swift and easy access to support services with local authorities responsible for this in 70 per cent of schools and health agencies responsible in 59 per cent.

Sixty per cent of primary schools providing activities for pupils identified a private provider as responsible for provision. This decreased to 41 per cent of secondary schools and 30 per cent of special schools. Similarly for childcare or activities used as childcare, 51 per cent of primary schools said private providers were responsible compared with 31 per cent of secondary schools and 22 per cent of special schools.

Table 2.4

	Who has responsibility for day to day delivery of each core extended service				
	Childcare or activities used as childcare (n=1,307)	All activities for pupils (n=1, 419)	Parenting support (n=1,351)	Community access (n=1,213)	Swift and easy access (n=1,412)
	%	%	%	%	%
The school	66	89	71	78	81
Another school	26	37	35	26	24
Local authority	16	32	63	27	70
Private providers	50	56	20	28	14
Voluntary sector providers	15	29	28	22	22
Health Agency or statutory agency	10	15	41	14	59

Base: All schools that offer each element of the core offer (variable)

Schools were also asked if they had adequate human resources and administration within the school for the extended services programme to be a success: 40 per cent of respondents agreed that they did compared with 49 per cent of respondents that did not.

There was a correlation between school size and respondents' attitudes towards the availability of human and administrative resources with larger primary and secondary schools more likely to agree that these resources were adequate than their smaller counterparts: 51 per cent of primary schools with more than 300 pupils agreed compared with 27 per cent of primary schools with under 200 pupils, whilst 52 per

cent of secondary schools with more than 1500 pupils agreed compared with 41 per cent of secondary schools with fewer than 500 pupils.

The Common Assessment Framework

Nine out of ten schools (90 per cent) were using the Common Assessment Framework (CAF) to enable staff to see which additional services a child receives and what further help might be required. Schools that delivered extended services as part of a cluster were more likely than non-cluster schools to be using CAF (94 per cent compared with 82 per cent) though cluster size was not related to the likelihood of CAF being used. Special schools were least likely to be using CAF (78 per cent). In contrast, 90 per cent of primary schools and 92 per cent of secondary schools were using the tool.

2.4 Funding extended services

Sources of funding

For each of the five core extended services offered, schools were asked how they funded these services.

Schools used funding from a range of sources and tended to use different sources for different types of extended service. Table 2.5 shows the most common sources of funding along with the proportion of schools using funding from these sources for each aspect of the core offer.

At least two thirds of schools reported charging users of childcare or activities used as childcare (77 per cent), all activities for pupils (66 per cent), and community access (70 per cent) with very few charging users of parenting support (13 per cent) or swift and easy access (eight per cent). Funding for these latter two services was more likely to come from the public sector with 66 per cent of schools providing parenting support and 78 per cent providing swift and easy access using the public sector as a source of funding. School funding also played an important role across all aspects of the core offer with between 38 per cent and 59 per cent of schools funding services in this way.

Schools where a private provider was responsible for the daily provision of childcare were more likely to answer that users paid for the service than schools where a private provider was not involved (84 per cent versus 69 per cent). The same was true where private providers were responsible for the daily provision of all other activities, with 50 per cent of schools that did not use a private provider charging users compared with 79 per cent of schools that did.

Table 2.5

Sources of funding used for each core extended service³

	Childcare or activities used as childcare (n=1,307) %	All activities for pupils (n=1, 419) %	Parenting Support (n=1,351) %	Community access (n=1,213) %	Swift and easy access (n=1,412) %
Users pay	77	66	13	70	8
School funding	41	59	48	38	49
Public sector (LA or PCT funding)	40	44	66	34	78
Private sector	18	15	7	12	6
Voluntary sector	12	20	16	14	18
Staff volunteer	43	64	33	28	15
Others volunteer	28	37	20	22	14

Base: All schools that offer each element of the core offer (variable)

Schools in more deprived areas were as likely to charge service users as schools in less deprived areas, but they were more likely to utilise alternative sources of funding in addition to this. Taking childcare or activities used as childcare as an example, table 2.6 contrasts the funding sources of schools with less than 20 per cent of pupils eligible for FSM with those of schools with more than 20 per cent of pupils eligible for FSM. A comparable proportion asked users to contribute to the service but schools with more than 20 per cent of pupils eligible for FSM were significantly more likely to use additional funding from either the school or the local authority.

³ This data provides no indication of the proportion of overall funding from each source.

Table 2.6

Sources of funding for childcare or activities used as childcare

	Less than 20% FSM (n=824)	More than 20% FSM (n=468)
	%	%
Users pay	78	73
School funding	37	53
Local Authority or Primary Care Trust funding	35	52
Private sector	19	13
Voluntary sector	11	16
Staff volunteer	40	50
Others volunteer	29	35

Base: All schools offering childcare or activities used as childcare (1,292)

When asked if they felt their school had adequate financial resources for the extended services programme to be a success, 33 per cent of respondents agreed this was the case whilst 55 per cent disagreed. Special schools were most likely to disagree with 63 per cent saying that they did not have adequate financial resources. This compares with 54 per cent of primary and 53 per cent of secondary schools. Schools in rural areas were more likely to disagree they had adequate financial resources than those in urban areas (62 per cent compared with 52 per cent).

Support to families who struggle to pay

Schools that asked users to pay for either childcare or activities were asked in what way, if any, they provided help to families who struggle to pay for these services. The most common form of help, offered by 83 per cent of schools, was signposting to other sources of support. Fees were either reduced or not charged by 73 per cent whilst 69 per cent made special arrangements such as payment plans. Five per cent of schools offered no support to families who struggled to pay.

Schools that offered or signposted to the full core offer were more likely than those that did not to offer support to families who struggled to pay. Ninety per cent of full core offer schools signposted towards other sources of funding compared with 68 per cent of schools that did not offer the full core offer whilst 75 per cent helped to make special arrangements, compared with 55 per cent of non-full core offer schools. Ten per cent of non-full core offer schools offered no help at all to families that struggled to pay, compared with only four per cent of schools that did provide the full offer.

Secondary and special schools were more likely to charge families struggling to meet the costs of childcare or activities a lower fee (79 per cent) than primary schools (72 per cent). Primary schools however were more likely to make special arrangements

such as offering a payment plan (70 per cent compared with 62 per cent of secondary and 56 per cent of special schools).

Table 2.7

Forms of support offered to families who struggle to pay the full fee for childcare or activities

	All schools (n=1059)	Schools providing the full core offer (n=767)	Schools not providing the full core offer (n=292)
	%	%	%
Charge a lower fee or waive the fee for payment	73	77	65
Make special arrangements such as a payment plan	69	75	55
Signpost towards other sources of support	83	90	68
Cluster funding	1	2	0
Charitable funding	2	3	1
Fundraising	*	*	1
Vouchers	1	*	1
Fund it ourselves	2	2	1
Apply for grants	1	1	0
No support offered	6	4	10
Other	3	4	3

Base: All schools who require users to pay for childcare or activities (1,059)

2.5 Barriers to success

The most common barrier to developing and delivering extended services, cited by nearly two thirds of schools, related to the funding of extended services. Seventy per cent of secondary schools reported this as an issue, as did 62 per cent of primary schools and 60 per cent of special schools. There was also an urban-rural divide with 67 per cent of urban schools mentioning funding compared with 47 per cent of rural schools. Nearly four fifths of urban secondary schools (78 per cent) felt funding was a significant barrier to service development.

Apart from funding, no single barrier was identified by more than a quarter of schools. A lack of available facilities or places and a lack of staff were each cited by 23 per cent, followed by a lack of interest from parents (19 per cent), time constraints (18 per cent) and transport issues (15 per cent).

Schools in less deprived areas were more likely than those in more deprived areas to consider a lack of both facilities or places and a lack of staff commitment / specialization to be an issue. One quarter (25 per cent) of schools with less than 20 per cent of pupils eligible for free FSM felt that staffing issues hampered service

development whilst 24 per cent also mentioned a lack of facilities or places. This compares with the 18 per cent of schools with more than 20 per cent FSM that mentioned each of these points.

Primary schools were most likely to mention a lack of available facilities or places as a barrier to service development (25 per cent), with this figure reducing to 13 and 14 per cent for secondary and special schools respectively.

Nearly one fifth of schools (19 per cent) felt that a lack of interest from parents was a barrier to service development. This figure increased to 31 per cent in schools with more than 20 per cent FSM, compared with 15 per cent in schools with less than 20 per cent FSM. Parental engagement was identified as an issue in only 11 per cent of special schools compared with 20 per cent in both primary and secondary schools.

A similar proportion of primary and secondary schools mentioned time constraints as a problem (18 per cent and 20 per cent respectively) whereas only eight per cent of special schools felt this to be the case.

Fifteen per cent of schools identified transport as a barrier to developing extended services with 30 per cent of rural schools saying this was the case compared with 11 per cent of urban schools.

Table 2.8

Barriers to developing and delivering extended services to meet needs

	(n=1,500)
	%
Funding	63%
Lack of available facilities or places	23%
Lack of specialist staff or lack of commitment from existing staff	23%
Lack of interest from parents	19%
Time constraints	18%
Transport issues	15%
Working with other organisations and schools	4%
Administrative issues (paperwork, rules and regulations, legal concerns and bureaucracy)	4%
Lack of interest from pupils	3%
Lack of interest from the general public	3%
Manpower / resources	3%
Lack of space	3%
Engaging with hard to reach / disadvantaged families	2%
Lack of demand	2%
Lack of communication	2%

Base: All schools (1,500)

3. Usage

This chapter examines parents' and pupils' use of extended services, including the number of hours taken up. It also looks at awareness of services, promotion of extended services, opinions of services, and the perceived benefits and barriers to parents and pupils to using extended services.

Key findings:

- Few parents felt they knew a great deal about the kinds of additional services offered by their child's school, but over half felt at least reasonably well informed.
- More than nine in ten parents were aware of their child's school providing childcare or activities during term time, but only just under four in ten thought holiday activities were offered (although for 93 per cent of parents interviewed their child's school was providing holiday activities).
- Three quarters of parents were aware of their child's school offering parental support services, four in ten parents thought their child's school opened its facilities for community access, and around four in ten recalled being given information by their child's school about how to access support services and professionals.
- Two thirds of pupils had taken part in at least one term-time activity in the previous term – most commonly sporting activities that occurred straight after school. A significant minority of pupils (around three in ten) were doing at least two hours of activities a week during term time.
- Less than one pupil in ten had been to activities during school holidays in the last year. Where pupils had taken part in holiday activities they had participated in an average of 33 hours of activities across the year.
- Around a third of parents had used parental support services (most commonly social events and information sessions). However, a much higher proportion of parents (eight in ten) said they would be likely to approach their child's school if they needed help accessing support services.
- Only 14 per cent of parents had used any school facilities that had been opened for community access.
- Three in ten parents said their child had been helped by the school to access at least one type of support service or professional in the last year, but this was much more common in special schools (over eight in ten).
- All schools had promoted their extended services, most commonly using

methods such as newsletters, flyers, letters to parents, and postings on the school website or school notice boards.

- Most parents had positive views about their child's school, agreeing it has a good reputation, encourages their child to achieve, and involves them in issues that affect their child. Most parents also thought there was good interaction between parents and school staff.
- Seven in ten pupils said they enjoyed school at least most of the time, and pupils that took part in activities were more likely to say they enjoyed school.
- Around two in ten parents were dissatisfied with the availability of childcare, adult learning and parenting support in their area, and around three in ten were dissatisfied with the availability of activities suitable for their child, and leisure facilities in the area they live, suggesting there is a gap in local services that could be filled by extended services in and around schools.
- Eight in ten parents were satisfied with the way staff handle discipline problems at activities, but fewer (two thirds) were satisfied with the amount of feedback they get about their child's progress at activities.
- Three quarters of pupils thought that the activities provided by their school were good overall, and around four in ten pupils thought their school was providing more activities than it had been a year ago.
- The time when the highest proportion of parents (four in ten) said they would like more activities to be provided to cover their childcare needs was during the summer holidays.
- A third of parents would like information sessions related to their child's schooling to be made more available to them.
- Just over a third of parents said there were school facilities that were not open to the community that they would like to be able to use.
- The majority of pupils would like their school to offer more activities before school, straight after school, and during school holidays.
- Benefits of participation (as perceived by parents) were mostly benefits for their child (such as having fun and making new friends), but two in ten parents said their child attending activities allowed them to work.
- Most parents (over six in ten) said their child could attend all or most of the activities they wanted them to. Where their child could not go to all of the activities they had wanted, the main barriers (each mentioned by around a quarter of parents) were: costs; not liking the activities on offer; issues with the availability of activities; and logistical issues such as time, location or

transport to and from activities.

3.1 Awareness of services

Few parents (17 per cent) felt that they knew 'a great deal' about the types of additional services offered by their child's school, but a further 38 per cent thought they knew 'a fair amount' showing that over half of parents felt they were reasonably well informed about extended services. A third of parents (34 per cent) felt they knew a little about the services on offer and nine per cent knew nothing, showing that schools' promotion of extended services is not reaching a significant minority of parents.

There was a big difference between primary and secondary schools, with parents of primary school pupils generally feeling much better informed: 64 per cent felt they knew at least 'a fair amount' compared with 40 per cent of parents of secondary school pupils. Perhaps surprisingly, whether or not a parent had other children at the school (as well as the pupil selected for the survey) did not appear to influence how much parents knew about additional services.

Parents whose child had been to any activities in the last term were more likely to know at least a fair amount about the services on offer at their child's school (60 per cent compared with 44 per cent of parents whose child had not attended).

Comparing these results to the 2008 survey, parental knowledge about extended services appears to have increased since 2008 when 10 per cent of parents said they knew 'a great deal', and a further 29 per cent said they knew 'a fair amount'. This may indicate that schools' promotion of their extended services over the last year has influenced a raising of awareness amongst (some) parents.

Activities and childcare during term time

Almost all parents (92 per cent) thought their child's school was involved in providing childcare or activities during term time (90 per cent thought the school did so on school grounds), but four per cent thought the school did not provide activities or childcare during term time and four per cent did not know.

Data from the schools survey show that *all* schools whose pupils were included in the parents and pupils survey were offering childcare or activities during term time. This shows that the majority of parents were correct, but the four per cent who said their child's school did not offer term time activities were evidently unaware of the activities or childcare their child's school provides.

Parents of primary school pupils were more likely than parents of secondary and special school pupils to think their child's school offered childcare or activities during term time (95 per cent compared with 88 per cent and 72 per cent respectively),

although parents of secondary school pupils were no more likely to think their child's school did not offer activities or childcare, but were more likely to not know.

Activities and childcare during school holidays

Fewer parents thought their child's school offered childcare or activities during the school holidays: 37 per cent thought it did; 50 per cent thought it did not; and 13 per cent did not know.

Looking at data from schools, for 93 per cent of the parents interviewed, their child's school was offering (or signposting to) childcare or activities during the school holidays. This is a large discrepancy and shows that many parents are unaware of schools' holiday provision.

Parents of secondary school pupils were more likely than parents of primary school pupils to think their child's school offered childcare or activities during school holidays (48 per cent compared with 31 per cent), and secondary schools were in fact more likely to do so.

Where pupils had attended any holiday activities in the last year, 83 per cent of parents were aware of holiday activities taking place⁴. This demonstrates that recall is at least part of the reason why there is a difference between what parents think their child's school is offering and what the school is actually offering. Where a pupil has attended holiday activities one would expect parents to be aware of those activities being offered, but the activity may have been up to a year ago and the parent has forgotten about it in the meantime.

In the 2008 survey only 23 per cent of parents were aware of their child's school offering holiday activities. Given the discrepancy between what schools were offering and what parents were aware of in the current survey findings, it is not clear whether this increase in the number of parents thinking their child's school offers holiday activities is a result of an increase in the number of schools offering holiday activities or simply an increase in awareness of holiday activities amongst parents.

Parental support services

Table 3.1 shows the proportion of parents who were aware of their child's school offering or helping parents to access each of six types of parental support service.

As the table shows, parents of primary school pupils were more likely than parents of secondary school pupils to think their child's school offered most of the types of support service. Parents of special school pupils were also more likely than parents of secondary school pupils to think their child's school offered some of the types of

⁴ These were all cases where both the parent and pupil were interviewed, and so it was the pupil who said they had attended holiday activities, not the parent.

support service, but special school parents were very unlikely to think their child's school offered adult learning opportunities or childcare for children under school age.

Survey data from schools show that for 98 per cent of parents, their child's school did offer parental support services: this includes 89 per cent that offered or signposted to adult learning opportunities. So, again, there are many parents who are not fully aware of the extended services offered by their child's school.

Table 3.1

Proportion of parents who were aware of the school offering or helping parents to access each of six types of parental support service

	All parents	Parents of primary school pupils	Parents of secondary school pupils	Parents of special school pupils
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
Information on services available for children and families in the local area	38	44	26	39
Information sessions for parents to do with their child's schooling	43	45	40	23
Social events for parents and families	48	58	30	56
Parenting courses and support groups	26	30	18	32
Adult learning opportunities	23	24	22	4
Childcare or crèches for children under school age	14	18	5	4
ANY OF THE ABOVE	77	85	63	77
None of these	15	11	24	19
Don't know	7	5	13	4

Base: All parents (2,253)

Community access

Two in five parents (41 per cent) were aware of their child's school opening its facilities for community use, and this was much more common amongst parents of pupils at secondary schools (57 per cent) than parents of pupils at primary schools (33 per cent) and special schools (16 per cent). Table 3.2 shows the types of facilities parents were aware of their child's school opening, broken down by school type.

Survey data from schools show that, for 70 per cent of parents, their child's school had opened its facilities for community access in the last year showing that parents

are not always aware if their child's school does offer community access to its facilities.

Table 3.2

Proportion of parents who were aware of the school opening each type of facility for community access

	All parents (n=2,253)	Parents of primary school pupils (n=912)	Parents of secondary school pupils (n=1,249)	Parents of special school pupils (n=92)
	%	%	%	%
Sports facilities	26	14	47	8
Halls, rooms or spaces	22	20	27	12
Arts facilities	9	8	12	0
Computer facilities	9	6	13	0
Library	7	5	9	0
Medical facilities	1	2	1	0
ANY OF THE ABOVE	41	33	57	16
None of these	42	52	23	52
Don't know	17	15	20	32

Base: All parents (2,253)

Swift and easy access

Less than half of parents (42 per cent) recalled being provided with information by their child's school about how to access support services and professionals, should their child need them. While 53 per cent of parents thought they had not been given any information and five per cent did not know.

In comparison, data from the schools survey show that for 99 per cent of parents, their child's school was providing swift and easy access to support services and professionals. There are several possible reasons for this discrepancy:

- Schools only provide this information to parents of pupils they think need to access these services;
- Schools have provided information to all parents, but some parents do not recall receiving it;
- Some schools are not providing sufficient information to parents about swift and easy access, although they do provide it.

Parents of pupils at special and primary schools were more likely than parents of pupils at secondary schools to recall being given information on accessing services (54 per cent and 47 per cent respectively compared with 32 per cent).

3.2 Usage of services

From data gathered from parents and pupils it is possible to examine both the proportion of pupils taking part in extended services activities and childcare, and the number of hours taken up. Where pupils were aged 11 or more, data used to examine this was gathered from pupils themselves, and where pupils were aged under 11 this data was gathered from parents.

Activities and childcare during term time

Table 3.3 shows the proportion of pupils attending different types of activities in the last term before school (1st column), straight after school (2nd column), and in the evenings after 6pm (3rd column).

As the table shows, sports were the most common type of activity taken up by pupils, and a notable proportion of pupils took part in general breakfast/before school clubs before school (14 per cent), and general after school clubs after school (13 per cent).

The table also shows that over half of pupils took part in some kind of activity straight after school (58 per cent), but much lower proportions took part in activities before school (26 per cent) and in the evenings after 6pm (13 per cent).

Overall, two thirds of pupils (68 per cent) had taken part in at least one kind of activity in the previous term.

There were surprisingly few subgroup differences between pupils who had taken part in at least one activity and those who had not. Gender made no difference; neither did ethnicity or the presence of special educational needs. Economic status had limited effect, apart from pupils from households with gross annual incomes of more than £50,000 being more likely to have participated in at least one activity (78 per cent).

The one factor that did make a difference was the type of school pupils attended (and related to this the age of the pupil). Pupils at secondary schools were more likely than pupils at primary or special schools to have taken part in at least one kind of activity (73 per cent compared with 65 per cent and 58 per cent respectively).

Usage of activities had increased since the 2008 survey, particularly usage of activities before school and in the evenings after 6pm. In 2008 16 per cent had been to an activity before school (compared with 26 per cent in the current survey), 53 per cent had been to an activity straight after school (compared with 58 per cent in the current survey) and four per cent had been to an activity in the evening after 6pm (compared with 13 per cent in the current survey). However, it should be noted that in 2008 this data was gathered entirely from parents, whereas in the current survey the

data came from parents for pupils who were aged under 11 and from pupils themselves if they were aged 11 or more. This may have affected comparability as parents (and particularly parents of older pupils) might not always be aware of the activities their child participates in.

Table 3.3

Activities that pupils take part in activities before school, after school and in the evenings

	Activities before school	Activities straight after school	Activities in the evening after 6pm
	(n=2,240)	(n=2,240)	(n=2,240)
	%	%	%
Sports	10	35	4
Dancing	5	8	2
Breakfast/before school club	14	n/a	n/a
After school club	n/a	13	1
Music	5	8	1
Art and craft	3	8	2
Computer club	4	5	2
Drama/performing arts	2	5	1
Homework/study club	3	4	*
Other clubs/youth clubs	1	4	2
Outdoor space such as park play area with adult staff to help keep children safe	2	1	*
Indoor meeting place such as youth cafe, club or centre with adult staff to keep children safe	1	1	1
Religious groups	1	1	1
Revision classes run by teachers	1	1	*
Modern/foreign language lessons	*	1	0
ANY OF THE ABOVE	26	58	13
None of these	74	41	85
Don't know	*	1	2

Base: All pupils – data from parents and pupils (2,240)

There was considerable variation between pupils in the number of hours of activities they were taking up during term time: 45 per cent of pupils participated in no activities each week and a further 24 per cent were averaging less than two hours of participation. However, 21 per cent of pupils were averaging between two and four hours of participation and 10 per cent were participating for more than four hours a week during term time. These results are shown in table 3.4, broken down by school

type. As the table shows, pupils at secondary schools had higher levels of participation than pupils at primary and special schools.

Across all pupils the average take up was 1.6 hours of activities a week, but if analysis is restricted just to those pupils that had participated in at least one activity, the average was 2.4 hours a week during term time.

Pupils that were eligible for free school meals participated for fewer hours than those that were not eligible for FSM (1.3 compared with 1.7 hours per week). Amongst pupils eligible for FSM, those at schools with higher proportions of pupils eligible for FSM tended to take up more hours of activities per week than those at schools with lower proportions of pupils eligible for FSM.

Also, pupils with special educational needs had a lower average weekly participation than pupils that did not (1.3 compared with 1.7 hours per week). If this analysis is limited to just pupils in mainstream primary and secondary schools (as pupils in special schools tend to take up fewer hours of activities), pupils with SEN still took up fewer hours of activities on average than pupils that did not have SEN.

Table 3.4

Number of hours of activities taken up per week during term time

	All pupils	Primary school pupils	Secondary school pupils	Special school pupils
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
0 hours each week	45	50	36	60
Less than 2 hours a week	24	23	27	20
Between 2 and 4 hours a week	21	17	28	20
More than 4 hours a week	10	11	9	0
Average number of hours per week	1.6	1.6	1.8	0.9

Base: All pupils – data from parents and pupils (2,240)

Where their children were taking part in activities, parents were asked whether they used these activities as childcare. Around a quarter of parents (27 per cent) were using activities as childcare at times when they could not look after their child (for example, because they were at work). This was most common for activities that took place straight after school: 21 per cent of parents used these as childcare while eight per cent of parents used before school activities as childcare and just one per cent used evening activities as childcare.

Schools were also asked for the average take up per day for childcare and activities offered by the school. Rather than looking at the number of pupils taking part in

childcare and activities, it is more useful to look at this in the context of the size of the school and the proportion of all pupils in the school that participate in activities and receive childcare on a typical day.

Table 3.5 shows, on a typical day, what proportion of schools' pupils take part in:

- Childcare or activities used as childcare before school (1st column)
- Childcare or activities used as childcare after school (2nd column)
- All activities straight after school (3rd column)
- All activities in the evenings after 6pm (4th column)

As the table shows it was very rare for 50 per cent of pupils or more to be taking part in any kind of childcare or activities on a typical day, but this did happen in some schools. The most used type of activity was all activities straight after school - an average of 19 per cent of pupils would attend activities straight after school on a typical day.

There were differences by type of school:

- The average proportion of pupils taking part in childcare or activities before school, on a typical day, was highest for special schools (22 per cent), and lower in primary schools (eight per cent) and secondary schools (five per cent);
- The average proportion of pupils taking part in all activities straight after school, on a typical day, was higher amongst primary schools than secondary schools (20 per cent compared with 14 per cent);
- Special schools had a much higher proportion of pupils taking part in activities in the evenings after 6pm (13 per cent, on a typical day) compared with primary schools (six per cent) and secondary schools (five per cent).

There was also a tendency for rural schools that offered activities and childcare after school and in the evenings to get a higher proportion of their pupils attending than urban schools that offered activities and childcare after school and in the evenings.

Table 3.5

Proportion of pupils in the school that take part in each of four types of activities and childcare on a typical day

	Childcare or activities before school	Childcare or activities after school	All activities straight after school	All activities after 6pm
	(n=1,001)	(n=1,149)	(n=1,260)	(n=638)
	%	%	%	%
Less than 5%	36	23	6	57
5% up to 10%	34	27	23	25
10% up to 20%	24	33	38	12
20% up to 50%	6	15	27	5
50% or more	1	2	6	1
Average proportion of pupils taking part on a typical day	8%	13%	19%	6%

Base: All schools providing this service that were able to say how many pupils took part in a typical day (variable)

Activities and childcare during school holidays

Only eight per cent of pupils had been to holiday time activities or childcare offered through their school in the last year (this was a similar proportion to the 2008 survey). Most commonly this was during the summer holidays (when six per cent had done activities), but three per cent had taken part in activities during half term and two per cent had done so during the Easter holidays. Taking part in activities during the Christmas holidays was very rare, less than one per cent of pupils had done so.

Pupils were more likely to have taken part in holiday activities where their school offered holiday activities on the school site: 13 per cent of such pupils had attended holiday activities compared with just three per cent of pupils whose school only offered holiday provision off the school site.

Secondary school pupils were more likely than primary school pupils to have taken part in holiday activities (16 per cent compared with four per cent).

The types of activities pupils had taken part in were:

- Sports (four per cent)
- Day trips and holidays away (two per cent)
- Holiday play schemes offering activities (one per cent)
- Arts and crafts (one per cent).

As most pupils had not done any activities, the average number of hours taken up during the holidays was low: an average of 2.7 hours across the whole year for all pupils. However, if we look only at pupils that had taken part in holiday activities, the average take up was 33 hours across the whole year. This shows that, where pupils were taking part in holiday activities, they were not just participating in the occasional one-off activity, but had sustained attendance at activities, or perhaps went to one week-long activity or trip.

Where pupils had taken part in any activities during the school holidays, parents were asked whether they used these activities as childcare. In around half of cases (53 per cent) parents were using the activities as childcare, and for the remainder they were not.

Schools that offered childcare or activities during the holidays were asked how many pupils would attend this provision on a typical day. Again, it is perhaps more useful to look at this as a proportion of all pupils in the school rather than just the number of children attending.

On average, 11 per cent of schools' pupils attended holiday activities on a typical day, although this varied by type of school: the figure was highest for special schools that offered holiday activities (29 per cent); followed by primary schools (11 per cent) and secondary schools (six per cent).

Across all schools that offered childcare or activities during the school holidays (and were able to say how many pupils attended):

- For 35 per cent of schools less than five per cent of their pupils attended childcare or activities on a typical day during the school holidays;
- For 27 per cent of schools between five and 10 per cent of pupils attended;
- For 23 per cent of schools between 10 and 20 per cent of pupils attended;
- For 13 per cent of schools between 20 and 50 per cent of pupils attended;
- For just two per cent of schools 50 per cent of their pupils or more attended childcare or activities on a typical day during the school holidays.

Activities and childcare in term time or school holidays

In the 2008 survey, 59 per cent of pupils had taken part in at least one activity during the term time or school holidays. This had increased to 69 per cent in the current survey. However, it should be noted that in 2008 this data was gathered entirely from parents, whereas in the current survey the data came from parents for pupils who were aged under 11 and from pupils themselves if they were aged 11 or more. This may have affected comparability as parents (and particularly parents of older pupils) might not always be aware of the activities their child participates in.

A finding from the 2008 survey was that pupils who were eligible for free school meals were less likely to have taken part in any activities: 52 per cent had compared

with 61 per cent of those not eligible for FSM. This difference was no longer apparent in the current survey: 68 per cent of those eligible for FSM had taken part in at least one activity, as had 70 per cent of those not eligible for FSM. This may suggest that schools have had some success in targeting economically disadvantaged pupils to take part in activities over the last year. However, as was noted earlier in this section, in the current survey pupils that were eligible for FSM tended to take up fewer hours of activities than those that were not eligible for FSM.

Parental support services

As section 3.1 showed, 77 per cent of parents were aware of their child's school offering (or signposting to) parental support services. Overall, 35 per cent of parents had used at least one kind of parental support service, showing that just under half of those who were aware of services had used them.

Table 3.6 shows the proportion of parents that had used each type of parental support service, broken down by school type. As the table shows, the most common types of support parents had used were social events for parents and families (particularly in primary and special schools), and information sessions for parents (particularly in primary and secondary schools). Overall, parents of primary school pupils were much more likely than parents of secondary school pupils to have used some kind of parental support service (44 per cent compared with 20 per cent).

Both information sessions for parents and social events were more commonly attended by parents with higher household incomes, and those from two-parent families. Adult learning was more commonly attended by parents whose child was eligible for free school meals.

Awareness of parental support services had increased slightly since the 2008 survey, when 70 per cent of parents were aware of their child's school offering these, but the proportion of parents using these services remained the same.

Table 3.6

Proportion of parents who has used each of six types of parental support service

	All parents	Parents of primary school pupils	Parents of secondary school pupils	Parents of special school pupils
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
Information on services available for children and families in the local area	7	10	3	12
Information sessions for parents to do with their child's schooling	14	16	11	4
Social events for parents and families	21	29	7	24
Parenting courses and support groups	3	4	2	8
Adult learning opportunities	2	3	1	0
Childcare or crèches for children under school age	1	2	*	0
ANY OF THE ABOVE	35	44	20	35
None of these	64	56	80	65
Don't know	*	*	*	0

Base: All parents (2,253)

Across all parents, the average number of hours spent using parental support services in the last year was 1.8. However, this includes parents who had not used support services at all. If analysis is limited just to the 35 per cent of parents who had used support services, the average take up was five hours spent across all types of parental support over the last year.

All parents were asked how likely they would be to approach the school for help in accessing support services if they needed them. Overall, parents were positive about approaching their child's school for help, 44 per cent said they would be very likely to do so and 35 per cent said they would be fairly likely. However, 15 per cent of parents said they would not be very likely and six per cent not at all likely to approach their child's school if they needed help accessing support services, suggesting there are a minority of parents who are reluctant to engage with the school. The parents who were reluctant to engage were not characteristically different from the parents who said they would be likely to approach the school.

Schools that offered (or signposted to) each of three types of parental support service were asked how many parents of their pupils had used each of the three services in the summer term 2009. Where schools were able to give a number this

has been converted into a proportion based on the number of pupils at the school. Table 3.7 shows the proportion of parents of pupils at the school who had used:

- Family-wide activities (1st column)
- Support for parents including parenting classes (2nd column)
- Adult learning opportunities (3rd column)

As the table shows, family-wide activities drew the highest proportion of parents: in around a third of schools (34 per cent) at least 10 per cent of parents had attended family-wide activities during the summer term 2009.

Special schools that offered parenting support tended to get a higher proportion of parents using these services:

- In special schools, an average of 22 per cent of parents had attended family-wide activities compared with an average of 11 per cent amongst primary schools and five per cent amongst secondary schools;
- Nineteen per cent of parents of pupils at special schools had used parental support services (including parenting classes), compared with an average of six per cent of primary school parents and five per cent of secondary school parents.

Table 3.7

Proportion of parents of pupils in the school that have used each of three types of parental support services in the summer term 2009

	Family-wide activities	Support for parents including parenting classes	Adult learning opportunities
	(n=848)	(n=966)	(n=746)
	%	%	%
Less than 5%	39	58	65
5% up to 10%	27	25	24
10% up to 20%	22	13	8
20% up to 50%	10	4	3
50% or more	2	1	1
Average proportion of parents that used this in summer term 2009	11%	7%	5%

Base: All schools providing this service that were able to say how many parents used it (variable)

Community access

Only 14 per cent of parents had used any school facilities that had been opened for community access. Section 3.1 showed that 41 per cent of parents were aware of school facilities being opened to the public, so around a third of those that were aware of the school opening its facilities had used them.

The facilities parents had used were:

- Halls, rooms or spaces (seven per cent)
- Sports facilities (six per cent)
- The library (two per cent)
- Arts facilities (two per cent)
- Computer facilities (one per cent).

Parents of pupils at secondary schools were most likely to have used facilities at their child's school: 21 per cent compared with 11 per cent of parents of primary school pupils and eight per cent of parents of special school pupils.

Where parents were using school facilities that had been opened for community access, a quarter were doing so on a regular basis: 26 per cent used school facilities at least once a week, but the remaining three quarters (74 per cent) used school facilities less often than this.

In the 2008 survey 49 per cent of parents were aware of their child's school opening its facilities for community, and 20 per cent had used those facilities, so both awareness and usage had decreased slightly since 2008.

Swift and easy access

Overall, 29 per cent of parents said their child had been helped by the school to access at least one type of support service in the last school year, 70 per cent said their child had not been helped to access services, and one per cent did not know. These results are similar to those from the 2008 survey.

As might be expected, pupils in special schools were far more likely to have been helped by the school to access support services: 84 per cent had compared with 31 per cent of secondary school pupils and 27 per cent of primary school pupils. Linked to this, pupils with special educational needs (SEN) were much more likely than those without SEN to have been helped by their school to access support services (57 per cent compared with 24 per cent).

The types of services parents most commonly said their children had been helped to access were:

- School nurses and doctors (16 per cent)

- Speech and language therapists (five per cent)
- A learning mentor (five per cent)
- Other disability/SEN support service professionals (three per cent)
- Counselling (two per cent).

Across all the pupils whose parents were interviewed, the average number of hours contact they had with support services over the last year was 1.4 hours. However, if analysis is restricted just to those who had accessed support services the average increases to 4.9 hours contact with support services over the last year.

Again there were differences by type of school with the average number of hours contact for pupils being much higher in special schools (14.6 hours) than in secondary schools (1.9 hours) or primary schools (0.9 hours).

3.3 Promotion of extended services

Promotion of extended services is essential if they are to be widely used. Promoting services to pupils at the school can be reasonably simple for schools as pupils are in effect a captive audience, but promoting services to parents can present more of a challenge. This section examines both how schools promote extended services to parents and pupils, and how parents and pupils find out about extended services.

Promotion used by schools

All schools had engaged in some form of promotional activity for their extended services. Table 3.8 shows the ways in which schools promoted extended services⁵, broken down by type of school.

As the table shows, the most common methods used by schools to promote extended services (newsletters, websites, flyers, letters or emails, and school notice boards), and indeed many of the less common methods, are what could be called 'passive' methods of promotion. Parents and pupils must choose to read newsletters, flyers and letters, and to look at websites and notice boards. So these types of promotion tend to be seen or read by parents and pupils who are already interested in extended services, and harder to reach or less engaged parents and pupils are less likely to be reached by this passive promotion.

Most schools (92 per cent) had used more than one method to promote extended services and 37 per cent of schools were using four methods or more.

⁵ Other methods of promotion were being used also, but answers have only been included in the table if at least three per cent of schools were using this method.

Table 3.8

Ways in which schools promote extended services to parents and pupils

	All schools	Primary schools	Secondary schools	Special schools
	(n=1,500)	(n=661)	(n=463)	(n=376)
	%	%	%	%
School newsletter	73	73	71	64
Postings on school website	47	46	61	27
Flyers/leaflets/brochures	43	43	47	30
Letters/emails to parents	40	39	43	47
School notice boards	26	28	19	8
Via other local services	14	12	24	11
Word of mouth	14	14	11	15
School assemblies	9	9	14	4
Parents' evenings	8	6	15	12
Local newspaper	7	6	17	4
Local authority or Family Information Service	6	5	9	6
Text messaging	4	4	5	3
Posters	3	4	3	1

Base: All schools (1,500)

To get an idea of which promotion techniques might be most successful, the methods of promotion used have been cross-tabulated against agreement with the statement "This school struggles to engage disadvantaged pupils and families in extended services activities". However, there were very few significant differences. One difference was that schools that used the Local Authority or Family Information Service to promote their extended services were more likely to agree they struggled to engage disadvantaged pupils and families. There are two very different conclusions that could be drawn from this:

- The Local Authority or Family Information Service is a poor way of promoting extended services;
- Schools that were struggling to engage disadvantaged pupils and families recognised that they needed to do more to promote their services and so enlisted the help of the Local Authority or Family Information Service.

It seems likely that the second of these is closer to the truth.

Where parents get information about extended services

The sources of information about extended services parents used were similar to the promotion methods used by schools. Table 3.9 shows where parents get their

information for all parents, broken down by type of school. As the table shows most parents get information from letters sent home (78 per cent) and newsletters (64 per cent). The data also show that parents often received information on extended services from more than one source.

Table 3.9

Where parents get information about extended services at their child's school

	All parents	Parents of primary school pupils	Parents of secondary school pupils	Parents of special school pupils
	(n=2,253)	(n=912)	(n=1,249)	(n=92)
	%	%	%	%
Letters home to parents	78	82	69	80
School newsletters	64	66	61	56
From child	31	26	41	16
Parents' evenings	31	31	31	40
Flyers/leaflets/brochures	30	34	21	24
Word of mouth	30	33	25	16
School notice boards	23	34	4	4
Postings on school website	16	14	21	4
Emails	14	12	19	4
School annual/termly planner	13	13	14	8
Local newspaper	6	4	9	12
Local authority or Family Information Service	4	4	2	12
Text messaging	3	4	2	0

Base: All parents (2,253)

Parents were also asked how they would prefer to be kept informed about extended services at their child's school. Table 3.10 shows responses given by parents for:

- Where parents currently get information about extended services (1st column)
- How parents would like to be kept informed about extended services (2nd column).

As the table shows, the relative commonness of responses is mostly similar for where parents currently get information, and where they would like to get information, suggesting parents are generally happy with the sources of information they are currently using and that schools are therefore 'getting it right'. However, there are a few exceptions:

- Hearing about extended services from their children and through word of mouth are fairly common sources of information that parents are currently using, but relatively few parents said they wanted to hear about extended services in this way;
- Not many parents currently hear about extended services through emails, but a fairly high proportion of parents said they would like to hear about extended services by email.

Table 3.10

Where parents get information about extended services, and how they would like to be kept informed about extended services at their child's school

	How currently get information	How would like to be kept informed
	(n=2,253)	(n=2,253)
	%	%
Letters home to parents	78	62
School newsletters	64	41
From child	31	12
Parents' evenings	31	16
Flyers/leaflets/brochures	30	17
Word of mouth	30	6
School notice boards	23	9
Postings on school website	16	14
Emails	14	35
School annual/termly planner	13	9
Local newspaper	6	5
Local authority or Family Information Service	4	2
Text messaging	3	3

Base: All parents (2,253)

How pupils find out about activities

Around half of pupils (aged 11 or more) felt they knew enough about the activities their school offered outside of normal school time, but 37 per cent of pupils said they needed a little more information, and 13 per cent said they needed a lot more information about activities. Perhaps surprisingly, pupils that did not attend any activities were just as likely to think they knew enough as pupils that did attend activities. However, pupils that were doing more hours of regular activities (two hours a week or more during term time) were more likely to think they knew enough than pupils that were doing less than this (53 per cent compared with 44 per cent).

Pupils were asked how they find out about things to do in their free time. The question was not necessarily about things provided through the school but, given the context of the questionnaire, pupils may have been thinking more about activities provided by or through their school.

The most common way pupils said they found out about things to do in their spare time was from teachers or school (63 per cent), followed by from friends and family (48 per cent), posters or leaflets (45 per cent), and school notice boards, newsletter or bulletin (40 per cent). Other answers were 'from other people I know' (23 per cent), school website (14 per cent), by email (five per cent), youth clubs (four per cent), and at the local library (three per cent).

Pupils who participated in more hours of regular activities during term time were a little more likely than those that did fewer hours or no activities to say they used school notice boards, newsletters, bulletins and the school website to find out about activities.

3.4 Opinions of services

Opinions of school generally

Parents' views

Parents generally had very positive views of the school their child attends: 62 per cent strongly agreed that **the school has a good reputation**, and a further 30 per cent tended to agree with this (just four per cent of parents disagreed).

Parents of primary school pupils were more likely to strongly agree that their child's school has a good reputation: 68 per cent compared with 52 per cent of parents of secondary school pupils and 56 per cent of parents of special school pupils. Parents of pupils who were eligible for free school meals were less likely to strongly agree that their child's school has a good reputation: 55 per cent compared with 64 per cent of parents of pupils who were not eligible for FSM. Parents were also less likely to strongly agree with this statement if their child had special educational needs: 53 per cent, compared with 64 per cent of parents whose child did not have SEN.

Parents' views were equally positive about the statement "**the school encourages my child to achieve**", 59 per cent strongly agreed and a further 33 per cent tended to agree (only two per cent disagreed). Although, again, parents of pupils who were eligible for free school meals and parents of pupils with special educational needs tended to be a bit less positive. Primary and special school parents were more likely to strongly agree with this statement than parents of pupils at secondary schools (63 per cent and 69 per cent respectively, compared with 52 per cent).

There were slightly lower levels of agreement with the statement "**the school involves me in issues that affect my child**", but 45 per cent of parents strongly agreed and 35 per cent tended to agree (seven per cent disagreed). There were big differences in the proportions of parents strongly agreeing that their child's school

involves them by type of school: 72 per cent of parents from special schools strongly agreed compared with 52 per cent of parents from primary and 33 per cent of parents from secondary schools.

Parents were also asked how much they agreed with three statements about parents engaging with teachers at their child's school. Almost all parents agreed that **they are comfortable talking to teachers and other school staff**: 63 per cent strongly agreed and 31 per cent tended to agree (only three per cent disagreed). Again, there were differences by type of school with 84 per cent of parents of special school pupils strongly agreeing they feel comfortable talking to school staff, while 68 per cent of parents of primary school pupils strongly agreed, and 52 per cent of parents of secondary school pupils strongly agreed.

Parents whose child was eligible for free school meals were less likely than parents whose children were not to strongly agree they were comfortable talking to teachers and other school staff (55 per cent compared with 64 per cent).

Only six per cent of parents disagreed with the statement "**teachers and other school staff welcome suggestions from parents**", but 18 per cent said they neither agreed nor disagreed. The majority of parents agreed though: 33 per cent strongly agreed and 39 per cent tended to agree.

Parents of special school pupils were most likely to strongly agree that school staff welcome suggestions from parents (62 per cent). Parents of primary school pupils (39 per cent) and parents of secondary school pupils (19 per cent) were least likely to agree.

Three quarters of parents agreed that "**in this school parents and teachers often talk to each other**": 37 per cent strongly agreed and a further 37 per cent tended to agree. A notable minority disagreed (14 per cent) and a further 12 per cent neither agreed nor disagreed with this statement.

As with the previous statement, parents of pupils at special schools were most likely to strongly agree (67 per cent), followed by parents of pupils at primary schools (47 per cent). In contrast, parents of pupils at secondary schools were much less likely to strongly agree that parents and teachers often talk to each other (18 per cent).

Pupils' views

Pupils (aged 11 or older) were asked how much they enjoy going to school overall. Only a minority of pupils said they enjoyed school all of the time (15 per cent) and a further 55 per cent enjoyed school most of the time. A quarter (25 per cent) of pupils said they only enjoyed school sometimes and five per cent never enjoyed school.

Enjoyment of school was greatest in high income households:

- 74 per cent of pupils from households with gross annual incomes of £30,000 or more enjoyed school all or most of the time compared with 66 per cent of pupils from households with incomes of less than £30,000;
- 73 per cent of pupils that were not eligible for free school meals enjoyed school all or most of the time compared with 55 per cent of pupils that were eligible for FSM;
- 73 per cent of pupils from households where at least one parent was working enjoyed school all or most of the time compared with 54 per cent of households where there was not a parent (or partner) in work.

There were also gender differences, with a higher proportion of girls than boys saying they enjoyed school all or most of the time (78 per cent compared with 63 per cent). Pupils with special educational needs were less likely to enjoy school: 61 per cent enjoyed school all or most of the time compared with 74 per cent of pupils that did not have special educational needs.

Pupils that had taken part in extended services activities were more likely to say they enjoyed school all or most of the time than pupils that had not taken part in activities (74 per cent compared with 60 per cent). However, it should be noted that this does not necessarily mean that attending activities increases pupils' enjoyment of school (i.e. a causal impact) - it could be that pupils who enjoy school are more likely to take part in activities.

The vast majority of pupils (88 per cent) knew who in their school they could go to if they had any personal problems, and this figure did not vary significantly for different groups of pupils.

All pupils (aged 11 or older) were asked if their school is good at helping young people with things such as bullying, drugs, sexual health and extra help with school work. Pupils were also asked if their school should give young people more help with these things. Responses to both questions are shown in table 3.11.

As the table shows, a very high proportion of pupils (84 per cent) thought their school was good at helping with bullying, and around half of pupils thought their school was good at helping with health, feeling unhappy or upset, worrying about exams and tests, extra help with school work, and smoking.

Around a quarter of pupils (24 per cent) thought their school should give young people more help about smoking, but smaller proportions (17 per cent or less) thought their school needed to give more help in any of the other areas. However, 58 per cent of pupils thought their school should give young people more help in at least one of the areas in the table.

Pupils that had taken part in extended services activities were generally more likely than those that had not to think their school was good at helping young people with most of the issues detailed in table 3.11.

Pupils with special educational needs were less likely to think their school was good at helping with: bullying, feeling unhappy or upset, worrying about exams and tests, and extra help with school work.

Table 3.11

Things pupils think their school is good at helping with, and things they think their school should be better at helping with

	School is good at helping with this	School should be better at helping with this
	(n=1,307)	(n=1,307)
	%	%
Bullying	84	13
Health	55	10
Feeling unhappy or upset	54	10
Worrying about exams and tests	51	14
Extra help with school work	50	13
Smoking	49	24
Drugs	44	17
Drinking	38	17
Sexual health/teenage pregnancy	36	11
Careers service	27	13
Advice about boyfriends/girlfriends	18	9
Other answer	*	1
ANY OF THE ABOVE		58
None of these	3	36
Don't know	3	6

Base: All pupils (1,307)

Opinions of services in the area generally

Parents' views

Parents were asked how satisfied they were overall with the availability of six services in the area. Some parents said they did not need these services, and others could not answer, and these parents have been excluded from analysis. Table 3.12 shows responses from parents who could say how satisfied they were with the availability of:

- Childcare (1st column)

- Clubs and activities suitable for their child (2nd column)
- Leisure facilities anyone can use (3rd column)
- Adult learning services such as evening classes (4th column)
- Support and advice on being a parent such as support groups and advice services (5th column)
- Information about what services are available locally (6th column).

As the table shows, more parents were satisfied than dissatisfied with the availability of all six of the services, but around a third of parents were dissatisfied with the availability of clubs and activities suitable for their child and leisure facilities, around a quarter were dissatisfied with the availability of childcare and information on services, and around a fifth were dissatisfied with the availability of adult learning and parenting support. This suggests that, if schools are able to offer these services, there is a demand for them.

Parents of younger (primary school aged) children were more likely to be satisfied with the availability of clubs and activities suitable for their child than parents of secondary school aged children (57 per cent compared with 47 per cent).

Parents with higher household incomes tended to be more satisfied than those with lower incomes with the availability of childcare, clubs and activities and leisure facilities. This may suggest that, for lower income households, the issue is not that these things are not available in the area, but that they are prohibitively expensive for people with lower incomes, whilst the higher income households can afford to access these services.

Parents of children with special educational needs were less likely to be satisfied with the availability of clubs and activities suitable for their child in the area: 44 per cent were satisfied compared with 55 per cent of parents of children that did not have SEN.

Comparing data from this survey to the 2008 survey, satisfaction with the availability of childcare and of clubs and activities has increased slightly. In 2008 seven per cent of parents were very satisfied and 20 per cent fairly satisfied with the availability of childcare; this compared with 11 per cent very satisfied and 26 per cent fairly satisfied in the current survey⁶. In 2008 12 per cent of parents were very satisfied and 27 per cent fairly satisfied with the availability of clubs and activities in their local area; this compares with 16 per cent very satisfied and 35 per cent fairly satisfied in the current survey. There are other potential reasons for the increase, but it is possible that it is a result of schools providing more childcare and activities as part of their extended services programme.

⁶ These figures do not match the figures in table 3.12 as they are based on all parents. The figures in table 3.12 are based only on parents that said how satisfied they were.

Table 3.12

Parents' satisfaction with the availability of services in the area

	Child-care	Clubs and activities	Leisure facilities	Adult learning	Parenting support and advice	Info on local services
	(n=1345)	(n=2163)	(n=2206)	(n=1781)	(n=1543)	(n=2096)
	%	%	%	%	%	%
Very satisfied	17	17	17	16	12	11
Fairly satisfied	41	36	41	39	35	41
Neither satisfied nor dissatisfied	20	14	12	24	33	24
Fairly dissatisfied	15	19	18	13	11	16
Very dissatisfied	8	14	12	8	9	8

Base: All parents that said how satisfied they were with this (variable)

Where parents were dissatisfied with the availability of a service they were asked, if (more of) the service was to be made available, where they would like it to be provided. Table 3.13 shows responses for each of the services (excluding information on local services as the question was not asked for this).

For all the services, many parents wanted these to be available near to where they lived, although this seemed to be slightly less important for childcare which three quarters of parents wanted to be provided at or near their child's school. Many parents were also keen for clubs and activities for their child to be provided at or near their child's school. For other services, only a third (or less) of parents wanted these to be provided at their child's school, and a third (or more) of parents wanted these to be provided at some other local community facility. Few parents wanted services to be provided near to where they worked.

Parents of primary school pupils were more likely than parents of secondary school pupils to want clubs and activities for their child to be provided at or near their child's school (70 per cent compared with 49 per cent).

Table 3.13

Where parents would like (more of) these services to be provided

	Child-care	Clubs and activities	Leisure facilities	Adult learning	Parenting support and advice
	(n=297)	(n=796)	(n=683)	(n=370)	(n=336)
	%	%	%	%	%
At or near child's school	73	60	30	33	28
At or near parent's place of work	8	4	4	3	5
At some other local community facility	14	26	35	33	41
Near where they live	39	58	61	62	52

Base: All parents that were dissatisfied with the availability of this service in the area they live (variable)

Pupils' views

The things that pupils (aged 11 or older) most like doing in their spare time were:

- Playing on a computer or using the internet (63 per cent)
- Watching television (51 per cent)
- Hanging out with friends, brothers, sisters at home or in the street (41 per cent)
- Listening to music (38 per cent)
- Shopping (27 per cent)
- Doing sports, dancing, or going to the gym (27 per cent)
- Swimming (27 per cent)
- Going to football games or other sports events (23 per cent)
- Reading (20 per cent)
- Going to the cinema or theatre (20 per cent)
- Doing arts, crafts, drama, film or video making, or playing musical instruments (18 per cent)
- Going to the park (16 per cent)
- Hanging out at an informal youth centre or youth club (five per cent)
- Going to after school or breakfast clubs (five per cent)
- Going to a music concert or gig (three per cent).

Many of these activities could be incorporated into extended services offers (if they were not already included).

Only 29 per cent of pupils thought that the activities and things for them to do on offer in their area were good enough, while 43 per cent thought they needed a little more or better things to do and 24 per cent thought they needed a lot more or better things to do.

Pupils from households with annual incomes of £30,000 or more were more likely than pupils from households with lower incomes to think the activities and things for them to do in the area they live were good enough. This may be because pupils from higher income households are able to access more 'paid-for' activities than pupils from lower income households.

The proportion of pupils thinking the activities and things for them to do in their area were good enough had increased since the 2008 survey (from 15 per cent in 2008 to 29 per cent in the current survey). This increase may be a result of schools now offering more or better activities as part of their extended services, but there are also other possible explanations.

Opinions of activities

Parents' views

Parents whose child took part in activities were asked how satisfied they were with two different aspects of activities: the way staff handle discipline problems (responses in 1st column of table 3.14) and the amount of feedback they receive about their child's progress (responses in 2nd column of table 3.14).

Only a tiny minority (two per cent) of parents were dissatisfied with the way staff handle discipline problems at activities, most (79 per cent) were very or fairly satisfied.

Fewer parents were satisfied with the amount of feedback they receive about their child's progress: 11 per cent were dissatisfied and 66 per cent were satisfied.

Parents of pupils who were regularly doing two hours of activities a week or more were more likely to be very satisfied with the way staff handle discipline problems than parents of pupils who were participating in less than two hours a week (58 per cent compared with 43 per cent). There were also differences by type of school: 53 per cent of parents of primary school pupils were very satisfied compared with 40 per cent of parents of secondary school pupils. Also, parents of pupils with special educational needs were less likely to be very satisfied with the way discipline problems were handled: 38 per cent compared with 52 per cent of parents whose child did not have SEN.

Satisfaction with the amount of feedback received also varied by type of school: 72 per cent of parents of primary school pupils were satisfied with the amount of

feedback they received compared with 56 per cent of parents of secondary school pupils.

Table 3.14

Parents' satisfaction with activities their child attends on two measures

	The way staff handle discipline problems	The amount of feedback received about child's progress
	(n=1,235)	(n=1,088)
	%	%
Very satisfied	50	29
Fairly satisfied	30	37
Neither satisfied nor dissatisfied	7	16
Fairly dissatisfied	1	9
Very dissatisfied	1	3
Don't know	12	7

Base: Parents whose child attends activities (1,235) and parents whose child attends activities where progress can be measured (1,088)

Pupils' views

Three quarters of pupils (76 per cent) thought that the activities provided through their school were good, and only seven per cent thought they were poor. Full results are shown in table 3.15, broken down by whether pupils were regularly participating in two hours or more of activities a week. As the table shows, pupils that were doing more activities were more likely to rate activities in a positive light. This might be expected – pupils that think activities are good would be more likely to participate in (more hours of) activities.

Pupils with special educational needs were less likely to think the activities provided through their school were good: 67 per cent compared with 79 per cent of pupils that did not have special educational needs.

Comparing these results with the 2008 survey, there had been an increase in the proportion of pupils who thought activities were very good (from 12 per cent in the 2008 survey to 20 per cent in the current survey), and the proportion of pupils who thought activities were fairly good had stayed around the same (55 per cent in 2008).

Table 3.15

Overall, how good pupils think the activities provided through their school are

	All pupils	Pupils who do less than 2 hours of activities a week	Pupils who do 2 hours of activities a week or more
	(n=1,307)	(n=852)	(n=455)
	%	%	%
Very good	20	17	26
Fairly good	56	54	59
Neither good nor poor	14	16	11
Fairly poor	5	7	2
Very poor	2	1	2
Don't know	4	6	1

Base: All pupils (1,307)

Around four in ten pupils (38 per cent) thought their school was providing more activities for young people to do in their spare time than it had been a year ago. Half of pupils (49 per cent) thought their school was providing about the same amount of activities and a minority (seven per cent) of pupils thought it was providing fewer activities.

3.5 How services could be improved

Questions asked of parents and pupils about how services could be improved mostly focused on what they would like to be provided, that was not being provided at the time.

Parents' views on activities and childcare

Just over a third of parents (36 per cent) did not need any (more) activities provided in order to cover their childcare needs, but 62 per cent would have liked more activities to be provided that they could use as childcare. The times when parents would have liked more activities to be provided to cover their childcare needs were:

- Summer holidays (39 per cent)
- After school (28 per cent)
- Half terms (27 per cent)
- Easter holidays (20 per cent)
- Christmas holidays (14 per cent)
- Before school (14 per cent)
- Weekends (seven per cent)
- In the evenings after 6pm (five per cent).

Parents of special and primary school pupils were more likely than parents of secondary school pupils to say they needed more activities to cover their childcare needs (77 per cent and 68 per cent respectively compared with 51 per cent). Parents of pupils eligible for free school meals were also more likely to need more activities to cover childcare: 71 per cent compared with 61 per cent of parents whose child was not eligible for FSM.

Also, lone parents were more likely than those who were married or cohabiting to need their childcare needs to be covered by activities (72 per cent compared with 60 per cent).

Parents' views on parental support services

Over half of parents (59 per cent) would like at least one kind of parental support service to be made more available to them (either through their child's school or somewhere else), and 39 per cent did not wish for parental support services to be made more available.

Parents were most commonly interested in information services being made more available: 33 per cent would like information sessions to do with their child's schooling to be more available, and 28 per cent would like information on services for children and families in the local area to be more available.

Full results are shown in table 3.16, broken down by school type. As the table shows, parents of pupils at secondary schools were more likely to want information sessions related to their child's schooling; parents of special school pupils were most likely to want more information on services available for children and families in the local area, and were also more likely than other parents to want social events for parents and families. Parents of primary school pupils were more likely than other parents to want childcare or crèches for children under school age.

Parents whose child was eligible for free school meals were more likely than parents whose child was not eligible to want more of all six types of parental support service to be made available to them. Parents from minority ethnic groups were more likely than White parents to want parenting courses or support groups and adult learning opportunities to be made available.

Table 3.16

Proportion of parents who would like each of six types of parental support service to be made more available to them

	All parents (n=2,253) %	Parents of primary school pupils (n=912) %	Parents of secondary school pupils (n=1,249) %	Parents of special school pupils (n=92) %
Information sessions for parents to do with their child's schooling	33	30	40	24
Information on services available for children and families in the local area	28	27	30	44
Parenting courses and support groups	16	18	13	16
Social events for parents and families	15	15	14	28
Adult learning opportunities	15	15	14	16
Childcare or crèches for children under school age	13	16	6	8
ANY OF THE ABOVE	59	59	59	64
None of these	39	39	38	32
Don't know	3	2	3	4

Base: All parents (2,253)

Parents' views on community access to school facilities

Over a third of parents (37 per cent) said there were school facilities that were not open to the community that they would like to be able to use, and 55 per cent said there were not (nine per cent were not sure). Parents with lower incomes and those whose child was eligible for free school meals were more likely to say there were facilities they would like to use that are not open to the community.

The types of facilities a notable proportion of parents would like to be able to use were:

- Computer facilities (17 per cent)
- Sports facilities (17 per cent)
- Arts facilities (12 per cent)
- Halls, rooms and spaces (12 per cent)
- Library (11 per cent).

Comparing parents answers here to information provided by schools, in some cases where parents have said there were school facilities they would like to use that are not open to the public the school has stated that these facilities have been opened to the public in the last year. This ranges from 20 per cent of parents who said they would like the library to be opened, to 57 per cent of parents who said they would like halls, rooms or spaces to be opened. There are several potential reasons for such discrepancies between parents' answers and schools' answers:

- The school does open the facility but the parent is unaware of this;
- The school does open the facility, but not at times when the parent is able to access it;
- The school has opened the facility in the past year but either does not open it on a regular basis, or has stopped opening the facility now;
- For some types of facility (e.g. sports facilities or halls, rooms or spaces), the particular sports pitches or rooms the school has opened are not the ones the parent wishes to use.

Activities pupils would like more of

Table 3.17 shows the proportions of pupils that said they would like more of each activity type provided before school (1st column), straight after school (2nd column), in the evenings after 6pm (3rd column) and during school holidays (4th column).

As the table shows, fewer pupils would like their school to provide any more activities in the evenings (30 per cent), but the majority would like more activities provided before school, straight after school and during school holidays. The activity most desired by pupils were sports related (for all four time periods). During school holidays a relatively high number of pupils wanted their school to provide more day trips and holidays.

Table 3.17

Activities that pupils would like their school to provide more of before school, after school, in the evenings, and during school holidays

	Before school (n=1,307)	Straight after school (n=1,307)	Evenings after 6pm (n=1,307)	School holidays (n=1,307)
	%	%	%	%
Sports	21	24	14	37
Art and craft	12	19	7	16
Computer club	13	14	5	9
Music	9	12	7	12
Drama/performing arts	8	12	6	14
Dancing	8	10	6	14
Day trips and holidays away	n/a	n/a	n/a	27
Other clubs/youth clubs	3	7	6	10
Indoor meeting place such as youth cafe, club or centre with adult staff to keep children safe	4	6	6	6
Homework/study club	10	4	2	3
Holiday play scheme offering activities	n/a	n/a	n/a	16
Outdoor space such as park play area with adult staff to help keep children safe	4	4	2	6
Revision classes run by teachers	5	4	2	4
Breakfast/before school club	7	n/a	n/a	n/a
After school club	n/a	2	3	n/a
Summer school to do extra lessons	n/a	n/a	n/a	3
Religious groups	*	*	1	1
Cookery lessons/activities	*	1	*	*
ANY OF THE ABOVE	62	70	30	80
None of these	36	29	57	18
Don't know	3	1	3	2

Base: All pupils (1,307)

Pupils were also asked if they thought their school needed to improve the activities it provides. Overall, 82 per cent of pupils thought their school needed to improve its activities during at least one time period. The time the highest proportion of pupils thought activities needed improving was during the summer holidays (33 per cent), followed by after school (27 per cent), before school (26 per cent), and half term

holidays (26 per cent). These are similar views to those held by parents, presented earlier in this chapter.

There were also 16 per cent of pupils that thought activities at weekends could be improved, 14 per cent thought Easter holiday activities could be improved and 13 per cent thought Christmas holiday activities could be improved.

Ways in which activities could be improved

Finally, all pupils were asked what could make the activities offered by the school better: 83 per cent of pupils thought there was at least one way in which activities could be made better, while 13 per cent thought there was no room for improvement.

The ways in which pupils thought activities could be made better were:

- Make them more fun (30 per cent)
- Have better equipment (27 per cent)
- Offer different activities or more choice (25 per cent)
- Make them more interesting (19 per cent)
- Make more places available so more young people can go (15 per cent)
- Make them nearer home or school (12 per cent)
- Have friendlier staff (10 per cent)
- Make them more relaxing (nine per cent)
- Hold them in a nicer place (seven per cent)
- Have younger staff (six per cent).

3.6 Benefits of services

Parents' views

The benefits of participation in activities (are perceived by parents) were often focused on their child:

- The child has fun (69 per cent)
- Allows the child to socialise or make new friends (62 per cent)
- The child learns new things (54 per cent)
- Good way for the child to get exercise or keep fit (51 per cent)
- Helps child do better in school (24 per cent).

Smaller proportions of parents thought there were wider benefits for themselves:

- Allows me to work (20 per cent)
- Allows me to spend time on other things (12 per cent)
- Gives me a break from caring for the child (four per cent).

A third of parents (32 per cent) also thought extended services provided a safe place for their child to be – this can be seen as a benefit for both parents and children.

There was a tendency for parents of primary school pupils to be more likely to cite personal (parental) benefits. This may, in part, be due to the younger age of their children and childcare would be a bigger consideration for this group. Parents of secondary school pupils were more likely to cite benefits for their child.

Pupils' views

The aspects pupils most commonly liked about the activities they undertook were:

- The activities were enjoyable (71 per cent)
- Seeing their friends (63 per cent)
- They get to learn new things (32 per cent)
- The activities were interesting (31 per cent)
- Meeting new people (25 per cent).

Also, 16 per cent of pupils said they like the adults who run the activities, 11 per cent thought activities were relaxing, and 11 per cent liked activities being near to their school or their home.

3.7 Barriers to accessing extended services

Four in ten parents (41 per cent) said their child could attend all of the activities they wanted them to, and a further 23 per cent said their child could attend most of these. However, for 21 per cent of parents, their child could only attend some activities, and a notable minority (13 per cent) said they could attend none. The data in table 3.18 also show that pupils from wealthier households could attend more activities that their parents wanted them to, suggesting that the costs of activities are a barrier for some families.

There were also differences by type of school: 72 per cent of parents of secondary school pupils said their child was able to participate in all or most of the activities they would like them to compared with 60 per cent of parents of primary school pupils.

Table 3.18

Whether pupils are able to attend the activities offered by their school that their parents would like them too (responses from parents), broken down by gross annual household income

	All parents (n=2073)	Less than £15,000 (n=408)	£15,000 to £29,999 (n=481)	£30,000 to £49,999 (n=470)	£50,000 or more (n=397)
	%	%	%	%	%
Yes – all of them	41	40	37	41	50
Yes – most of them	23	19	23	27	25
Yes – some of them	21	25	25	19	18
No – none of them	13	16	13	10	7
Don't know	2	1	2	2	1

Base: All parents that were aware of their child's school offering activities (2,073)

Where parents said their child could not go to all of the activities they wanted them to, they were asked if there was anything that stops their child attending (more) activities⁷. For three quarters (75 per cent) of these parents there were barriers to participation. The most frequently cited barrier was cost (24 per cent) supporting what the data in the table above show.

Some parents mentioned reasons that were more to do with choice, and what parents and pupils thought of the activities on offer:

- 15 per cent said the types of activity on offer were not things their child wanted to do;
- Four per cent said the types of activity on offer were not things they wanted their child to do;
- Three per cent of parents did not think the activities on offer were suitable for children with special educational needs;
- 23 per cent of parents mentioned at least one of these issues.

Other barriers related to the availability of activities:

- 12 per cent of parents said activities were oversubscribed or there was a waiting list to get onto them;
- 10 per cent said there were age restrictions and their children were too young to go to activities;
- 22 per cent of parents mentioned one of these issues.

⁷ This was only asked of parents of children aged under 11, pupils aged over 11 were asked themselves about barriers to taking part in activities.

The remaining barriers mentioned related to time, location or transport to and from activities:

- 11 per cent of parents said their children did not have time to go to activities;
- Five per cent of parents said lack of transport was an issue;
- Four per cent of parents said they were unable to get their children to and from activities;
- Three per cent said activities were held in inconvenient locations;
- Three per cent said their child had other commitments;
- Two per cent said their child had too much school work;
- Two per cent said that activities their child wanted to do clashed with one another so they could only do one;
- Two per cent of parents said that activities were at an inconvenient time, or needed to finish later;
- 27 per cent of parents mentioned at least one of these issues.

As might be expected, parents with lower household incomes were more likely to mention the cost of activities as a barrier (amongst parents whose child was eligible for free school meals 45 per cent cited cost as a barrier, compared with 20 per cent of parents whose child was not eligible for FSM). The availability of activities were more common barriers for higher income households.

Parents of boys were more likely than parents of girls to say they disliked activities or that activities were unsuitable (28 per cent compared with 17 per cent). This was also more common amongst parents whose child had special educational needs: 37 per cent compared with 21 per cent of parents whose child did not have SEN.

Logistical issues such as time, location and transport were greater concerns for parents in rural areas than urban areas (46 per cent compared with 26 per cent).

Looking in more detail at costs, table 3.19 details answers from parents about how easy or difficult they find it to meet the costs of activities provided by the school. Overall, 54 per cent of parents found it easy to meet the costs of activities, and 19 per cent found it difficult. As would be expected though, this varied greatly by household income, as shown in the table. Linked to income, parents whose child was eligible for free school meals were much less likely to find it easy to meet the costs of activities than parents whose child was not eligible for FSM (29 per cent compared with 58 per cent).

There were further subgroup differences:

- Parents of primary school pupils were more likely to find it easy to meet the costs of activities than parents of secondary school pupils (58 per cent compared with 46 per cent);

- Parents of pupils with special educational needs were less likely to find it easy to meet the costs of activities: 40 per cent compared with 57 per cent of parents whose child did not have SEN.

Table 3.19

How easy or difficult parents find it to meet the costs of activities offered by their child's school, broken down by gross annual household income

	All parents (n=2073)	Less than £15,000 (n=408)	£15,000 to £29,999 (n=481)	£30,000 to £49,999 (n=470)	£50,000 or more (n=397)
	%	%	%	%	%
Very easy	24	12	15	25	47
Fairly easy	30	23	32	38	29
Neither easy nor difficult	14	19	11	16	9
Fairly difficult	14	23	20	8	4
Very difficult	5	8	8	1	*
All activities used are free	11	13	10	10	10
Don't know	3	2	4	2	1

Base: All parents that were aware of their child's school offering activities (2,073)

Pupils (aged 11 or older) were also asked if there was anything that stopped them doing (more) activities. A third (32 per cent) of pupils said there was nothing stopping them participating. Other responses can be grouped into the same themes as parents' answers:

- Seven per cent of pupils said activities cost too much;
- 40 per cent of pupils did not want to do activities for reasons that related more to personal choice, reasons such as: they didn't like the activities on offer; they don't like the other people at the activities; or they feel too tired before or after school;
- Only one per cent of pupils said the availability of activities (such as activities being over-subscribed) was a barrier;
- 35 per cent of pupils cited logistical barriers such as time, location or transport to and from activities.

Young people that had not taken part in any activities were more likely to give reasons of choice (such as not liking the activities on offer) as barriers to taking part in activities than young people who had taken part in activities (48 per cent compared with 38 per cent).

As would be expected, pupils from households with lower incomes were more likely than pupils from households with higher incomes to mention costs as a barrier.

4. Impact

Further work planned as part of this evaluation includes a detailed impact assessment to measure the impacts of extended services. In advance of this wider impact assessment, this chapter looks at findings from the survey of schools and the survey of parents and pupils relating to the outcomes and benefits of extended services.

Key findings:

- Respondents to the survey of schools generally had very positive views on how extended services had helped the school to engage with pupils and families, but a third agreed that they still struggled to engage disadvantaged pupils and families in extended schools activities.
- Views were also generally positive on how extended services had helped schools to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services.
- At least seven in ten schools had seen greater parent and pupil engagement in learning and greater pupil enjoyment of school as a result of extended services, but fewer schools had observed improvements in attendance or reductions in behaviour problems or exclusions.
- In two thirds of schools the development of extended services had had at least some influence in raising attainment.
- Despite all the positive views of schools, over six in ten schools agreed that offering extended services places a significant burden on schools.
- Cluster working tends to have a positive effect in both making schools more likely to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services, and in reducing the burden of delivering extended services on individual schools.
- Over half of pupils and parents thought their (child's) enjoyment of school in general had increased since they started participating in activities. Over half of pupils also thought their had been a positive impact on the marks they receive for their schoolwork, and more than half of parents thought their child's language communication and socialising skills had improved.
- Three quarters of pupils agreed that taking part in activities helped them to get along better with other pupils, and around a third agreed it helped them get along better with their family.
- Most parents who used parental support services agreed these had had positive impacts on them: getting more involved with activities and events at school; talking more with parents of other pupils; talking to their child about school more; and helping their child to learn new things.

4.1 Engaging pupils and families

Respondents to the telephone survey of schools were asked how much they agreed or disagreed with a series of statements around engagement.

Almost all respondents agreed with the statement **“In this school, many children take part in activities outside ordinary lessons”**: 73 per cent strongly agreed and 23 per cent said they tend to agree. A tiny minority of schools disagreed (two per cent), and three per cent neither agreed nor disagreed.

Special schools were less likely than mainstream primary and secondary schools to agree (50 per cent strongly agreed and 28 per cent tended to agree), and strong agreement was lower amongst schools with higher levels of pupils eligible for FSM, and with higher levels of pupils from ethnic minorities. These results are shown in table 4.1.

Table 4.1

	All schools (n=1500)	Less than 20% eligible for FSM (n=920)	20% + eligible for FSM (n=562)	Less than 25% from ethnic minority (n=1257)	25% + from ethnic minority (n=240)
Strongly agree	73	79	56	76	54
Tend to agree	23	19	33	20	38
Neither agree nor disagree	3	1	6	2	5
Tend to disagree	1	1	3	1	2
Strongly disagree	*	*	2	*	1
Don't know	*	*	1	1	*

Base: All schools (1,500)

Despite nearly all schools agreeing that many children take part in activities, around a third of schools (32 per cent) agreed that they **struggle to engage disadvantaged pupils and families in extended services activities**. This suggests that, in these schools, it is mostly pupils that do not come from disadvantaged backgrounds that take part in activities.

Urban schools were more likely than rural schools to agree with this statement (33 per cent compared with 24 per cent), and schools with higher levels of pupils eligible

for free school meals were more likely to agree than schools with lower levels. These results are shown in table 4.2.

Table 4.2

Agreement with statement “This school struggles to engage disadvantaged pupils and families in extended services activities”

	All schools (n=1500)	Less than 20% eligible for FSM (n=920)	20% + eligible for FSM (n=562)
Strongly agree	10	7	18
Tend to agree	22	21	27
Neither agree nor disagree	14	13	15
Tend to disagree	31	33	26
Strongly disagree	22	26	13
Don't know	1	1	2

Base: All schools (1,500)

Most schools responded positively to the statement “**Extended services at this school have meant that pupils participate in more activities than they used to**” with nearly two thirds *strongly* agreeing with this statement, but a minority (five per cent) disagreed.

Certain types of schools were more likely to strongly agree with this statement:

- Schools offering the full core offer were more likely to strongly agree than those that were not (68 per cent compared with 55 per cent);
- Urban schools were more likely than rural schools to strongly agree (68 per cent compared with 57 per cent);
- Larger primary schools and larger special schools were more likely than smaller ones to strongly agree;
- Schools with higher proportions of pupils from ethnic minorities: 75 per cent of schools where at least 25 per cent of pupils were from an ethnic minority strongly agreed with the statement compared with 62 per cent of schools with fewer ethnic minority pupils.

Agreement with the statement “**As a result of extended services, this school is better able to support families**” was also high with 50 per cent of schools strongly agreeing and 35 per cent tending to agree. Only five per cent disagreed with this statement.

Strongly agreeing with this statement was again more common amongst larger primary schools, and also amongst larger secondary schools. Schools that were offering the full core offer were also more likely than those not offering this to strongly agree (56 per cent compared with 37 per cent), and urban schools were again more likely than rural schools to strongly agree (54 per cent compared with 40 per cent).

Seven in ten schools (71 per cent) agreed with the statement “**Extended services have helped this school to engage disadvantaged families**”, and about one in ten (11 per cent) disagreed.

Encouragingly, most (69 per cent) of the schools that had agreed they struggled to engage disadvantaged pupils and families in activities also agreed that extended services were helping them to engage disadvantaged families.

Urban schools and schools offering the full core offer were more likely to agree with this statement (these results are shown in table 4.3), and larger primary schools were more likely than smaller primary schools to agree. Also, schools where at least ten per cent of pupils were eligible for FSM were more likely to agree than schools with lower proportions of FSM pupils (78 per cent compared with 65 per cent).

Table 4.3

Agreement with statement “Extended services have helped this school to engage disadvantaged families”

	All schools (n=1500)	Urban schools (n=1132)	Rural schools (n=199)	Offering full core offer (n=990)	Not offering full core offer (n=510)
Strongly agree	28	32	21	33	20
Tend to agree	43	46	34	47	34
Neither agree nor disagree	17	14	24	13	26
Tend to disagree	8	6	14	5	14
Strongly disagree	2	1	4	1	6
Don't know	1	1	2	1	1

Base: All schools (1,500)

Six in ten schools (61 per cent) agreed “**extended services have led to improved teacher/pupil relationships in the school**”, and agreement with this statement was higher in secondary schools than primary or special schools, as shown in table 4.4. Overall, only eleven per cent of schools disagreed that extended services had led to improved teacher/pupil relationships.

Larger primary schools were more likely than smaller ones to agree teacher/pupil relationships had been improved, and the same was true for secondary and special schools. There was also a difference depending on whether the school was delivering the full core offer: 65 per cent of full core offer schools agreed teacher/pupil relationships had been improved compared with 54 per cent of schools that were not providing the full core offer.

Table 4.4

Agreement with statement “Extended services have led to improved teacher/pupil relationships in this school”

	All schools (n=1,500)	Primary schools (n=661)	Secondary schools (n=463)	Special schools (n=376)
	%	%	%	%
Strongly agree	20	19	25	29
Tend to agree	41	40	49	27
Neither agree nor disagree	25	26	18	25
Tend to disagree	6	7	4	11
Strongly disagree	5	5	3	6
Don't know	3	3	1	3

Base: All schools (1,500)

4.2 Forming partnerships

Around two thirds of schools (68 per cent) agreed that **“The community and this school have been brought closer together as a result of extended services provision”** while 13 per cent disagreed.

There were many differences observed between different types of schools at this question, perhaps the two most notable were between urban and rural schools and between full core offer and non full core offer schools (with urban schools and full core offer schools being much more likely to agree). These results are shown in table 4.5. Other significant differences were:

- Secondary schools were more likely than primary and special schools to agree (74 per cent compared with 67 per cent and 60 per cent respectively);
- Larger primary and secondary schools were more likely than smaller ones to agree;
- Schools with higher levels of pupils eligible for free school meals were more likely to agree: 74 per cent of schools where at least 20 per cent of pupils were eligible for FSM agreed compared with 66 per cent of schools where less than 20 per cent of pupils were eligible for FSM;

- Schools that were working in clusters were more likely to agree than those that were not (72 per cent compared with 59 per cent).

Table 4.5

Agreement with statement “The community and this school have been brought closer together as a result of extended services provision”

	All schools (n=1500)	Urban schools (n=1132)	Rural schools (n=199)	Offering full core offer (n=990)	Not offering full core offer (n=510)
Strongly agree	22	24	11	25	15
Tend to agree	46	48	42	50	36
Neither agree nor disagree	19	18	25	15	29
Tend to disagree	10	7	19	7	14
Strongly disagree	3	3	2	2	6
Don't know	1	1	1	1	*

Base: All schools (1,500)

A similar proportion of schools (70 per cent) agreed that “**There has been improved collaboration with neighbouring schools as a result of extended services provision**”, whilst 16 per cent of schools disagreed with this statement.

Again, secondary schools were more likely than primary and special schools to agree with this statement (77 per cent compared with 69 per cent and 63 per cent respectively). Urban schools and schools providing the full core offer were also more likely to agree as shown in table 4.6.

As might be expected, agreement with the statement was far higher amongst schools that were working in clusters to deliver extended services: 84 per cent compared with 42 per cent of schools that were not delivering extended services as part of a cluster.

Table 4.6

Agreement with statement “There has been improved collaboration with neighbouring schools as a result of extended services provision”

	All schools	Urban schools	Rural schools	Offering full core offer	Not offering full core offer
	(n=1500)	(n=1132)	(n=199)	(n=990)	(n=510)
Strongly agree	34	35	28	40	21
Tend to agree	37	39	29	36	37
Neither agree nor disagree	13	12	19	13	14
Tend to disagree	13	11	17	9	22
Strongly disagree	3	2	6	2	5
Don't know	1	1	1	*	1

Base: All schools (1,500)

A higher proportion of schools (83 per cent) agreed that **“There has been increased partnership working with other agencies and providers of community services as a result of extended services provision in this school”**, and just eight per cent of schools disagreed with this statement.

The same subgroup differences were observed for this statement with secondary schools most likely to agree (90 per cent), followed by primary schools (81 per cent) and special schools (73 per cent). Urban schools and schools providing the full core offer were also more likely to agree they had increased partnership working, as shown in table 4.7.

Also, as before, schools that were working in clusters were more likely to agree with the statement than those that were not (88 per cent compared with 71 per cent).

Table 4.7

Agreement with statement “There has been increased partnership working with other agencies and providers of community services as a result of extended services provision in this school”

	All schools	Urban schools	Rural schools	Offering full core offer	Not offering full core offer
	(n=1500)	(n=1132)	(n=199)	(n=990)	(n=510)
Strongly agree	33	36	21	40	21
Tend to agree	49	48	52	51	46
Neither agree nor disagree	10	10	12	6	17
Tend to disagree	6	5	9	3	13
Strongly disagree	2	1	5	1	3
Don't know	*	*	1	*	1

Base: All schools (1,500)

4.3 Improvements observed by schools

Schools were asked how much they agreed extended services had led to six different improvements in the school. Table 4.8 shows the proportion of schools that agreed each improvement had been brought about by extended services.

As the table shows, most schools (at least seven in ten) agreed that extended services had led to greater pupil enjoyment of school, greater pupil engagement in learning and greater parental engagement in children’s learning. It was less common for schools to report reduced behaviour or discipline problems and improved attendance, and much less common for schools to have observed a reduced number of exclusions.

One might expect greater enjoyment of school and engagement with learning to be earlier impacts of extended services, and that it would take longer for behaviour, attendance and exclusions to be affected. The data from this survey support this theory and these measures will be tracked throughout the evaluation to see if more schools report the latter three improvements as extended services have had more time to make impacts in schools.

Table 4.8

Proportions of schools agreeing that extended services have led to each of six improvements in the school

	All schools (n=1,500) %
Greater pupil engagement in learning	74
Greater pupil enjoyment of school	82
Greater parental engagement in children's learning	71
Reduced behaviour or discipline problems	54
Reduced number of exclusions	31
Improved attendance	45

Base: All schools (1,500)

There were differences observed between different types of schools in the likelihood of seeing these improvements as a result of extended services:

- Secondary schools were more likely than primary and special schools to agree they had seen a reduced number of behaviour and discipline problems, a reduced number of exclusions, and improved attendance;
- Larger primary schools were more likely than smaller ones to have observed all six of these improvements, there was also a tendency for larger secondary and special schools to be more likely than smaller ones to observe these, but these differences were only significant for some of the improvements;
- Urban schools were more likely than rural schools to have observed all of the improvements with the exception of greater pupil enjoyment of school;
- Schools with higher levels of pupils eligible for free school meals were more likely than those with lower levels to agree they had seen a reduced number of behaviour and discipline problems, a reduced number of exclusions, and improved attendance;
- Schools with higher proportions of pupils from ethnic minorities were more likely than those with lower proportions to have observed a reduced number of behaviour and discipline problems, and improved attendance;
- Schools providing the full core offer were more likely than those not offering the full core offer to agree they had seen greater levels of pupils engagement in learning, greater parental engagement in children's learning, and improved attendance as a result of extended services.

Respondents to the schools survey were also asked to what extent the development of extended services had influenced a general raising of educational attainment at the school. Eight per cent of respondents said there had been no rise in educational attainment and a further 20 per cent said extended services had no or minimal influence on raising attainment. However, in two thirds of schools (68 per cent) the development of extended services had had at least some influence in raising attainment, including 13 per cent of schools where extended services had 'considerable influence'.

As shown in table 4.9, schools providing the full core offer were more likely than those that were not to think that extended services had had a considerable or moderate influence on increasing educational attainment (52 per cent compared with 38 per cent). There were also many other differences between subgroups at this question:

- 63 per cent of secondary schools thought extended services had a considerable or moderate influence compared with 52 per cent of special schools and 44 per cent of primary schools, and larger primary schools were more likely than smaller ones to think this;
- Urban schools were more likely than rural schools to say extended services had a considerable or moderate influence (52 per cent compared with 31 per cent);
- Schools with higher deprivation levels tended to think extended services had more of an influence, 59 per cent of schools where more than 20 per cent of pupils were eligible for free school meals thought they had a considerable or moderate influence compared with 43 per cent of schools where less than 20 per cent of pupils were eligible for FSM;
- Finally, 56 per cent of schools where at least 25 per cent of pupils were from an ethnic minority thought extended services had a considerable or moderate influence on raising educational attainment compared with 46 per cent of schools where less than 25 per cent of pupils were from an ethnic minority.

Table 4.9

Extent to which the development of extended services has influenced a general raising of educational attainment at the school

	All schools (n=1500)	Offering full core offer (n=990)	Not offering full core offer (n=510)
Considerable influence	13	15	8
Moderate influence	35	37	30
Limited influence	21	20	21
No or minimal influence	20	18	24
Not applicable – no rise in educational attainment	8	7	9
Don't know	5	3	9

Base: All schools (1,500)

It is possible to look at which of the factors examined in this chapter appears to have the greatest effect on how much influence the development of extended services have on educational attainment. To do this a key driver analysis has been undertaken to examine the effects of agreement with the ten statements analysed in sections 4.1, 4.2 and 4.4. This analysis has shown that the statements that have a significant effect on how much influence extended services are seen as having on educational attainment are:

Order of importance	Statement	Effect
1	“Extended services have led to improved teacher/pupil relationships in this school”	Schools that agreed with this statement were <i>more</i> likely to think ES influenced a rise in attainment
2	“The community and this school have been brought closer together as a result of extended services provision”	Schools that agreed with this statement were <i>more</i> likely to think ES influenced a rise in attainment
3	“Extended services have helped this school to engage disadvantaged families”	Schools that agreed with this statement were <i>more</i> likely to think ES influenced a rise in attainment
4	“Offering extended services places a significant burden on schools”	Schools that agreed with this statement were <i>less</i> likely to think ES influenced a rise in attainment
5	“There has been increased partnership working with other agencies and providers of community services as a result of extended services provision in this school”	Schools that agreed with this statement were <i>more</i> likely to think ES influenced a rise in attainment

6	“Extended services at this school have meant that pupils participate in more activities than they used to”	Schools that agreed with this statement were <i>more</i> likely to think ES influenced a rise in attainment
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4.4 Burden on schools

As well as all the positive impacts reported above, there was also a negative impact on many schools: 63 per cent of schools agreed that “Offering extended services places a significant burden on schools” and only 23 per cent disagreed. However, it is important to note that agreeing with this statement was not an indication that the school would rather not offer extended services. Given all the positive impacts of extended services that schools have reported, it is likely that at least some of these schools see the provision of extended services as a ‘worthwhile burden’.

Primary schools and special schools were more likely to say extended services placed a burden on schools (for both, 65 per cent agreed) than secondary schools (53 per cent agreed), as shown in table 4.10. Rural schools were more likely than urban schools to agree with the statement (74 per cent compared with 60 per cent). There was also a difference between schools with higher and lower levels of economically disadvantaged pupils: 69 per cent of schools where at least 20 per cent of pupils were eligible for free school meals agreed extended services caused a burden for schools compared with 61 per cent of schools where less than 20 per cent of pupils were eligible for FSM. Schools that were *not* offering the full core offer were a little more likely to agree with the statement: 68 per cent did compared with 60 per cent of schools that were offering the full core offer.

Schools that were working in clusters to deliver extended services were less likely to agree that offering extended services places a significant burden on schools: 60 per cent did compared with 71 per cent of schools that were not delivering extended services as part of a cluster. This suggests that cluster working may relieve some of the burden on individual schools.

Table 4.10

Agreement with statement “Offering extended services places a significant burden on schools”

	All schools	Primary schools	Secondary schools	Special schools
	(n=1,500)	(n=661)	(n=463)	(n=376)
	%	%	%	%
Strongly agree	28	29	20	32
Tend to agree	35	36	33	32
Neither agree nor disagree	13	12	15	13
Tend to disagree	18	18	21	14
Strongly disagree	5	4	9	7
Don't know	1	1	1	1

Base: All schools (1,500)

4.5 Improvements reported by parents and pupils

Four measures were included in the survey of things that may have changed since pupils started taking part in extended services activities. Where pupils were aged 11 or over (and had been involved in activities in the last year) pupils themselves were asked whether these improvements had taken place, and where pupils were aged under 11 (and had been involved in activities in the last year), parents were asked.

Marks received for schoolwork

Nearly two thirds of pupils (63 per cent) thought the marks they received for their schoolwork had improved since they started taking part in activities, but only around a third of parents (35 per cent) thought their child's marks had improved since taking part in activities. Most parents (59 per cent) instead thought there had been no change (none thought their child's marks had got worse).

A higher proportion of parents in low income households (less than £15,000 gross annual household income) thought their child's marks had improved since attending activities (46 per cent), and those whose child was eligible for free school meals were also more likely to think there had been an improvement (48 per cent compared with 32 per cent who were not eligible for FSM).

Parents of children with special educational needs were more likely to think their child's marks had improved: 44 per cent compared with 34 per cent of parents whose child did not have special educational needs. There were also differences by ethnicity: 57 per cent of parents from an ethnic minority said their child's marks had improved compared with 25 per cent of White parents. This difference was also

apparent in pupils' answers: 70 per cent of minority ethnic pupils thought their marks had improved since attending activities compared with 61 per cent of White pupils.

Enjoyment of school in general

Over half of parents (56 per cent) and a slightly higher proportion of pupils (63 per cent) said their enjoyment of learning in general had improved since they had started taking part in activities. Most of the remainder (38 per cent of parents and 34 per cent of pupils) thought there had been no change on this measure.

For parents, similar subgroup differences were observed as for improvements in marks for schoolwork. Parents that were more likely to say their child's enjoyment of school in general had increased since taking part in activities were:

- Those with annual gross household incomes of £15,000 or less (75 per cent);
- Those whose child was eligible for free school meals (70 per cent, compared with 54 per cent not eligible for FSM);
- Single parents (65 per cent, compared with 54 per cent of parents who were married or living with a partner);
- Parents from ethnic minorities (79 per cent compared with 46 per cent of White parents);
- Those whose children have special educational needs (65 per cent, compared with 55 per cent of parents whose child did not have SEN).

For pupils, those with SEN were *less* likely to say their enjoyment of learning in general had improved since attending activities: 55 per cent compared with 65 per cent of pupils who did not have SEN.

Attendance at school

Most pupils (71 per cent) and most parents (81 per cent) thought that the pupil's attendance at school had not changed since they had started taking part in activities, but a notable minority (26 per cent of pupils and 14 per cent of parents) thought there had been an improvement on this measure.

Again, parents who were more likely to believe this improvement had occurred since their child started taking part in activities were:

- Those with lower incomes (29 per cent with incomes of less than £15,000, 16 per cent of those with incomes of £15,000 to £29,999, and just four per cent of those with incomes of £30,000 or more);
- Those whose child was eligible for free school meals (27 per cent, compared with 12 per cent not eligible for FSM), and this difference was also apparent in answers from pupils (43 per cent of those receiving FSM said their attendance had improved compared with 23 per cent of pupils that did not receive FSM);

- Parents who receive Working Tax Credit (22 per cent, compared with nine per cent of those who do not);
- Single parents (27 per cent, compared with 11 per cent of parents who were married or living with a partner);
- Parents from ethnic minorities (36 per cent compared with five per cent of White parents), this difference also existed in answers from pupils (35 per cent of pupils from an ethnic minority said their attendance had improved compared with 24 per cent of White pupils);
- Those whose children have special educational needs (31 per cent, compared with 12 per cent of parents whose child did not have SEN).

Behaviour at school

Two thirds (68 per cent) of both parents and pupils thought that the pupil's behaviour at school had not been affected by attendance at activities, but around a quarter of both groups (26 per cent of parents and 27 per cent of pupils) thought that the pupil's behaviour had improved.

Once again subgroup differences were similar. Parents who were more likely to think their child's behaviour had improved since they started attending activities were:

- Those with annual gross household incomes of £15,000 or less (44 per cent);
- Those whose child was eligible for free school meals (43 per cent, compared with 23 per cent not eligible for FSM), and this difference was also apparent in answers from pupils (43 per cent of those receiving FSM said their behaviour had improved compared with 24 per cent of pupils that did not receive FSM);
- Single parents (35 per cent, compared with 24 per cent of parents who were married or living with a partner);
- Parents of boys (33 per cent compared with 20 per cent of parents of girls), and the same proportions were observed in answers from pupils (33 per cent of boys said their behaviour had improved compared with 20 per cent of girls);
- Parents from ethnic minorities (49 per cent compared with 17 per cent of White parents), this difference also existed in answers from pupils (36 per cent of pupils from an ethnic minority said their behaviour had improved compared with 25 per cent of White pupils);
- Those whose children have special educational needs (47 per cent, compared with 24 per cent of parents whose child did not have SEN).

Language, communication and socialising skills

Parents were asked about an additional measure – whether their child's language, communication or socialising skills had improved since they had started attending activities. Over half of parents (58 per cent) thought this had improved, while 38 per cent said there had been no change.

Similar subgroup differences were observed to the other measures of improvement. Parents who were more likely to think their child's language, communication or socialising skills had improved since they had started attending activities were:

- Those with annual gross household incomes of £15,000 or less (74 per cent);
- Those whose child was eligible for free school meals (66 per cent, compared with 57 per cent not eligible for FSM);
- Single parents (69 per cent, compared with 55 per cent of parents who were married or living with a partner);
- Parents from ethnic minorities (69 per cent compared with 53 per cent of White parents);
- Those whose children had special educational needs (72 per cent, compared with 56 per cent of parents whose child did not have SEN).

As might be expected, for all five types of improvement, parents were more likely to think the improvement had occurred if their child was taking part in more hours of activities. Table 4.11 shows the proportion of parents who thought each improvement had occurred for:

- All parents who were asked these questions (1st column)
- Parents of pupils who were taking part in less than two hours of activities a week (2nd column)
- Parents of pupils who were taking part in two hours of activities or more per week (3rd column)

Table 4.11

Improvements that parents think have occurred since their child started taking part in activities

	All parents	Parents whose child does less than 2 hours of activities a week	Parents whose child does at least 2 hours of activities a week
	(n=572)	(n=336)	(n=236)
Marks received for schoolwork	35	27	46
Enjoyment of learning in general	56	51	63
Attendance at school	14	11	20
Behaviour at school	26	22	33
Language, communication and socialising skills	58	52	66

Base: All parents of pupils aged under 11 whose child had been involved in any activities (572)

There were also significant differences by whether the school had a high proportion of economically disadvantaged pupils or not. Parents of pupils at schools where at least 20 per cent of pupils were eligible for free school meals were more likely to think all five improvements had occurred since their child started taking part in activities than parents of pupils at schools where less than 20 per cent of pupils were eligible for free school meals. These results are shown in table 4.12.

These results show that the positive impacts of taking part in activities are more likely to affect pupils in schools in deprived areas than pupils in schools in better off areas.

Table 4.12

	All parents	Parents of pupils at schools where less than 20% of pupils were eligible for FSM	Parents of pupils at schools where at least 20% of pupils were eligible for FSM
	(n=572)	(n=347)	(n=210)
Marks received for schoolwork	35	25	56
Enjoyment of learning in general	56	48	75
Attendance at school	14	4	38
Behaviour at school	26	17	47
Language, communication and socialising skills	58	55	64

Base: All parents of pupils aged under 11 whose child had been involved in any activities (572)

4.6 Positive impacts on pupils

Three quarters (74 per cent) of pupils agreed that being involved in activities provided by the school helped them to get along better with other pupils, and only four per cent disagreed with this. As might be expected, pupils doing more activities were more likely to agree: 80 per cent of those who were doing at least two hours of activities a week compared with 67 per cent of those who were doing less than two hours of activities a week.

Just over a third of pupils (36 per cent) agreed that taking part in activities had helped them to get along better with their family, while most pupils (53 per cent) neither agreed nor disagreed with this. Again, pupils taking part in at least two hours of activities a week were more likely to agree: 40 per cent compared with 33 per cent of pupils who did less than two hours a week of activities.

Finally, pupils were asked if they agreed that being involved with activities had helped them to talk about family problems. Just under a quarter (23 per cent) of pupils agreed taking part in activities had helped them talk about family problems, but 19 per cent disagreed, and 54 per cent neither agreed nor disagreed. There was a tendency for pupils who were taking part in more hours of activities to be more likely to agree, but the difference was not statistically significant.

Table 4.13

Proportion of pupils agreeing that being involved with activities has helped them to do these things

	All pupils	Pupils who do less than 2 hours of activities a week	Pupils who do at least 2 hours of activities a week
	(n=965)	(n=510)	(n=452)
Get along better with other pupils	74	67	80
Get along better with family	36	33	40
Talk about family problems	23	22	25

Base: All pupils (aged 11 or more) who had taken part in any activities (965)

4.7 Positive impacts on parents

Parents who had used parental support services were asked about five potential impacts of these. Section 3.2 examines parents' use of parental support services.

Getting more involved with activities and events at school

Over half of parents (57 per cent) agreed that they had started getting more involved in activities and events at their child's school since using parental support services, and agreement increased for parents who had spent more hours using parental support services. The types of services used also made a difference: 63 per cent of parents who had been to social events such as coffee mornings agreed they now get more involved with activities and events at school, compared with 47 per cent of parents who had not been to this kind of event.

Parents of primary school pupils were much more likely than parents of secondary school pupils to agree they get more involved in activities and events since using parental support services (62 per cent compared with 36 per cent).

Talking more with parents of other pupils at the school

Most parents who had used support services also agreed that since using them they talk more with parents of other pupils at the school: 62 per cent of parents agreed with this. Again, parents who had spent more hours using parental support services were more likely to agree, and those who had been to social events such as coffee mornings were more likely than parents who had not been to this type of event to agree they now talked to other parents more (69 per cent compared with 52 per cent).

A similar difference was also observed between parents of primary and secondary school pupils, with parents of primary school pupils being more likely to agree they talked to other parents more since using support services: 70 per cent compared with 34 per cent of parents of secondary school pupils.

Developing and improving parenting skills

Around four in ten parents (41 per cent) agreed that they had been able to develop and improve their parenting skills since using parental support services, whilst 16 per cent disagreed and 41 per cent neither agreed nor disagreed. Parents were particularly likely to agree they had improved their parenting skills if they had been to parenting courses or support groups (62 per cent agreed), or adult learning opportunities (75 per cent agreed). Economically 'worse off' parents were more likely to agree: those with lower incomes; those whose child was eligible for free school meals; those receiving Working Tax Credit; and those from households where no one worked.

Parents from ethnic minorities were also more likely to agree they had improved their parenting skills: 63 per cent compared with 33 per cent of White parents. And again, parents of primary school pupils were more likely than parents of secondary school pupils to agree (44 per cent compared with 30 per cent).

Talking to child more about school

Two thirds (66 per cent) of parents agreed that they talk more to their child about school since using parental support services. This was particularly common amongst parents who had used adult learning opportunities: 78 per cent compared with 65 per cent who had not used this type of support.

Again, this was a more common outcome for economically 'worse off' parents: those with lower incomes; those whose child was eligible for free school meals; those receiving Working Tax Credit; those from households where no one worked; and single parents. This was also more common amongst parents from ethnic minorities: 86 per cent compared with 59 per cent of White respondents. And parents of pupils with special education needs were more likely than parents of those without SEN to say they talk to their child more about school since using parental support services (84 per cent compared with 63 per cent).

Helping child to learn new things

Around two thirds of parents (65 per cent) agreed that, since using parental support services, they help their child more to learn new things. This was, again, more common amongst economically 'worse off' parents: those with lower incomes; those whose child was eligible for free school meals; those receiving Working Tax Credit; those from households where no one worked; and single parents.

Similar differences also existed for ethnicity and special educational needs: 82 per cent of parents from ethnic minorities agreed this outcome had occurred compared

with 60 per cent of White parents; and 80 per cent of parents whose child had a special educational need agreed they were now more able to help them learn new things, compared with 63 per cent of parents whose child did not have a special educational need.

5. Cost benefit analysis

Acronyms

BSF	Building Schools for the Future
CAF	Common Assessment Framework
CBA	Cost Benefit Analysis
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
ECM	Every Child Matters
ES	Extended Services
ESRA	Extended Services Remodelling Adviser
FSW	Family Support Worker
FTE	Full-time equivalent
LA	Local Authority
NAO	National Audit Office
OOSH	Out of school hours
OSS	Occupational Summary Sheets
PSA	Parent Support Adviser
PSSRU	Personal Social Services Research Unit
RPI	Retail Price Index
SMT	Senior Management Team
VCS	Voluntary and Community Sector

Key findings:

- The major conclusion from both the case studies and the postal survey concerns the variety in both mix of activities and the overall scale of inputs into the delivery of ES in and around schools.
- This result indicates that there is no unique model of ES but a complex spectrum of provision. The implications of this for the analysis of impact will need to be explored.

5.1 Estimating the Costs of Delivering Extended Services

Methodological Approach

It is difficult to estimate the costs of delivering extended services (ES) by using accounting information. The nature of partnership working means that there is often no single source of such information. The school may know, for example, that the LA is supplying a Family Support Worker to the school for ten hours per week but will be unlikely to know the cost of such a service. Given that the philosophy of ES in and around schools is for the school/cluster to build a network of partners, it would not be efficient to interview each partner to discover the financial value of its contribution. Moreover, for the postal questionnaire to yield meaningful information, it is important that we request information that is easy for the informant to supply immediately or to request easily from another person within the school.

For these reasons, we decided not to try to collect accounting information but to collect information about the resources (for example, staff, premises and so on) used to deliver ES and then to use standardised unit costs to place a value on each of the inputs. This approach will not estimate how much a particular school and its partners actually pay per year to deliver ES but it will estimate how much it would cost a typical school to deliver services in the same way as that school.

This methodology requires estimates of both:

- (a) the number of each type of input (for example, the number of hours per year of teachers' time); and
- (b) the full cost of a unit of that input (for example, the on-cost – including all overhead costs – of an hour of teachers' time).

Our methodology involves obtaining information of type (a) from the schools and information of type (b) from published national sources.

Estimating the Quantity of Inputs

Data on the quantity of inputs have been collected in a two-stage process:

1. case studies of ten schools;
2. a postal survey of a stratified random sample of schools.

Case studies

The purpose of the case studies was to obtain a broad view of the context in which ES were delivered and the range of inputs used. The information gained from the case studies was intended to both guide the development of the questionnaire for the postal survey and to provide background for its analysis. Therefore, we required a sample to cover a sufficiently wide range of circumstances to allow us to obtain as

full a picture as possible. Thus, although there was no intention to create a representative sample, we wanted the sample to cover:

- primary and secondary schools;
- both schools that take a leading part in their clusters and those that support and use cluster services without playing a key role in delivery or coordination;
- urban, rural and London schools;
- a range of dates of adoption; and
- a range of the extent of the provision in terms of the number/amount of services available under each component of the core offer.

Table 1 in appendix 3 shows the characteristics of the schools included in these case studies.

We argued that special schools should not be included for the purposes of cost benefit analysis (CBA) in either the case studies or the quantitative work because the variety of practices and the complex nature of these schools are likely to result in data that would be difficult to analyse in a meaningful manner⁸.

In each of the case study school interviews, we discussed with the school how it is actually delivering services under each component of the core offer. For each service delivered, we have asked the school to estimate the quantity of each of the inputs. For most inputs, schools were most comfortable in estimating the quantity of inputs used each week. So, for example, they were most likely to say that an external organisation delivered football training after school for about three one-hour sessions per week and that they used two coaches for each session. Using this example, we can thus estimate that the delivery of after-school football coaching uses six hours (two coaches for three hours equals six coach-hours) of coach time per week.

For other inputs, the school has employed a member of staff to deliver the service on a full-time contract. In such cases, we assume that the full-time member of staff works for 35 hours per week in all cases. In a few cases, schools were more comfortable estimating inputs per month or per term. In each case, we have adjusted these inputs to form weekly estimates.

In many cases, the inputs were shared with other schools in the cluster. Where this was the case, we asked schools to estimate the proportion that was used by other schools (or to estimate total numbers of participants and the number of participants connected directly with the school). We then applied this proportion to the total inputs used to estimate the number available to the school.

⁸ It is possible that one of the thematic studies will focus on special schools and, in that event, we would propose to introduce a CBA component. In the event, a number of special schools opted to complete the postal questionnaire and we, therefore, have some indication of the inputs in these cases.

For most schools, the staffing was the critical input. However, for a few, there were important buildings and/or land that were used to deliver extended services. This was particularly important for community activities where the school had, for example, sports facilities that were also used to deliver community access and would not have been a viable investment for the school without such access. In other cases, the school had made the investment in the building primarily to deliver community access. Where the building was not required for normal school activities, we have asked the school to estimate the amount of space in the building so that the annual value of that space can be estimated. However, we have not included, as a cost, the value of buildings that are also used for extended services out of normal school hours. Therefore, for example, the cost of providing a breakfast club is the cost of the additional staffing and food required. The cost of the canteen itself is not included because those facilities are already available and would not be used at that time for any other purpose. In other words, there is no opportunity cost of the canteen⁹¹⁰.

Section 5.2 provides details of the inputs used by the case study schools. In each case, we have provided information broken down by activities delivered as extended services, with additional information on coordination and administration.

Postal Survey

The information from the case study schools was used to identify both the key activities and the principal inputs for ES, which were used to structure the questionnaire for the postal survey. We received responses from 363 schools which equates to a 34 per cent response rate. Although this response rate is not high, the profile of responding schools was compared to the sample profile on a number of measures and there were no significant differences suggesting that those schools that responded to the postal survey were a representative sample. Table 2 in appendix 3 shows the characteristics of responding schools. Section 5.3 provides details of the inputs reported by the schools responding to the postal survey. In each case, we have provided information broken down by activity so that comparisons can be made with the case study schools.

5.2 Inputs in the Case Study Schools

Staff

Coordination and Administration: The schools varied in their approach to coordination and administration as shown in Table 5.1. In some cases (schools 1

⁹ There is a cost in the additional heating and lighting required but this cost would be minimal.

¹⁰ While most schools are “making do” with existing buildings to deliver extended services *Building Bulletin 98* and *Building Bulletin 99* recommend the use of a “float” for new buildings “to accommodate the individual priorities of each school: whether facilities for the specialism or limited ‘extended school’ provision”. There is an implication here that extended services provision in the long run will require additional capacity for buildings and grounds. This additional capacity should be considered a cost of extended services provision.

and 5), a member of the Senior Management Team (SMT) takes on the prime responsibility for coordination; in others (schools 4, 6, 9 and 10), a member of the SMT plays an active strategic role in the school and the cluster; in the remaining schools, coordination was the responsibility of a less senior member of staff (employed either by the school or by the LA on behalf of the cluster). It is worth noting three points:

1. The staffing list shows considerable variability in job title and function.
2. In some cases, the total hours required for management and coordination is approximately equal to a full-time member of staff.
3. There is much less variability in the hours required for management and coordination when they are adjusted for the size of school although some variability remains. Some of this variability is a result of special factors within the school¹¹ but it is clear that some is a result of different approaches to the implementation of ES.

¹¹ School 1 is very small but the Headteacher is very active in the cluster. School 3 is relatively new to ES and is responding to initiatives at the LA level rather than taking a pro-active stance. School 8 was established only 3 years ago and is trying to promote the ES agenda.

Table 5.1

Number of person-hours per week in term-time used for coordination and administration by school and type of staff										
School	1	2	3	4	5	6	7	8	9	10
Senior Management Team										
Headteacher	5.00			0.56		1.28	0.82			4.10
ES Manager (Deputy Head)					35.00					
Assistant/Deputy Headteacher						6.41	0.52		7.00	1.89
Other Coordinating Staff										
Cluster Coordinator				3.18						
ES Coordinator							9.13		2.92	
Childcare Coordinator							4.57			
Children's Centre Manager							4.57			
Community Cohesion Officer								35.00		
Community Development Officer										3.89
Family and Agencies Liaison Officer									2.92	
Teacher (School ES Coordinator)				2.00						
School Project Manager		17.50								
Children's Team Coordinator		15.00								
Administrative and Support Staff										
School secretary	2.00									
Administrator				0.09		6.41	1.30	4.00		
Bursar				0.45		12.82	0.18			0.40
Volunteer administrator					0.25					
Total person-hours	7.00	32.50	0.00	6.29	35.25	26.92	21.09	39.00	12.83	10.28
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.12	0.03	0.00	0.02	0.03	0.03	0.04	0.11	0.02	0.05

Breakfast Club: Only one of the ten case study schools did not provide some type of breakfast facilities, although not all schools call this a breakfast club. In secondary schools, in particular, it is usually the case that the canteen is simply open for the purchase of food. Only in the case of school 9 is some food provided free¹². Table 5.2 shows the staff inputs to deliver this provision. As we shall see (Table 5.11) the staffing inputs to the breakfast club are relatively modest compared to those for other activities. In some cases the scale of the breakfast club was constrained because the school wished to provide it at no cost to parents and, therefore, needed to place a limit on the numbers attending because of insufficient funding.

Out of school hours (OOSH) activities: All of the case study schools offered OOSH activities and, in most schools, sport (especially football) was a significant component of the offer (Table 5.3). Three schools identified their transition activities as part of their ES offer but only school 2 used this opportunity to offer enrichment to pupils in the feeder primary schools. In general, it is not clear why the transition activities should be badged as ES (although they certainly demonstrate the extent of close working with partners in the primary school) and they have, therefore, been omitted from this analysis with the exception of school 2 for the reason outline above. Again, it is worth noting the variability in the level of inputs per pupil across these ten schools.

Study support: Among our case study schools, school 7 is the only primary school providing study support. All the secondary schools, with the exception of school 9, provide some level of study support (Table 5.4).

Holiday clubs and activities: Seven out of the ten case study schools had some sort of holiday provision although again there was considerable variation in the scale of the provision. All of the primary schools in the sample had some holiday provision. However, the three secondary schools that did have some provision had about the same level of provision as the primary schools – with the exception of school 4, which has a particularly high level of provision. A wide variety of types of staff were used to deliver this provision (Table 5.5).

¹² This school purchases cereal, juice, bread and milk at a local supermarket and provides the food free. The purchasing is undertaken by an administrative assistant on a voluntary basis.

Table 5.2

	Number of person-hours per week used for delivering a breakfast club by school and type of staff									
School	1	2	3	4	5	6	7	8	9	10
Breakfast Club Coordinator						3.75	5.00			
Breakfast Club Assistant							5.00			
Cook					4.00				2.50	
Canteen worker		5.00	5.00						5.00	
Teachers					5.00			10		
Learning Mentor										3.00
Teaching Assistant				5.13						6.00
Administrative Assistant (Volunteer)									1.00	
Total person-hours	0.00	5.00	5.00	5.13	9.00	3.75	10.00	10.00	8.50	9.00
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.000	0.005	0.004	0.016	0.009	0.005	0.018	0.028	0.010	0.048

Table 5.3

Number of person-hours per week used for delivering OOSH activities by school and type of staff

School	1	2	3	4	5	6	7	8	9	10
Football coach	2.00							2.80		
Activity Leaders	1.00					7.50	15.00	25.20	8.00	0.50
Teachers (volunteers)		30.00	10.00			37.50			6.00	2.00
Teachers (contract)						0.00				
Teaching Assistants & Support Staff				26.67	5.00					2.00
Sports Partnership Staff				5.13						
Director of Sport					8.00					
School sports coordinator				15.38						
Student volunteer								81.20	2.00	0.50
Sports Hall Manager						35.00				
Sports Hall Worker						45.00				
Casual workers						100.00				
Sports worker						3.39		64.10		
Moving On Up clubs Leader		0.92								
Total person-hours	3.00	30.92	10.00	47.18	58.00	183.39	15.00	173.30	16.00	5.00
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.05	0.03	0.01	0.14	0.06	0.23	0.03	0.49	0.02	0.03

Table 5.4

	Number of person-hours per week used for delivering study support by school and type of staff										
	School	1	2	3	4	5	6	7	8	9	10
Study Support											
Teachers			20.00	5.00		1.54	0.26		4.00		
Teaching Assistant							6.15	2.00			
Parent volunteer									4.00		
Total person-hours		0.00	20.00	5.00	0.00	1.54	6.41	2.00	8.00	0.00	0.00
No of pupils		57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil		0.000	0.018	0.004	0.000	0.001	0.008	0.004	0.023	0.000	0.000

Table 5.5

	Number of person-hours per year used for delivering holiday clubs and activities by school and type of staff										
	School	1	2	3	4	5	6	7	8	9	10
Playworker		160.00	3098.00		585.00			142.80			
Childcare workers								40.00			
School staff					3510.00						
Learning Mentor											50.00
Sixth Form Students											75.00
Volunteers			64.00		292.50			24			
Holiday activities worker									420.00		
SummerUni tutor									35.00		
Sports Hall Manager							245.00				
Sports Hall Worker							315.00				
Casual workers							700.00				
Sports worker							23.74				
Total person-hours		160.00	3162.00	0.00	4387.50	0.00	1283.74	206.80	455.00	0.00	125.00
No of pupils		57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil		2.81	2.86	0.00	13.30	0.00	1.62	0.38	1.29	0.00	0.66

Childcare: Table 5.6 shows the details of childcare offered by schools that has not already been counted elsewhere. Unsurprisingly, in general primary schools use more staff to deliver childcare than do secondary schools both absolutely and per pupil. School 2 is a notable exception to this rule and this reflects its model of delivering ES in close cooperation with an adjacent Youth Centre. To some extent, the distribution between primary and secondary also reflects the schools “badging” of provision as “childcare” or “out of school hours activities” with secondary schools more likely to do the latter and primary schools more likely to do the former. Table 8 understates the childcare provision as viewed by the schools themselves. Some schools saw playgroup and crèche provision as a way of encouraging parents into school and promoting parental involvement as well as expanding the horizons of the parents themselves. However, since this provision was not aimed at the school’s pupils, we have not recorded it here.

Events and Trips: Although the school trip is a common feature of school life, two of the case study schools saw trips as an important component of their ES provision, serving to enrich the experience of their pupils. In addition, one school had an annual football festival providing a focal point for school and community cohesion. (Table 5.7)

Swift and Easy Access to Specialised and Targeted Services: Table 5.8 shows the inputs for targeted support. Schools varied in their assessment of the impact of ES on swift and easy access from “it isn’t really working; there are no additional resources” to “I no longer feel that I’m fishing around for support”. It would be unwise to place too much emphasis on Table 5.8 because these were the estimates with which interviewees had the most difficulty. However, again the variation in the mix of staffing provided is notable, although some of this variation will reflect differences in needs.

Parenting Support: The Parent Support Adviser (PSA) pilot ran in three of our case study LAs but was only referred to in one of them. Table 5.9 shows the inputs for parenting support. School 3 shows PSA inputs under both swift and easy access and parenting support because the PSA spends approximately half her time on the Common Assessment Framework (CAF). Most schools said that this was an area in which they wanted to do more and, in some cases, they outlined their plans. Where they were available to them, schools were enthusiastic about the value of a PSA or Family Support Worker (FSW), believing that they were of real value to pupils and their families with the added bonus of saving the time of members of the SMT.

Community Access: School 1 uses no staffing in delivering community access. Its primary focus is on sharing school activities with its local community. The community activities of School 6 are based around its sports hall and swimming pool that is available out of school hours for both pupils and the local community. The community access is, therefore, accounted for in out of school hours activities.

Table 5.6

	Number of person-hours per week used for delivering the childcare offer by school and type of staff										
	School	1	2	3	4	5	6	7	8	9	10
Wrap-around care											
Childcare workers		35.00									
After-school club											
Playworker								37.50			
Youth Club											
Youth worker			41.28								
Access to facilities											
Library staff				3.75							
Teacher				10.00						15.00	
Total person-hours		35.00	41.28	13.75	0.00	0.00	0.00	37.50	0.00	15.00	0.00
No of pupils		57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil		0.61	0.04	0.01	0.00	0.00	0.00	0.07	0.00	0.02	0.00

Table 5.7

	Number of person-hours per year used for delivering events and trips by school and type of staff										
	School	1	2	3	4	5	6	7	8	9	10
Events (Football Festival)											
Football coach		15.00									
Volunteers		130.00									
Trips											
Leader								2800.00			
Teacher										920.00	
Total person-hours		145.00	0.00	0.00	0.00	0.00	0.00	2800.00	0.00	920.00	0.00
No of pupils		57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil		2.54	0.00	0.00	0.00	0.00	0.00	5.14	0.00	1.14	0.00

Table 5.8

Number of person-hours per week used for delivering targeted and specialised support by school and type of staff										
School	1	2	3	4	5	6	7	8	9	10
School nurse	0.51		1.00	0.31	2.00			8.00	5.83	
Learning Mentor										27.00
SENCO				15.00						
Educational Psychologist	0.38			1.01						
Behavioural Support Worker	0.13	7.00								
CAMHS Worker	0.13				3.00			16.00		
Speech and Language Therapist	0.06						0.62	24.00		
Educational Welfare Officer	0.77									
Counsellor		7.00	35.00					8.00		1.69
Connexions (Career Guidance)		2.15			6.00					
Connexions (Intensive intervention)		2.15			7.00					
Youth worker		7.00				12.82				
Parent Support Adviser (PSA)			4.13							
Student Buddies			4.00							
Student Social Worker					25.00					
Police Officer					20.00					
Attendance Officer					1.00					
Youth worker										
Social Worker					30.00		1.33	8.00		
Young Carers Worker					2.00				5.00	
YOT worker									1.00	

R U OK worker					4.00					
Art therapist								16.00		
Futures Plus Worker									5.38	
Total person-hours	1.99	25.31	44.13	16.32	100.00	12.82	1.95	80.00	17.22	28.69
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.03	0.02	0.03	0.05	0.10	0.02	0.004	0.23	0.02	0.15

Table 5.9

	Number of person-hours per year used for delivering parenting support by school and type of staff									
School	1	2	3	4	5	6	7	8	9	10
Family Support Worker	30.00			1610.00						
Teacher	12.00								20.00	
Parentis worker										
Parent Support Adviser (PSA)			161.00			279.07				
Family Groups Facilitator				240.00						
Parent Support Worker (volunteer)					156.00					
Family Support Officer							888.00			
Administrator				400.00						
Nursery nurse				640.00						
Parentline Plus worker					117.00					
PPP Worker									80.00	
Strengthening Families Worker					78.00					
Fitness Instructor					78.00					
Literacy and Numeracy Teacher							60.00			
Healthy Eating Adviser							6.00			
Total person-hours	42.00	0.00	161.00	2890.00	429.00	279.07	954.00	0.00	100.00	0.00
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.74	0.00	0.12	8.76	0.42	0.35	1.75	0.00	0.12	0.00

School 10 has restricted facilities and hopes to be able to offer community access in its new school building (Table 5.10).

Volunteers: All of the staffing estimates for the case study schools include volunteer inputs. There is a considerable variation in the nature and volume of volunteers. In most cases, teachers and other school staff are generous with their time. However, only half of the schools manage to mobilise some volunteer time from parents and/or members of the local community. University students provide a large amount of volunteer time to school 8 but this time is not mobilised directly by the school but by the Voluntary and Community Sector (VCS) partners delivering activities in the school's excellent sports facilities.

Total staffing: We have noted that for each of the activities, there is variation across the case study schools in the inputs used to deliver them. These differences may reflect either a different mix of activities across the schools or a different scale of ES provision. Table 5.11, therefore, shows the total hours of staffing for each activity and the totals for each school. Although this is only a rough indication because it sums hours provided by diverse personnel such as Head Teachers, Learning Mentors and local artists as though they were the same type of input, Table 5.11 is interesting because there remain considerable variation of both activity mix and overall scale at this aggregate level. Therefore, as expected ES in and around schools is not a unique combination of services; it is, rather, a spectrum of provision with schools at various places on it. This conclusion has important implications for the analysis of the impact of ES.

Premises

Many of the services are being delivered in the school's premises already being used for educational purposes, although most schools have said that it is important to have a quiet room available to deliver some of the services required under quick and easy access. In these cases, therefore, we have treated the premises as free.¹³

However, some services do require additional and dedicated space that are available in school hours as well as outside school hours and these spaces are summarised in Table 5.12a. This space is a real cost of providing ES.

Childcare: The provision of a day nursery, crèche, playgroup, toddler group, and/or wrap-around care requires a dedicated space. School 1 has converted an existing room, school 4 has a separate building and school 5 has a Portacabin for a crèche and other community activities).

Swift and Easy Access/Parenting Support: Most schools are managing to find space within their existing buildings for these activities. School 9 has a Portacabin and school 10 has refurbished part of a currently unused classroom for this purpose.

¹³ This is not strictly accurate because there will be additional costs of heating, lighting, cleaning, insurance and general maintenance connected with the more intensive use.

Table 5.10

	Number of person-hours per year used for community access by school and type of staff									
School	1	2	3	4	5	6	7	8	9	10
Adult Education										
Teacher		180.00	120.00							
Adult Education Trainer		12.00				468.00	1170.00		120.00	
"Volunteer" trainers						312.00				
Access to facilities										
Librarian		2100								
Community Action										
Community volunteers				120.00						
Sport and Leisure Activities										
Fitness Instructor					1638.00					
Sport & Leisure worker									46.00	
Leaders of other activities									624.00	
After-school clubs available to the local community										
Activity leaders								421.20		
Playworkers								1263.60		
Student volunteer								1357.20		
Football Coach								46.80		
Teachers								152.10		
Holiday Clubs available to the local community										
Holiday activities worker								180.00		
SummerUni tutor								15.00		
Coordination and Administration										
Community Worker									460.00	
Community Administrator									690.00	
Caretaker									1610.00	

Events

Pupil Volunteers for Senior
Citizens' Annual Party

30.00

Canteen staff (Senior
Citizens' lunch club)

39.00

Total person-hours	0.00	2292.00	120.00	120.00	2418.00	0.00	1170.00	3435.90	3619.00	0.00
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours per pupil	0.00	2.08	0.09	0.36	2.34	0.00	2.15	9.71	4.47	0.00

Table 5.11

School	Number of person-hours of staffing per week used to deliver ES by school									
	1	2	3	4	5	6	7	8	9	10
Management and coordination	7.00	32.50	0.00	6.29	35.25	26.92	21.09	39.00	12.83	10.28
Breakfast club	0.00	5.00	5.00	5.13	9.00	3.75	10.00	10.00	8.50	9.00
OOSH activities	3.00	30.92	10.00	47.18	58.00	183.39	15.00	173.30	16.00	5.00
Study support	0.00	20.00	5.00	0.00	1.54	6.41	2.00	8.00	0.00	0.00
Holiday clubs and activities	4.10	81.08	0.00	112.50	0.00	32.92	5.30	11.67	0.00	3.21
Additional childcare	35.00	41.28	13.75	0.00	0.00	0.00	37.50	0.00	15.00	0.00
Events and trips	3.72	0.00	0.00	0.00	0.00	0.00	71.79	0.00	23.59	0.00
Targeted & specialised services	1.99	25.31	44.13	16.32	100.00	12.82	1.95	80.00	17.22	28.69
Parenting support	42.00	0.00	161.00	2890.00	429.00	279.07	954.00	0.00	100.00	0.00
Community access	0.00	49.83	2.61	2.61	52.57	0.00	25.43	74.69	78.67	0.00
Total person-hours of staff inputs	96.81	285.92	241.49	3080.02	685.35	545.28	1144.07	396.66	271.81	56.18
No of pupils	57	1104	1324	330	1033	791	545	354	810	189
Person-hours of total staffing per pupil	1.70	0.26	0.18	9.33	0.66	0.69	2.10	1.12	0.34	0.30

Table 5.12

Non-staffing inputs used in the delivery of extended services by school and type

Table 5.12a: Additional premises used in the delivery of extended services by school and type

School	1	2	3	4	5	6	7	8	9	10
Portacabin (sq m)					40.00		200.00		200.00	
Nursery (sq m)				296.20						
Fitness Suite					Suite					

Table 5.12b: Transport used in the delivery of extended services by school and type

Bus (km)							350.00		320.00	
Residential trips (pupil days)									898.00	

Community Access: The schools that are most active in this respect have dedicated space for this purpose. School 5 has a Portacabin provided by the LA (see above) and it also has a Fitness Suite that was built with Lottery Funding. Schools 4, 7, 9 and 10 have refurbished unused classrooms as Community Rooms and school 10 had plans for a community room to be included in their new school building. School 9 is also undergoing rebuilding under BSF and both schools have met barriers to the development of a community room. The Parents' Association in school 7 obtained £45,000 from a LA fund to buy a Portacabin to use for adult education courses.

Transport

Schools 7 and 9 identified trips as an important component of the ES delivery. For school 7 (a primary school), it was a part of family involvement and no child was allowed on the trip unless accompanied by a member of his/her family. School 9 (a secondary school) used trips as a means of enriching their pupils' experience. Table 5.12b summarises the transport needs resulting from these trips.

5.3 Inputs in schools responding to the postal questionnaire

Staff

Coordination and Administration: The pattern of inputs for management and coordination of ES shows a similar pattern as in the case study schools. The average input across all of the responding schools is equivalent to about half a full-time member of staff, with inputs in secondary schools being about twice those in primary and special schools (Table 5.13). Key inputs appear to be made by the School ES Coordinator and the Cluster Coordinator. Twenty-three schools did not report any inputs for management and coordination.

Table 5.13

Staff time used for the management and coordination of extended services

(Average hours per week in term time)

	All	Primary	Secondary	Special
Head Teacher	2.4	2.7	0.9	3.3
Deputy/Assistant Head	1.3	0.9	3.0	3.4
School ES Coordinator	3.0	2.3	6.5	3.5
Cluster Coordinator	5.4	5.0	8.5	1.3
Service/partner links coordinator	0.8	0.4	2.9	0.9
Secretary/Administrator	2.6	2.1	5.2	2.5
Bursar/Finance Officer	1.3	1.2	1.4	1.8
Other	1.4	0.8	4.2	2.0
Total	18.15	15.48	32.67	18.54
Number of schools	340	170	114	56

Breakfast Club: 225 schools reported some kind of breakfast provision and Secondary schools were just as likely to have such provision as primary schools. (Table 5.14) However, the key inputs in the case of secondary schools were made by cooks and canteen workers while in primary schools the key inputs were more likely to be the Breakfast Club Coordinator and Teaching Assistants. The average inputs reported in the postal survey are somewhat higher than those for the case study schools. It is worth noting that breakfast club provision reaches only a small minority of pupils¹⁴ and that the proportion participating is smaller in secondary schools, as one might expect.

Table 5.14

Staff time used to deliver a Breakfast Club				
(Average hours per week in term time)				
	All	Primary	Secondary	Special
Breakfast club coordinator or coordinating group	3.5	3.9	1.8	1.9
Cook/canteen worker	2.9	2.0	7.8	1.3
Teacher	0.8	0.3	2.4	13.3
Teaching Assistant	3.5	3.6	1.3	19.3
Learning Mentor	0.3	0.2	0.8	0.3
Parent/community member	0.5	0.6	0.0	0.0
Other	1.5	1.6	1.2	2.8
Total	13.0	12.0	15.3	38.9
Number of schools	225	121	81	23
Average no of pupils attending the breakfast club	21.0	18.1	35.0	31.4
Average no of pupils in participating schools	368.2	237.2	1073.5	88.9

Out of school hours activities: Table 5.15 shows that the staffing of out of school hours activities is equivalent to about half of a full-time member of staff – and almost 1.5 FTEs in Secondary schools. Over 90 per cent of all schools offer some activities of this sort and the average hours per pupil are about 40 per cent higher in primary than secondary schools, being somewhat higher than those reported for the case study schools. However, the range of inputs is vast – from a minimum of 0.0003 hours per pupil per week to a maximum of 1.603.

¹⁴ We asked the question about participation in order to estimate food costs.

Table 5.15

Staff time used to deliver opportunities to learn beyond the classroom and develop interests

(Average hours per week in term time)

	All	Primary	Secondary	Special
Teachers	9.92	6.67	28.68	2.68
Teaching Assistants	3.11	2.18	5.73	16.96
Learning Mentors	0.85	0.53	2.34	2.20
Youth/Sports/Play workers	3.41	2.51	8.35	2.77
Parent/community members	0.72	0.51	1.95	0.07
Students	0.69	0.06	4.21	0.10
Others	1.17	0.83	2.60	3.20
Total	19.86	13.28	53.87	27.99
Number of schools	334	168	116	50
Average no of pupils in participating schools	327.1	214.9	974.8	79.9
Hours provided per pupil	0.078	0.074	0.055	0.355
Highest number of hours per week per pupil	1.603	0.872	0.521	1.603
Lowest number of hours per week per pupil	0.0003	0.001	0.0003	0.009

Study support: Over 50 per cent of responding schools offered some type of study support, with secondary schools being more likely to do so. (Table 5.16) More than half of the inputs overall are provided by teachers, although Teaching Assistants are the most important input in primary schools. The level of support in secondary schools per pupil is not much higher than in primary schools but again the range of inputs is very wide although the variability in inputs in secondary schools is smaller than that in primary schools.

Table 5.16

Staff time used to deliver a Homework Club or Other Curriculum Support

(Average hours per week in term time)

	All	Primary	Secondary	Special
Teachers	0.34	0.107	1.069	0.068
Teaching Assistants	0.14	0.109	0.231	0.168
Learning Mentors	0.02	0.006	0.055	0.000
Parent/community members	0.01	0.009	0.011	0.000
Students	0.00	0.002	0.007	0.000
Others	0.05	0.027	0.131	0.056
Total	0.56	0.26	1.50	0.29
Number of schools	209	89	105	15
Average no of pupils in participating schools	429.3	249.3	1015.8	76.4
Hours provided per pupil	0.0016	0.0015	0.0017	0.0044
Highest number of hours per week per pupil	0.1887	0.1887	0.01236	0.01299
Lowest number of hours per week per pupil	0.00000096	0.00000096	0.00001	0.0003

Holiday clubs and activities: Over half the schools in the sample provided some sort of holiday provision with secondary schools being more likely to offer provision. (Table 5.17) This result contrasts with the case study schools where the three schools not offering holiday provision were all secondary schools. The case study schools also reported somewhat higher inputs per pupil.

Table 5.17

Staff time used to deliver holiday clubs and activities				
(Average hours per year)				
	All	Primary	Secondary	Special
Teachers	30.8	22.6	55.5	38.0
Teaching Assistants	96.3	93.5	76.5	252.3
Learning Mentors	13.5	8.8	27.0	21.7
Youth/Sports/Play workers	86.5	53.8	187.0	101.1
Parent/community members	10.5	3.1	35.3	3.0
Students	9.4	0.1	37.1	17.9
Others	69.7	75.9	60.3	14.4
Total	316.75	257.83	478.72	448.52
Number of schools	200	79	87	34
Average no of pupils in participating schools	413	240	1023	86
Hours provided per pupil	1.34	1.34	0.53	5.64
Highest number of hours per year per pupil	28.125	12.743	11.293	28.125
Lowest number of hours per year per pupil	0.0001	0.001	0.0001	0.033

Childcare: As with the case study schools, Table 5.18 shows childcare provision that is not accounted for elsewhere. Although the questionnaire told schools that Secondary schools need not answer this question, three secondary schools did respond. Less than 30 per cent of primary schools reported childcare provision under this heading. This does not necessarily mean that they are failing to deliver the core offer. In many schools, it is likely that provision is badged under other activities.

Table 5.18

Staff time used to deliver additional childcare				
(Average hours per week)				
	All	Primary	Secondary	Special
Nursery Nurses	0.8	0.6	11.5	0.0
Nursery Assistants	0.7	0.5	11.7	0.0
Teachers	0.8	0.8	0.5	0.9
Teaching Assistants	1.6	1.5	0.5	8.4
Learning Mentors	0.1	0.1	0.0	0.0
Others	13.3	13.6	0.0	2.7
Total	17.10	17.04	24.30	12.15
Number of schools	59	52	3	4
Average no of pupils in participating schools	219.4	213.1	723.6	99.9
Hours provided per pupil	0.09	0.09	0.02	0.11
Highest number of hours per year per pupil	0.344	0.322	0.043	0.344
Lowest number of hours per year per pupil	0.0005	0.0005	0.0030	0.002

Events and Trips: In contrast to the case study schools, over 60 per cent of schools responding to the postal survey said that they provided trips (220) and events (230) and the average number of trips planned for the current year was about 15. Substantial numbers of schools said that they offered trips lasting two days or longer. Events also seem to be reasonably common with the average number again around 15 per year. (Table 5.19)

Swift and Easy Access to Specialised and Targeted Services: Over 85 per cent of schools said that they were able to offer access to such services. (Table 5.20) Both the average hours provided and the average hours per pupil were somewhat lower in primary than secondary schools. Unsurprisingly, average hours per pupil were much higher in special schools. However, again there was considerable range of provision across schools ranging from .002 to 2.58 hours per pupil per week in primary schools and from .003 to 0.92 in secondary schools.

Family Learning: About half of the responding schools offer opportunities for family learning, although the inputs are not high, but again are very variable across schools. Primary schools provide on average about twice the amount of input per pupil that do secondary schools. (Table 5.21)

Community Access: Table 5.22 shows that a diverse range of staff inputs are used to deliver community access. In secondary schools the total amounts to approximately almost one FTE member of staff while in primary schools, it is approximately a quarter of that.

Table 5.19

a: Trips delivered by schools											
Length of trip	Number planned this year	Number went on last trip		Number of staff used on last trip			Miles travelled on last round trip	Number of schools providing trips			
		Pupils	Members of their families	Teachers	Other paid staff	Volunteers		Primary	Secondary	Special	Total
Up to one day	12.3	82.1	5.7	4.4	3.5	1.9	60.3	63	77	22	162
2-4 days	2.1	36.2	0.2	2.9	1.5	0.5	129.5	55	66	19	140
5 days and over	1.8	40.2	0.3	3.4	1.2	0.6	233.3	27	70	9	106

b: Events delivered by schools

Length of event	Number planned this year	Number of staff used for this type of event			Number of schools providing events			
		Teachers	Other paid staff	Volunteers	Primary	Secondary	Special	Total
Up to 3 hours	7.2	3.2	2.1	2.3	80	70	12	162
3-6 hours	6.2	3.6	3.3	2.6	39	57	19	115
Over 6 hours	4.1	3.6	2.1	4.0	15	38	5	58

Table 5.20

Staff time used to deliver support for additional needs				
(Average hours per week)				
	All	Primary	Secondary	Special
Behaviour Support Workers	3.9	2.4	10.7	8.0
CAMHS workers	1.8	1.5	3.4	1.9
Connexions Advisers	1.7	0.0	10.2	4.1
Counsellors	1.8	1.0	6.0	3.2
Drug & Substance Abuse Workers	0.4	0.4	0.9	0.1
Educational Psychologists	0.9	0.8	1.4	1.2
Educational Welfare Officers	2.3	1.1	8.6	1.9
Family Support Worker/ Advisers	5.6	4.1	13.6	5.4
Learning Mentors	9.4	3.9	40.3	1.3
Police Officers	1.1	0.6	4.3	1.0
School Nurses	2.1	0.9	5.7	15.6
Social Workers	1.7	1.6	2.3	3.9
Speech & Language Therapists	2.6	1.4	4.0	27.5
Youth Offending Team (YOT) workers	0.7	0.6	0.9	1.0
Youth Workers	0.8	0.0	5.0	0.6
Others	1.3	0.6	3.6	9.3
Total	38.1	20.7	121.0	86.0
Number of schools with provision	317	159	106	52
Average no of pupils in participating schools	326	216	958	81
Hours provided per pupil	0.14	0.09	0.14	1.26
Highest number of hours per week per pupil	10.800	2.579	0.915	10.800
Lowest number of hours per week per pupil	0.002	0.002	0.003	0.037

Table 5.21

Staff time used to deliver family learning				
(Average hours per year)				
	All	Primary	Secondary	Special
Teachers	10.7	8.7	20.2	15.2
Parenting Support Professionals	18.7	17.7	17.1	69.3
Learning Mentors	2.0	1.4	5.8	0.0
Others	9.9	10.0	9.8	7.2
Total	41.3	37.7	52.9	91.8
Number of schools with provision	206	107	77	22
Average no of pupils in participating schools	346	228	987	81
Hours provided per pupil	0.19	0.16	0.07	1.88
Highest number of hours per year per pupil	13.158	1.796	0.752	13.158
Lowest number of hours per year per pupil	0.0002	0.0002	0.0004	0.010

Table 5.22

Staff time used to deliver community access				
(Average hours per week)				
	All	Primary	Secondary	Special
Adult Education				
School Teachers	0.6	0.3	1.5	0.3
Further Education Teachers	4.2	3.0	7.8	0.3
Childcare workers	0.4	0.5	0.4	0.1
Others	1.6	1.7	1.4	0.5
Facilitating access				
Teaching staff	1.5	0.9	2.8	2.0
Community workers	1.1	0.6	2.4	1.0
IT technicians/librarians/sports workers	1.9	0.3	6.0	0.7
Caretaker/cleaner	4.5	2.8	9.1	4.0
Other	1.3	0.6	3.2	0.3
Total	17.1	10.7	34.5	9.2
Number of schools with provision	222	87	103	32
Average no of pupils in participating schools	455	255	1011	78
Hours provided per pupil	0.05	0.05	0.04	0.13

Volunteers: Many of the results reported here show the importance of Learning Mentors, Teaching Assistants and other support staff as well as teachers in the delivery of ES. School support staff are generally paid for their participation in delivering ES. In addition, many activities are delivered by external providers and most of these are delivered by paid staff. Most of the staff are, therefore, paid for their time. In many cases, teachers are also paid for their participation, although they are much less likely to be paid than are other staff.

Total staffing: Table 5.23 tells a similar story as does Table 13. Overall, secondary schools have a higher level of total inputs into the delivery of ES than do primary schools but, when adjusted for the number of pupils, the staff inputs per pupil are on average somewhat higher in the primary schools than in secondary schools (and are much higher in the responding special schools). Probably more interesting is the implication that, as in the case study schools, the mix of activities differs across schools as does the scale, although the scale of inputs overall varies less than do the staff inputs for the individual activities. Again, the postal survey reveals that the delivery of ES is a complex spectrum of delivery rather than a unique package. This finding based on quantitative research is consistent with that from the qualitative work (chapter 6) where each school will require a somewhat different evaluation plan.

Table 5.23

	Number of person-hours of staffing per week used to deliver ES							
	(Average hours per week)							
	All		Primary		Secondary		Special	
Management and coordination	17.1	13%	14.6	15%	30.7	10%	17.2	8%
Breakfast club	8.1	6%	7.5	8%	10.1	3%	15.4	8%
OOSH activities	18.9	14%	12.7	13%	52.1	16%	23.6	12%
Study support	0.3	0%	0.1	0%	1.3	0%	0.1	0%
Holiday clubs and activities	3.7	3%	2.7	3%	8.5	3%	7.5	4%
Additional childcare	4.2	3%	5.0	5%	0.6	0%	1.1	1%
Events and trips	14.6	11%	8.5	9%	47.3	15%	18.9	9%
Targeted and specialised services	33.5	25%	18.1	19%	108.6	34%	77.0	38%
Family learning	23.9	18%	21.8	23%	32.6	10%	38.1	19%
Community access	8.3	6%	4.4	5%	30.3	9%	5.2	3%
Total person-hours of staff inputs	132.6	100%	95.3	100%	322.1	100%	204.2	100%
No of pupils	329		219		975		83	
Person-hours of total staffing per pupil	0.44		0.39		0.33		2.40	
Highest number of hours per year per pupil	13.03		3.07		1.94		13.03	
Lowest number of hours per year per pupil	0.01		0.02		0.01		0.03	
Note:	The totals for each activity differ from those in earlier tables because those schools reporting zero inputs are included.							

Premises

Table 5.24 shows the importance of various areas in the school for the delivery of ES. This table highlights the importance of sports facilities in secondary schools as was noted in the case study schools. The school hall and classrooms also provide useful facilities. Premises outside the school are very much less important.

Table 5.24

Premises used to deliver extended services								
(Average hours per week)								
	All		Primary		Secondary		Special	
	Term	Holiday	Term	Holiday	Term	Holiday	Term	Holiday
In this school								
The Hall	5.6	3.4	5.6	2.7	6.1	5.7	4.0	10.2
The canteen/dining room	1.6	1.5	1.4	1.4	2.6	1.8	0.9	3.2
A classroom	4.4	2.4	3.4	1.6	10.0	5.8	4.0	9.0
The community room	1.8	1.1	1.7	0.4	2.8	4.7	0.1	1.9
The library	1.3	1.0	0.6	0.9	5.4	2.1	0.1	0.6
The Sports Hall	2.4	2.5	0.5	1.0	12.7	11.2	1.5	2.2
The sports field	3.4	3.2	2.3	2.4	9.7	7.9	1.4	3.4
Other rooms in this school	3.0	3.6	2.3	3.0	6.6	6.1	3.1	8.2
Premises adjacent to the school	1.0	1.2	0.7	0.9	2.5	2.8	1.1	3.1
Total in this school	24.5	20.1	18.56	14.2	58.39	48.18	16.13	41.78
In another school								
Hall, classroom or other room(s)	1.3	1.6	1.3	1.8	1.7	0.7	0.5	1.9
The Sports Hall	0.8	1.0	0.9	1.0	0.6	0.8	0.6	2.3
The sports field	0.4	0.9	0.4	1.0	0.3	0.3	0.2	0.4
Total in another school	2.6	3.45	2.61	3.70	2.65	1.88	1.18	4.63
Somewhere else								
A community centre within walking distance of the school	1.1	1.6	1.0	1.6	1.4	1.9	0.2	0.3
A community centre near the pupil's home	0.1	0.4	0.1	0.4	0.3	0.4	0.2	0.7
Other	1.0	1.6	0.7	3.7	2.5	3.7	2.0	3.1
Total somewhere else	2.2	3.53	1.88	5.68	4.12	5.93	2.43	4.03
Total	29.29	27.05	23.06	23.56	65.16	55.99	19.74	50.44
Number of schools with provision	343		175		114		54	

A similar pattern is shown for community access in Table 5.25 with sports facilities continuing to be important.

Table 5.25

		Community access to school facilities							
		<i>(Average hours per week)</i>							
		All		Primary		Secondary		Special	
		Term	Holiday	Term	Holiday	Term	Holiday	Term	Holiday
Classrooms	By pupils	3.1	2.1	3.1	1.3	3.5	3.4	1.5	5.8
	By others	2.3	1.5	1.6	0.3	4.0	4.1	1.3	5.0
Library/Art/Music/IT Room/Drama/Dance studio	By pupils	2.9	1.8	2.1	1.4	5.3	2.9	0.4	0.8
	By others	1.7	2.3	0.1	0.1	5.8	8.0	0.4	0.7
Hall/Sports Hall	By pupils	3.7	2.8	2.8	1.6	6.2	5.6	1.6	2.3
	By others	5.8	5.2	2.7	1.0	13.8	15.9	3.8	3.2
Sports Field	By pupils	2.6	2.8	1.5	2.2	5.8	4.7	0.6	0.3
	By others	3.0	3.8	0.7	1.0	9.0	11.3	0.4	0.8
Community Rooms	By pupils	1.2	1.8	0.9	0.9	1.9	4.2	0.6	1.9
	By others	1.8	2.1	1.3	0.9	3.0	5.2	1.4	2.3
Dining room/kitchen area	By pupils	0.7	1.2	0.6	1.3	1.1	0.5	0.3	3.8
	By others	0.4	0.6	0.1	0.2	1.1	1.2	0.8	3.9
Other	By pupils	0.6	0.4	0.0	0.0	1.8	1.0	0.6	2.8
	By others	1.0	0.8	0.0	0.0	3.1	2.3	1.9	3.3
Total		30.7	29.3	17.6	12.2	65.5	70.3	15.7	36.8
Number of schools with provision		208		75		98		35	

5.4 Next steps

Part of our research agenda over the coming year will be to examine how our information on inputs can be used to inform the analysis of the impact of ES in and around schools.

However, the immediate next step is to place values on the inputs reported in this chapter in order to obtain estimates of the costs of delivering ES. The estimates of values will be derived from a variety of sources.

Staff: CWDC has commissioned a report on the children's social care workforce¹⁵, which provides some information of earnings in 2006 and 2007, and another on the youth workforce¹⁶ providing information for 2007 and 2008. More importantly, it has commissioned a report on the children's workforce as a whole which will map the existing knowledge on the children's workforce (including pay) and provide the most recent estimates. When this report becomes available¹⁷, it promises to provide a consistent set of estimates for staffing costs in the children's workforce. We propose to use pay estimates in the CWDC report to construct estimates of the on-cost of relevant types of staff. Where estimates of pay are not available in this report, we will explore alternative sources.

Premises: Where premises have been acquired specifically for ES, we will obtain estimates of their costs from a variety of sources¹⁸.

Transport: Published sources, particularly from the Department for Transport, will provide information about transport costs.

5.5 Bibliography

CWDC. *The state of the children's social care workforce*. CWDC, 2008. http://www.cwdcouncil.org.uk/assets/0000/2257/The_state_of_the_children_s_social_care_workforce_2008.pdf

CWDC. *A picture worth millions: State of the young people's workforce*. CWDC, 2010. http://www.cwdcouncil.org.uk/assets/0000/7828/SYPW_report_full_version.pdf

¹⁵ CWDC (2008).

¹⁶ CWDC (2010).

¹⁷ It is expected in Sumer 2010.

¹⁸ For example, building cost information sources.

6. Qualitative longitudinal case studies

6.1 Introduction

The previous chapters have presented the current findings from the quantitative elements of the extended services evaluation. We now turn to look at the first year of the longitudinal case study element of the evaluation. This chapter presents the progress and preliminary findings so far. In this chapter we will:

- Present the rationale for the case study element
- Explain the theory of change approach
- Describe our activities during the first year towards developing a theory of change for each of our case study schools
- Explore the preliminary findings generated by our initial conversations with school and extended services staff
- Describe the next steps for the case study element

6.2 Background to the case study element

The rationale

There is a fundamental tension in this evaluation between the need for clear-cut, quantitative evidence to demonstrate the effectiveness or otherwise of extended services in and around schools, and capturing the complexity and variability of what is happening 'on the ground'.

It is unlikely that quantitative analysis will reveal consistent patterns linking the input and output measures that are available to the evaluation. The search for such patterns faces a number of challenges. For instance:

- The impact of extended services is likely to depend in important ways on the fine detail of what is on offer, the quality of what is on offer, and the responses of particular children and families. It is difficult to get at this level of detail through surveys alone, and therefore more in-depth work is needed.
- Difficulties exist in attributing outcomes to extended services provision in a complex environment where there are other multiple developments both within and beyond schools. In the full service extended schools (FSES) evaluation (Cummings et al. 2007) for instance, we found that schools that were enthusiastically developing extended provision were likely to be instituting changes in curriculum, teaching, assessment and organisation, simultaneously. In addition, some had been part of other initiatives with similar aims and objectives, such as the Behaviour Improvement Programme.

- In the FSES evaluation, we also found that important outcomes were evident at the individual level, but did not show up readily in quantitative data sets. Whilst the panel study will help, there is a real danger of such impacts being missed, without a mixed methods approach. The rich testimony from individuals offers an unrivalled insight into the array of outcomes experienced by service users.
- There are no established or easily-developed outcome measures for some of the most important potential outcomes from extended services, particularly at the family and community level.

In addition to this, the simple input-output model of how extended services work and can be evaluated overlooks the complexities of how schools provide service access. For instance, both the full service extended schools evaluation and other research by the authors (Cummings *et al.* 2006, 2007, 2010) has demonstrated that activities are very fluid, rising, changing and falling in quick succession. Likewise, the context of these activities is fluid, as schools engage in new initiatives, as local authorities reconfigure their children and family services and their priorities for those services, and as front-line personnel come and go. The needs of school populations may also change rapidly in response to migration, the closure of nearby schools, or rises and falls in school popularity. In addition, schools and policymakers require evidence, not just of whether extended services are effective, but how they are effective. In order to develop extended services effectively, and maintain and enhance the quality of provision, schools are keen to learn from the fine detail of how extended services work in particular contexts. These kinds of data are more readily collected using qualitative methods.

These considerations suggested the need to accompany the more quantitative aspects of this evaluation by a more qualitative, in-depth and longitudinal study of how extended services work and what they achieve. To some extent, this will be achieved by the thematic studies being conducted alongside this evaluation (see, for instance Cummings *et al.* 2010), but these are by definition restricted to single issues over a limited time scale. This evaluation is therefore including a series of 20 longitudinal school case studies.

The 20 case studies are similar in many respects to those undertaken for the full service extended schools evaluation (Cummings *et al.* 2007) – and which yielded much of the most convincing evidence of impact. They employ the theory of change methodology that was used in the earlier evaluation, focusing on exploring the outcomes anticipated from extended services provision, the actions taken to generate those outcomes, and the sequential changes through which those outcomes are, in time, produced. They therefore, seek to understand:

- What rationales underpin extended service provision in different schools;
- How that provision interacts with other relevant factors (funding, curriculum changes, area strategies and so on) in the school and the school's environment;

- How and why provision changes over time;
- What outcomes emerge and how (if at all) these relate to changes in standard school performance data and neighbourhood statistics; and
- What factors facilitate or inhibit the generation of these outcomes.

These case studies are likely to make it possible to contextualise the findings from other aspects of the evaluation. It will, in particular, be possible to have more confidence in those findings where they are confirmed and explained by in-depth work. Likewise, longitudinal case studies will add to the data available to the in-depth impact assessment.

The theory of change

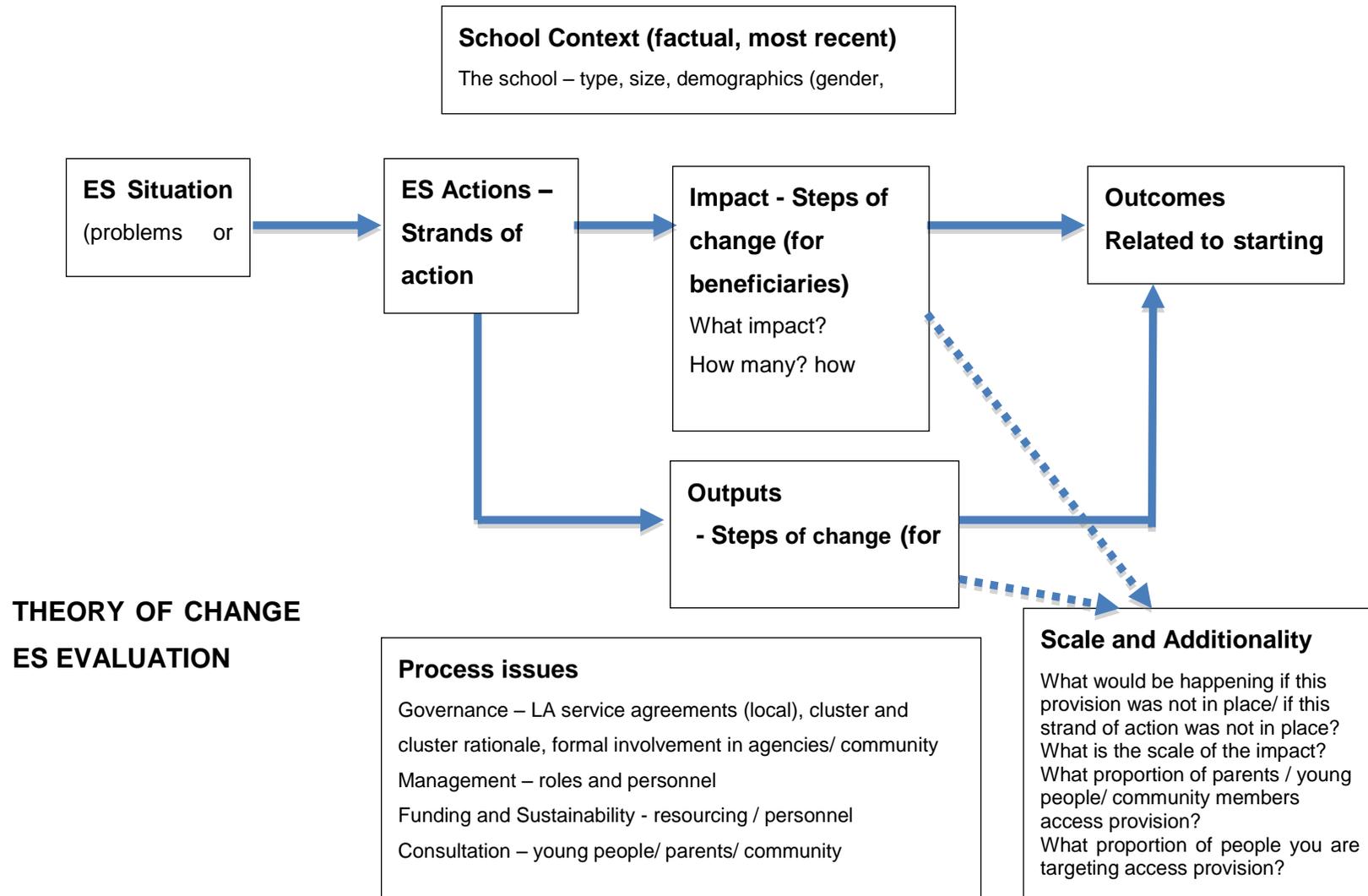
The theory of change enables schools to articulate how particular actions are expected to cause immediate changes, how these in turn produce intermediate changes, how changes from various actions interact with each other and how in time this process of change produces end-point outcomes. The overall questions we aim to answer from applying the theory of change are:

1. What is the **situation** (in terms of problems and possibilities) faced by the school which the development of extended services will address?
2. What are the principal **actions** the school is taking (i.e. forms of service to which it is offering access) in relation to this situation?
3. What long-term **outcomes** does the school expect these actions to generate?
4. What **outputs** (i.e. changes in services on offer and in the practice of professionals) does the school expect?
5. What **intermediate changes** does the school expect these actions and outputs to bring about in the starting situation? How will service users be affected or behave differently in the first instance, and how will this lead to subsequent changes?
6. How will it be possible to tell whether these changes are happening? What indicators of change could be used?
7. What assumptions is the school making about the context in which these actions are being taken (e.g. about the national and local policy context)?
8. What is the scale of any changes (**scale**) and what would be happening if the provision was not in place (**additionality**)?

The theory of change that these questions relate to are represented diagrammatically in Figure 1 below. This shows how the answers to questions set out above relate to

each other in order to constitute a fully-developed theory of change. The topic guide that is used to guide fieldwork in relation to these areas is contained in a separate technical annex that to this report. More details of how this is used can be found in previous reports (Cummings et al 2006, 2007), and in Dyson and Todd (2010 in press).

Figure 1: Diagrammatic representation of the theory of change



6.3 Activities during the first year

Recruiting the school sample

Schools were recruited to take part in the study during the autumn of 2009. Twenty schools in 19 Local Authority areas have agreed to take part in the case study element of the evaluation. These reflect the range of extended school types, approaches and contexts. The sample includes:

- Primary and secondary schools;
- Both schools that take a leading part in their clusters and those that support and use cluster services without playing a key role in delivery or coordination;
- Urban, rural and London schools;
- A range of dates of adoption of extended services;
- Both schools integrated within a local authority strategy for extended services and those that are not;
- A range of provision in terms of the extent of the services available under each component of the core offer; and
- Schools with varying degrees of diversity in their pupil intakes in terms of disadvantage and ethnicity.

Appendix 4 contains details of the case study school sample and shows how we balanced the sample as far as was possible for each of the elements above.

The case study schools are also included, but as a separate sample, in the quantitative panel study, so that much will already be known about some of them. Some of the schools are also part of the sample selected for the cost effectiveness and cost benefit analysis.

The evaluation has been broadly welcomed by all schools, indeed enthusiastically by some. The latter have been keen to evaluate and value the partnership with researchers as a way to do this.

The case study process

A series of fieldwork visits to each school has been conducted throughout the year. As a result, during the first year of the evaluation we have:

- Met with key school staff and partners who are involved in the delivery of extended services at all 20 schools
- Produced a background report for each school outlining the context they are working in and a description of their extended services delivery

- Developed a theory of change for each school depicting the situation, the actions taken and the outcomes desired from extended services
- Identified the key steps of change that schools will expect to see
- Compiled an outline evaluation plan which will evolve in subsequent years of the research.

All schools were visited for the first time during the autumn term 2009, and these initial visits have been followed up by further visits, telephone interviews, and the exchange of documentation. In the course of this fieldwork, interviews have been undertaken with school staff responsible for leading work on extended services. Typically, this has included the head teacher and school extended services coordinator, though non-school staff – the cluster coordinator or local authority officers with extended services responsibilities – have been included where they play a role in shaping the school's work on extended services. We have supplemented these interviews with an analysis of relevant documentary evidence – school performance data, Ofsted reports, information from the school website, school policies and other documentation. The focus of the first phase of fieldwork was to elicit and articulate an 'outline' theory of change for each school, setting out the school's analysis of the situation it faces, the actions it is taking, and the outcomes it expects those actions to produce. An example of such an outline can be found in appendix 5. Here, the 'situation' box summarises the ways that the school conceptualises its situation, and the main issues in that situation that motivate the way it is developing extended services. The 'main strands of action' box represents a reduction of all the activities and provisions into more generalised areas that fit with the intentions and aims of the school for extended services. The 'outcomes' box lists the main outcomes that the school is hoping to generate, by its actions in relation to extended services.

Once this outline was agreed with the school (in practice, with the head and/or extended services coordinator), further fieldwork focused on mapping out the intermediate changes by way of which the school anticipates that its actions will produce the intended outcomes. Appendix 5 shows the intended intermediate changes for each of the strands of action, and any interaction between strands. In turn, this map of intermediate changes forms the basis for developing a customized evaluation plan for each school – work that is now in progress. This involves identifying, in dialogue with school leaders, the kinds of indicators that can be used to identify whether the anticipated outputs, intermediate changes, and longer term outcomes are materializing, and the means whereby evidence can be gathered in relation to these indicators. Where possible, schools are encouraged to identify evidence that is already to hand or can easily be gathered in the course of their normal activities (for instance, school performance data, records of attendance at activities, case histories of children and families, activity evaluation surveys). However, the development of the plan also identifies where other kinds of evidence need to be collected, and where the research team can play a part in this.

6.4 Emerging Findings

Most of our efforts in the first year of the evaluation have focused on working with case study schools to articulate their theories of change. This will bear fruit in subsequent years when we will be able to identify in a robust manner the impacts of and outcomes from the access to extended services that they are providing. For the time being, what we can say is necessarily limited. However, it is possible from our work to date to give some initial indication of how the case study schools are developing their responses to the extended services agenda, and what challenges they are beginning to face. We outline these developments and challenges below, and readers may wish to refer to appendix 5 to see how they play out in a 'typical' school:

Current developments

1. All of the schools in the sample appear to be committed to the extended services agenda, and are making significant efforts to provide access to such services. Many school leaders are concerned not only with improving teaching and learning in their schools, but also with meeting the wider social, economic, cultural and physical needs of pupils, their families and the wider community. They see providing access to extended services as a way of developing their schools in this direction, but also recognize that such a development may involve changing 'hearts and minds' in the school workforce. Where school leaders are explicit in their commitment to inclusive values and a holistic view of child wellbeing, they are likely to view the extended services agenda in a particularly positive light.
2. Schools are at different stages in terms of what they can provide, though, few of them have started entirely from scratch. Their development of extended services has usually been on the foundation of some level of existing provision. The nature of this provision has influenced the way in which services have been developed subsequently, particularly in schools where it has had a long history.
3. For the most part, schools' initial efforts have focused on putting in place the structures and forms of provision necessary to ensure access to the core offer. Only once this is in place have some of them been able to think more carefully about ensuring participation for target groups, enhancing the quality of provision, and evaluating its effectiveness. As a result, provision in some schools has developed on a somewhat opportunistic and ad hoc basis (though there is evidence that developments at cluster level have been more strategically-oriented). The implication would appear to be that schools' work in relation to extended services is likely to be a long-term affair, and will need to continue to develop for some time after the core offer is in place.
4. School leaders are able to articulate an understanding of their pupils' and communities' needs, and draw on this in the development of extended services. Most supplement their own views of local needs by consulting service users. This confirms the pattern found by the first thematic review in this evaluation

(Cummings *et al.* 2010) which nonetheless raised some questions about the robustness of the evidence on which schools were relying.

5. Many schools in the sample are working in clusters and are developing excellent links with wider community organisations and agencies. There is evidence that such links avoid duplication of effort in an area and contribute to the sustainability of provision. Some clusters have gone as far as to pool budgets to ensure sustainability for particular services they feel are important.
6. Links with the wider *Every Child Matters* agenda are starting to be made, for instance with the use of the Common Assessment Framework
7. School leaders report that establishing a sound infrastructure and designating an appropriate lead person for extended services are critical – even more so than securing resources for activities and/or specific projects. All schools in the sample have designated a member of staff to lead their work on extended services. The person in this role varies across schools but tend to be at one of three levels:
 - a. Head or other member of the senior leadership team
 - b. A member of teaching staff with extended services responsibility
 - c. A designated extended services coordinator who may well not have a teaching background
8. Several schools have been receiving, or are about to receive, the Disadvantage Subsidy funding. This has allowed them to develop an increased focus on identifying, targeting and making provision for, disadvantaged or vulnerable pupils.

Emerging challenges

1. Some schools occupy new-build premises, and despite the benefits this brings, it may create tensions between what the school is able to do and what it would like to do in respect of extended services. For instance, schools may not control the use of those buildings at times when they are needed for community use, and there may be inadequate space for activities, or restrictions (perhaps for health and safety reasons) on what can be offered.
2. There are also tensions between what schools wish to offer by way of extended services and child protection requirements. Some schools report that requirements for vetting and disclosure make their attempts to engage parents and community members more difficult.
3. In some cases, extended service coordinators are concerned that the extended services agenda is regarded by the wider teaching staff as an 'add-on', something that is the responsibility of the coordinator alone. Some teaching staff,

coordinators report, can also be reluctant to give up 'their' space for extended services activities.

4. Despite the broad commitment to the extended services agenda, there are different understandings in different schools of the rationale underpinning this agenda. In particular, extended services are seen as an integral part of school life in some cases, whilst elsewhere they are seen as an additional layer of work, with consequent concerns about teachers' workload and willingness to be involved.
5. Concerns about funding are impacting on schools' perceptions of the sustainability of extended services, particularly where the agenda is being driven by staff on short-term funding arrangements and the wider school staff are not fully engaged. Concerns about future funding and sustainability are sometimes inhibiting any strategic planning for the future.
6. There are some indications (though we would put it no more strongly than this) that schools in more affluent areas find it harder to articulate a convincing rationale for extended services than do their counterparts serving more disadvantaged areas.
7. Rural schools are facing particular issues in respect of:
 - A lack of availability of specialist services to which they can refer pupils and families
 - Poor transport links making access to services and activities difficult
 - The cost and time implications for outreach staff and external providers
 - The difficulties of promoting multi-agency work when practitioners are geographically dispersed.
8. Changes in the policy and practice of other agencies are having an impact on ES provision. For example, changes in funding in adult education have led to a reduction in this provision in some schools, and a need to re-evaluate provision for community, and family learning.
9. Few schools are collecting systematic evidence of the impact of ES, leading to uncertainties about how to improve quality, even though that is a key ambition.
10. Schools differ in the levels of support they see themselves as receiving from local authorities. Many schools appreciate whatever they receive, but not all believe they have access to such support, and feel that more could be done. The absence of close working partnerships between extended school clusters and local authorities, impacts on opportunities to embed work in and around extended schools with borough wide strategies for integrated services.

6.5 Moving ahead

Over the coming year, our focus will turn to working with schools in implementing the evaluation plan. Since the precise form of the plan and the nature of the data collected will vary from school to school, the phasing of this work will remain flexible, and data collection instruments will be developed for each school as the work progresses. Nonetheless, in every case we anticipate interviewing service users (pupils, parents, community members), providers of particular activities, and leaders of agencies and organisations with which the school is collaborating on the extended services agenda. We also anticipate accessing documentary evidence (for instance, attendance registers and written feedback from participants in activities) and supplementing this with statistical data where appropriate. In a year's time, therefore, it should be possible to indicate the early impacts and outcomes of the extended services agenda in case study schools.

6.6 References

- Cummings, C., A. Dyson, L. Jones, K. Laing, and L. Todd. 2010. *Extended Services Evaluation. Reaching Disadvantaged Groups and Individuals. Thematic Review*. London: Department for Children, Schools and Families.
- Cummings, C., A. Dyson, D. Muijs, I. Papps, P. Pearson, C. Raffo, L. Tiplady, and L. Todd. 2007. *Evaluation of the Full Service Extended Schools Initiative: Final Report*. Research Report 852. London: DfES.
- Cummings, C., A. Dyson, I. Papps, P. Pearson, C. Raffo, L. Tiplady, and L. Todd. 2006. *Evaluation of the full service extended schools initiative, second year: thematic papers*. London: DfES.
- Dyson, A. and Todd, L. (2010 in press) *Dealing with Complexity: Theory of Change Evaluation and the Full Service Extended Schools Initiative*. *International Journal of Research and Method in Education*

7. Summary of findings for economically disadvantaged families

Throughout this report data from the quantitative surveys has been analysed to look for differences by levels of economic disadvantage:

- Data from the schools survey has been broken down by the proportion of pupils at the school who are eligible for free school meals;
- Data from the survey of parents and pupils has been broken down by whether or not the pupil is eligible for free school meals and by household income.

Any statistically significant differences have been reported on in chapters one to four of this report, and these findings are summarised here. After each finding is the section number of the report (in brackets) where more detail on this can be found.

7.1 Provision (chapter 1)

- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to be offering parenting support (section 1.2)
- Linked to the finding above, schools with higher levels of FSM pupils were *more* likely than those with lower levels to be offering each type of parental support service: family-wide activities; parenting classes; and adult learning (section 1.6)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to be targeting specific groups of pupils or families for support with extended services (section 1.10)

7.2 Delivery (chapter 2)

- Schools with higher levels of FSM pupils were *less* likely than those with lower levels to use private providers for the day to day delivery of childcare, schools with higher levels of FSM pupils were *more* likely to have responsibility for delivering childcare themselves (section 2.3)
- Schools with higher levels of FSM pupils were as likely as those with lower levels of FSM pupils to charge service users for using their extended services, however those with higher levels of FSM pupils were *more* likely to be using other sources of funding for their extended services in addition to charging users (section 2.4)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to say that lack of available facilities or places, lack of specialist

staff or commitment from existing staff, and lack of interest from parents were barriers to developing and delivering extended services (section 2.5)

7.3 Usage (chapter 3)

- Pupils that were eligible for FSM took up, on average, *fewer* hours of activities per week during term time than pupils that were not eligible for FSM (section 3.2)
- Parents of pupils eligible for FSM were *more* likely to have used adult learning opportunities than parents of pupils who were not eligible for FSM (section 3.2)
- Parents of pupils eligible for FSM were *less* likely to think their school has a good reputation than parents of pupils who were not eligible for FSM (section 3.4)
- Parents of pupils eligible for FSM were *less* likely to think their school encourages their child to achieve than parents of pupils who were not eligible for FSM (section 3.4)
- Parents of pupils eligible for FSM were *less* likely to agree they are comfortable talking to teachers and other school staff than parents of pupils who were not eligible for FSM (section 3.4)
- Pupils that were eligible for FSM were *less* likely to say they enjoyed school all or most of the time than pupils that were not eligible for FSM (section 3.4)
- Parents of pupils eligible for FSM were *more* likely to say they would like more activities to be provided by the school to cover childcare needs than parents of pupils who were not eligible for FSM (section 3.5)
- Parents of pupils eligible for FSM were *more* likely to say they would like more parental support services (such as information sessions, parenting courses, social events, adult learning and childcare for children under school age) to be made available to them than parents of pupils who were not eligible for FSM (section 3.5)
- Parents of pupils eligible for FSM were *more* likely to say there were school facilities they would like to use that are not open for public use than parents of pupils who were not eligible for FSM (section 3.5)
- Parents with lower incomes were *more* likely than those with higher incomes to say there were activities they would like their child to attend, but they could not (section 3.7)

- Parents of pupils eligible for FSM were *more* likely to say that costs were a barrier to their child attending activities than parents of pupils who were not eligible for FSM (section 3.7)
- Parents of pupils eligible for FSM, and those with low incomes were *more* likely to find it difficult to meet the costs of activities than parents of pupils who were not eligible for FSM, and those with higher incomes (section 3.7)

7.4 Impact (chapter 4)

- Schools with higher levels of FSM pupils were *less* likely than those with lower levels to strongly agree with the statement “in this school, many children take part in activities outside ordinary lessons” (section 4.1)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to agree with the statement “this school struggles to engage disadvantaged pupils and families in extended services activities” (section 4.1)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to agree with the statement “extended services have helped this school to engage disadvantaged families” (section 4.1)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to agree with the statement “the community and this school have been brought closer together as a result of extended services provision” (section 4.2)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to agree they had seen a reduced number of behaviour and discipline problems, a reduced number of exclusions, and improved attendance as a result of extended services (section 4.3)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to think that extended services had had a considerable or moderate influence on raising attainment at the school (section 4.3)
- Schools with higher levels of FSM pupils were *more* likely than those with lower levels to agree with the statement “offering extended services places a significant burden on schools” (section 4.4)
- Parents of pupils eligible for FSM were *more* likely to say that their child’s marks for school work had improved since attending activities than parents of pupils who were not eligible for FSM (section 4.5)

- Parents of pupils eligible for FSM were *more* likely to say that their child's enjoyment of school in general had increased since attending activities than parents of pupils who were not eligible for FSM (section 4.5)
- Both pupils and parents of pupils eligible for FSM were *more* likely to say that their attendance had improved since attending activities compared with pupils and parents of pupils who were not eligible for FSM (section 4.5)
- Both pupils and parents of pupils eligible for FSM were *more* likely to say that their behaviour at school had improved since attending activities compared with pupils and parents of pupils who were not eligible for FSM (section 4.5)
- Parents of pupils eligible for FSM were *more* likely to say that their child's language, communication and socialising skills had improved since attending activities than parents of pupils who were not eligible for FSM (section 4.5)
- Parents of pupils eligible for FSM were *more* likely to say that they had been able to develop and improve their parenting skills since using parental support services than parents of pupils who were not eligible for FSM (section 4.7)
- Parents of pupils eligible for FSM were *more* likely to say that they talk to their child more about school since using parental support services than parents of pupils who were not eligible for FSM (section 4.7)
- Parents of pupils eligible for FSM were *more* likely to say that they help their child more to learn new things since using parental support services than parents of pupils who were not eligible for FSM (section 4.7)

8. Emerging conclusions

At this stage in the evaluation, it is too early to offer any definitive answers to the questions the evaluation is designed to answer. Further research planned as part of this evaluation will build on the evidence gathered so far and allow the research objectives to be met. However, a large quantity of data has been gathered and analysed during the first year of the evaluation, and from this some conclusions have emerged. These will be revisited later in the evaluation.

8.1 The full core offer

It is the Government's objective that all schools will be offering the full core offer by 2010. Data gathered from schools in 2009 showed that 67 per cent of schools were offering the full core offer at this point.

Evidence from the longitudinal case studies suggests that schools are initially focusing on getting the full core offer in place for the 2010 deadline. It's only once the full core offer is in place that they can look at things like targeting specific groups for participation, enhancing the quality of provision, and evaluating its effectiveness. It is likely therefore that extended services will continue to develop in schools for some time after the full core offer is in place.

8.2 Working in clusters

Two-thirds of schools were working in clusters to deliver extended services. Most clusters consist of ten schools or less.

Evidence from the longitudinal case studies suggests that working in clusters can help develop links with wider community organisations and agencies. Such links avoid duplication of effort in an area and contribute to the sustainability of provision.

This is supported by evidence from the survey of schools. There were three statements included on the survey about forming links:

- "The community and this school have been brought closer together as a result of extended services provision"
- "There has been increased partnership working with other agencies and providers of community services as a result of extended services provision in this school"
- "There has been improved collaboration with neighbouring schools as a result of extended services provision"

Schools that were working in clusters were more likely than those that were not to agree with these statements (a very high proportion agreed with each one). Schools

that worked in clusters were also less likely to agree with the statement “Offering extended services places a significant burden on schools”.

8.3 The gap between what schools offer and what parents are aware of

There was a notable gap between the services schools were offering, and the services parents were aware of schools offering, as illustrated in table 8.1 below. In addition to this only just over half of parents felt they knew a reasonable amount about the types of additional services offered by their child’s school.

Table 8.1

Extended services offered by schools and services parents are aware of

	Proportion of parents who think their child’s school offers this service (n=2,253) %	Proportion of cases where their child’s school does offer this service (according to data from schools) ¹⁹ (n=2,253) %
Activities or childcare during term time	92	100
Activities or childcare during school holidays	37	93
Parenting support services	77	98
Community access to school facilities	41	70
Swift and easy access	42	99

Base: All parents (2,253)

This gap suggests that schools are not being entirely successful in their promotion of the extended services that they offer. All schools were promoting their extended services, and most schools were using more than one way of doing so. However, the methods of promotion most commonly used by schools (school newsletters, postings on the school website, flyers/leaflets/brochures, letters/emails to parents, and school notice boards) could be considered relatively passive forms of promotion. Parents would have to choose to read these things and, in some cases, actively seek out the information. While some parents are likely to do this, others may be less engaged with the school and less likely to read promotional material on extended services.

Reaching some parents when promoting extended services represents a real challenge for schools, and this is something that (some) schools have not yet found a solution for.

¹⁹ Please note, this is not the same as the proportion of schools that offer each type of service as this is pupil level data not school level data.

8.4 Parental support services and deprived families

- Schools with higher proportions of economically disadvantaged pupils were more likely to be offering parental support services – presumably in response to demand or at least perceived need.
- Economically disadvantaged parents were more likely to take up adult learning opportunities (although they were no more likely to use other types of parental support).
- Economically disadvantaged parents were more likely to say they would like more parental support services to be made available to them.
- Amongst parents that had used parental support services, economically disadvantaged parents were more likely to think they had gained the following positive impacts as a result of using these services: they had been able to develop and improve their parenting skills; they talk to their child more about school; they are able to help their child more to learn new things.

This evidence would suggest that parental support services appear to be more important, and have greater benefits, for more deprived families.

8.5 Cost of activities

Charging for activities and childcare is commonplace amongst schools: 66 per cent of schools (partly) funded activities by asking users to pay, and 77 per cent (partly) funded childcare by asking users to pay.

However, almost all schools (95 per cent) that ask users to pay for childcare or activities provide some kind of support to families who struggle to pay. This support is most commonly signposting to other sources of funding/support, reducing or waiving payments, or making special arrangements such as payment plans.

Despite this widespread support reported by schools, it appears that the costs of activities are still a barrier to pupils taking part, particularly pupils from economically disadvantaged backgrounds:

- Pupils eligible for FSM were no more or less likely to have taken part in at least one activity than pupils who were not eligible, but those pupils eligible for FSM did tend to participate in fewer hours of activities;
- Parents with lower incomes were more likely than those with higher incomes to say their child could not go to all or most of the activities they would like them to;
- Cost was the barrier most commonly cited by parents for why their child could not go to all the activities they wanted them to, and this was cited by a much

higher proportion of parents whose child was eligible for FSM. Pupils who were eligible for FSM were also more likely to cite cost as a barrier to their taking part in activities;

- Overall 19 per cent of parents said they found it difficult to meet the costs of activities but the figure was 33 per cent amongst parents whose child was eligible for FSM.

This evidence shows that, although the vast majority of schools do have some measures in place to support families who cannot afford to pay, more needs to be done in order to remove cost as a barrier to pupils from economically disadvantaged families taking part in activities.

Appendices

Appendix 1: Sampling and weighting

Schools survey sampling

Step 1: Selecting LAs

- LAs were stratified by GOR and by the proportion of pupils in the LA attending rural schools (broken down into more than or less than 5%). However, some strata had to be combined to ensure at least two LAs would be selected per stratum. So the actual stratification used was:

GOR	Rural	Strata number
E. Mids	No breakdown	1
East	No breakdown	3
London	No breakdown	5
NE	No breakdown	7
NW	Less than 5% pupils at rural schools	9
NW	5% of pupils or more at rural schools	10
SE	Less than 5% pupils at rural schools	11
SE	5% of pupils or more at rural schools	12
SW	No breakdown	13
W. Mids	Less than 5% pupils at rural schools	15
W. Mids	5% of pupils or more at rural schools	16
Yorks	Less than 5% pupils at rural schools	17
Yorks	5% of pupils or more at rural schools	18

- 80 LAs were selected using PPS sampling where the size measure was: number of secondary schools in LA + number of special schools in LA (in some strata there were LAs with a size measure larger than the sampling fraction for that stratum – these LAs were automatically selected, then the sampling fraction recalculated based on the remaining LAs in the stratum).
- 50 of the selected LAs were picked (using simple random sampling within the strata defined above) to be the main sample, and the remaining 30 were classified as reserve sample.

The available population of schools within the selected LAs was as follows:

	Primary	Secondary	Special
Main LA sample:	8462	1641	446
Reserve LA sample:	3675	656	189

Step 2: Selecting Primary schools

- Primary schools were stratified by GOR, school size and whether they were in an urban, rural or 'town and fringe' area. Some strata had to be combined in order to ensure at least two schools per stratum would be selected, so the actual stratification used was:

GOR	School size	Urban/rural	Strata Number
East Midlands	Under 200 pupils	Urban	11
East Midlands	Under 200 pupils	Town and fringe	12
East Midlands	any size	Rural	13
East Midlands	200 - 299 pupils	Urban	14
East Midlands	200 - 299 pupils	Town and fringe	15
East Midlands	300+ pupils	Urban	17
East Midlands	300+ pupils	Town and fringe	18
East of England	Under 200 pupils	Urban	21
East of England	Under 200 pupils	Town and fringe	22
East of England	Under 200 pupils	Rural	23
East of England	200 - 299 pupils	Urban	24
East of England	200 - 299 pupils	Town and fringe	25
East of England	200+ pupils	Rural	26
East of England	300+ pupils	Urban	27
East of England	300+ pupils	Town and fringe	28
London	Under 200 pupils	Urban	31
London	200 - 299 pupils	Urban	34
London	300+ pupils	Urban	37
North East	Under 200 pupils	Urban	41
North East	Under 200 pupils	Town and fringe	42
North East	any size	Rural	43
North East	200 - 299 pupils	Urban	44

North East	200+ pupils	Town and fringe	45
North East	300+ pupils	Urban	47
North West	Under 200 pupils	Urban	51
North West	Under 200 pupils	Town and fringe	52
North West	any size	Rural	53
North West	200 - 299 pupils	Urban	54
North West	200+ pupils	Town and fringe	55
North West	300+ pupils	Urban	57
South East	Under 200 pupils	Urban	61
South East	Under 200 pupils	Town and fringe	62
South East	Under 200 pupils	Rural	63
South East	200 - 299 pupils	Urban	64
South East	200 - 299 pupils	Town and fringe	65
South East	200+ pupils	Rural	66
South East	300+ pupils	Urban	67
South East	300+ pupils	Town and fringe	68
South West	Under 200 pupils	Urban	71
South West	Under 200 pupils	Town and fringe	72
South West	any size	Rural	73
South West	200 - 299 pupils	Urban	74
South West	200 - 299 pupils	Town and fringe	75
South West	300+ pupils	Urban	77
South West	300+ pupils	Town and fringe	78
West Midlands	Under 200 pupils	Urban	81
West Midlands	Under 200 pupils	Town and fringe	82
West Midlands	any size	Rural	83
West Midlands	200 - 299 pupils	Urban	84
West Midlands	200+ pupils	Town and fringe	85
West Midlands	300+ pupils	Urban	87
Yorkshire & Humber	Under 200 pupils	Urban	91
Yorkshire & Humber	Under 200 pupils	Town and fringe	92
Yorkshire & Humber	any size	Rural	93
Yorkshire & Humber	200 - 299 pupils	Urban	94
Yorkshire & Humber	200+ pupils	Town and fringe	95
Yorkshire & Humber	300+ pupils	Urban	97

- In addition, when the selection was made, within strata, schools were ordered by LA.
- The size measure used for schools was the number of pupils in the school multiplied by a weight based on the mean IDACI score for pupils in the school. The weights used were as follows:

Mean IDACI score for pupils in school	Weight applied to number of pupils in school to create size measure
0 up to 0.1	0.49
0.1 up to 0.2	0.81
0.2 up to 0.3	0.97
0.3 up to 0.4	1.15
0.4 or higher	2.01

- However, using this size measure meant that rural schools were underrepresented as they tended to have fewer pupils (and were often in less deprived areas). So, strata were disproportionately sampled: In rural strata the number of schools to select was multiplied by 2.57, in town and fringe strata it was multiplied by 1.23, and in urban strata it was multiplied by 0.83. This meant that 69% of selected schools were in urban areas, 11% were in town and fringe areas, and 20% were in rural areas (this matches the proportions of all primary schools falling into each of these categories).
- 2381 primary schools were selected using PPS (in some strata there were schools with a size measure larger than the sampling fraction for that stratum – these schools were automatically selected, then the sampling fraction recalculated based on the remaining schools in the stratum).
- 997 primary schools were then sub selected to be the wave 1 sample. To do this a simple random sample was taken within each stratum.
- The selected sample profile (both for the whole evaluation and for wave 1) was then checked against the profile of all primary schools on GOR, type of establishment (i.e. community school, voluntary aided school etc), urbanity and school size to ensure the selected sample was representative on these measures.

Step 3: Selecting secondary schools

- Because there were only 1641 secondary schools in the main LA sample, and 656 secondary schools in the reserve sample, it is possible that all 2297 of these will be needed at some point in the evaluation. It was therefore not necessary to select a sample of secondary schools for the evaluation.
- It was necessary though to sub select 1000 schools from the main sample of 1641 to be the sample for wave 1. This was done using simple random sampling after ordering by LA.

- The selected sample profile was then checked against the profile of all secondary schools on GOR, type of establishment (i.e. community school, voluntary aided school etc), urbanity and school size to ensure the selected sample was representative on these measures.

Step 4 Selecting special schools

- There are 934 special schools in England, all of which may be needed at some point in the evaluation. It was therefore not necessary to select a sample of special schools for the evaluation.
- For wave 1, 500 special schools were needed. There were 446 special schools in the 50 LAs in the main sample, so all of these were taken for the wave 1 sample. In addition 54 of the 189 special schools in the reserve LAs were selected using simple random sampling after ordering by GOR.

Schools survey weighting

A design weight was applied to account for the different probabilities of selection of different schools. The profile of interviewed schools was then compared to the profile of all schools in England.

Non-response weights were applied to account for slight differences between the profile of interviewed schools, and the profile of all schools. These weights were based on:

- School type (primary, secondary or special)
- School size (for primary and secondary schools only)
- Whether the school was in an urban or rural area

Parents and pupils survey sampling

1. All schools that had taken part in the schools survey as of 8th Oct 2009 were taken as the available sample of schools to use as PSUs.
2. Each school was given a size measure of the number of pupils in the school.
3. Schools were split into strata based on size and phase, and PPS selections were made:
 - a. 40 schools were selected from stratum 1 (primary/special \leq 300 pupils)
 - b. 24 schools were selected from stratum 2 (primary/special $>$ 300 pupils)
 - c. 23 schools were selected from stratum 3 (secondary \leq 1000 pupils)
 - d. 20 schools were selected from stratum 4 (secondary $>$ 1000 pupils)

4. Within each stratum schools were ordered by LA before the PPS selection was made.
5. A selection of pupils in each selected school was taken from school census years: Reception, Year 1, Year 2, Year 6²⁰, Year 7 and Year 8²¹. This meant that (as a new academic year had started since the census was compiled) the sample was actually in Year 1, Year 2, Year 3, Year 7, Year 8 and Year 9.
6. Within each school, pupils were put in a random order, and then a '1 in n' selection was made using a random start point. 41 pupils per school in stratum 1, 68 in stratum 2, 81 in stratum 3 and 108 in stratum 4. If less than this number of pupils was available in eligible year groups in any school (as was the case with a few schools in stratum 1), then all pupils in eligible year groups from that school were selected. This sample was all pupils expected to be needed for the entire evaluation.
7. A random sub selection of 23 pupils per school in stratum 1, 38 in stratum 2, 46 in stratum 3 and 62 in stratum 4 was drawn to be the sample for the wave 1 survey (again, if any schools had fewer eligible pupils than this then all eligible pupils were selected). This was 4056 cases sent to NPD to have name and address data added.
8. The sample was then divided (randomly) into main and reserve on a school level.
 - a. In stratum 1 there are 33 schools in the main sample and 5 in reserve
 - b. In stratum 2 there are 21 schools in the main sample and 2 in reserve
 - c. In stratum 3 there are 19 schools in the main sample and 4 in reserve
 - d. In stratum 4 there are 17 schools in the main sample and 3 in reserve

Parents and pupils survey weighting

A design weight was applied to account for the different probabilities of selection of different pupils. The profile of interviews was then compared to the profile of all eligible pupils in the National Pupil Database.

Non-response weights were applied to account for slight differences between the profile of interviews, and the profile of pupils in NPD.

For pupils at primary schools, non-response weights were based on:

- The pupils' IDACI score
- Whether the pupil was recorded as 'gifted and talented' on NPD

²⁰ Year 6 pupils were only included from secondary and special schools.

²¹ Year 8 pupils were only included from special schools.

- Whether the pupils was recorded as being eligible for free school meals on NPD.

For pupils at secondary schools, non-response weights were based on:

- The pupils' IDACI score
- Whether the pupils was recorded as being eligible for free school meals on NPD
- The pupils' ethnicity.

For pupils at special schools, non-response weights were based on:

- Whether the pupils was recorded as being eligible for free school meals on NPD
- The pupils' gender
- The pupils' ethnicity.

Appendix 2: Comparisons with 2008 Extended Schools Survey

In 2008, Ipsos-MORI undertook surveys of schools, parents and pupils about extended services for the DCSF. The questionnaires from these surveys were used as the initial basis for the questionnaires used for the TNS-BMRB surveys, and questions were kept the same where possible to allow for comparisons of changes over time.

For the surveys of parents and pupils the methodologies used for the Ipsos-MORI surveys and the TNS-BMRB surveys were very similar, meaning that the results are generally directly comparable. However, for the schools survey, the Ipsos-MORI survey was mostly conducted by postal questionnaires, with a minority of schools interviewed by telephone as they had not responded to the postal survey. The TNS-BMRB schools survey was entirely conducted by telephone. This means results for the two surveys of schools are not directly comparable due to these differences in mode.

Where questions were the same, tables are included below showing the results from the 2008 and 2009 schools surveys. The 2008 survey data is broken down into data from the telephone survey and data from the postal survey. Postal survey data is not strictly comparable due to mode differences (and quite high levels of item non-response at some questions). Telephone data is more directly comparable as there are no mode differences, but caution should still be taken when comparing these results – because the schools interviewed by telephone in the 2008 survey were schools that had not responded to the postal survey, they may be characteristically different to schools that did respond, and therefore not representative of schools as a whole.

Schools survey

Question: Does your school offer extended services as part of a cluster or group of schools?			
	2009 survey	2008 telephone survey	2008 postal survey
Yes	67	66	46
No	32	33	51
Don't know	1	1	1
No answer			2
Base: All schools			

Question: And how many schools, including yours, are in this cluster?

	2009 survey	2008 telephone survey	2008 postal survey
1	*	1	1
2	4	2	6
3-5	21	18	15
6-9	34	41	34
10 or more	36	36	35
Don't know	4	1	7
No answer			2

Base: All schools that deliver services as part of a cluster

Question: Which of the following services does your school / cluster of schools offer or signpost to?

	2009 survey	2008 telephone survey	2008 postal survey
Childcare or activities used as childcare before or after school, or during the school holidays	91	76	72
All activities for pupils	97	93	79
Parenting support, such as information sessions, adult learning opportunities or family activities	91	76	67
Community access	78	66	46
Swift and easy access - working closely with other statutory services and the voluntary and community sector, to help and support children with additional needs	94	89	66
None of these	*	1	2
No answer			2

Base: All schools

NB: 2008 survey only asked about services the school offered (no mention of signposting)

Question: Please tell me whether your school / cluster of schools offers each service, and if so, whether it is delivered on your school site, off the school site, or both: Childcare or activities used as childcare before school

	2009 survey	2008 telephone survey	2008 postal survey
Offered on school site	41	56	58
Offered offsite	24	11	6
Offered both onsite and offsite	19	1	3
Not offered	16	31	23
Don't know	*	*	*
No answer			10

Base: All schools that offer or signpost to childcare or activities

Question: Please tell me whether your school / cluster of schools offers each service, and if so, whether it is delivered on your school site, off the school site, or both: Childcare or activities used as childcare after school

	2009 survey	2008 telephone survey	2008 postal survey
Offered on school site	41	54	56
Offered offsite	24	12	9
Offered both onsite and offsite	29	14	5
Not offered	6	19	17
Don't know	*	0	*
No answer			12
Base: All schools that offer or signpost to childcare or activities			

Question: Please tell me whether your school / cluster of schools offers each service, and if so, whether it is delivered on your school site, off the school site, or both: All activities straight after school

	2009 survey	2008 telephone survey	2008 postal survey
Offered on school site	56	73	85
Offered offsite	2	1	2
Offered both onsite and offsite	42	24	7
Not offered	1	2	1
Don't know	*	0	0
No answer			5
Base: All schools that offer or signpost to childcare or activities			

Question: Please tell me whether your school / cluster of schools offers each service, and if so, whether it is delivered on your school site, off the school site, or both: All activities in the evenings after 6pm

	2009 survey	2008 telephone survey	2008 postal survey
Offered on school site	24	20	17
Offered offsite	25	8	2
Offered both onsite and offsite	13	5	2
Not offered	37	68	54
Don't know	1	0	1
No answer			24
Base: All schools that offer or signpost to childcare or activities			

Question: Please tell me whether your school / cluster of schools offers each service, and if so, whether it is delivered on your school site, off the school site, or both: Childcare or activities during school holidays

	2009 survey	2008 telephone survey	2008 postal survey
Offered on school site	20	22	28
Offered offsite	39	19	11
Offered both onsite and offsite	25	8	6
Not offered	16	50	36
Don't know	*	*	*
No answer			19
Base: All schools that offer or signpost to childcare or activities			

NB: The 2008 survey asked separately about "childcare or activities used as childcare during school holidays" and "all activities during school holidays". Data in the table is for "childcare or activities used as childcare during school holidays".

Question: You mentioned that some childcare or activities are delivered offsite. Are all the offsite locations within walking distance of the school? Where offsite locations are not within walking distance, is transport provided for children to reach offsite childcare or activities?

	2009 survey	2008 telephone survey	2008 postal survey
Yes – for all childcare or activities delivered offsite	8	20	10
Yes – for some childcare or activities delivered offsite	13	22	21
No – no transport provided	25	24	32
Not applicable – pupils can walk to offsite locations	53	26	33
Don't know	2	7	*
No answer			4

Base: All schools that offer or signpost to childcare or activities at offsite locations

Question: Are registers taken to record which pupils attend the childcare and activities that your school / cluster of schools offers?

	2009 survey	2008 telephone survey	2008 postal survey
Yes – for all childcare and activities	73	81	70
Yes – for some childcare and activities	16	15	21
No	6	4	6
Don't know	6		
No answer			3

Base: All schools that offer or signpost to childcare or activities

Question: Does your school hold information on attendance of your pupils at childcare and activities in a central database?

	2009 survey	2008 telephone survey	2008 postal survey
Yes	44	35	22
No	51	65	77
Don't know	5		
No answer			2

Base: All schools that take registers at childcare or activities

Question: On a typical day, approximately how many children from your school make use of: Childcare or activities used as childcare before school

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	26	17	19
10 – 30	45	60	59
31 – 50	12	12	9
51+	5	7	3
Don't know	11	4	4
No answer			5

Base: All schools that offer or signpost to this type of childcare or activities

Question: On a typical day, approximately how many children from your school make use of:
Childcare or activities used as childcare after school

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	16	12	12
10 – 30	45	55	59
31 – 50	15	17	9
51+	13	12	5
Don't know	12	5	5
No answer			10

Base: All schools that offer or signpost to this type of childcare or activities

Question: On a typical day, approximately how many children from your school make use of:
All activities straight after school

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	3	6	2
10 – 30	48	58	54
31 – 50	16	17	13
51+	23	15	15
Don't know	11	4	7
No answer			10

Base: All schools that offer or signpost to this type of childcare or activities

Question: On a typical day, approximately how many children from your school make use of:
All activities in the evenings after 6pm

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	27	21	8
10 – 30	27	42	33
31 – 50	4	6	7
51+	4	7	6
Don't know	38	24	23
No answer			24

Base: All schools that offer or signpost to this type of childcare or activities

Question: On a typical day, approximately how many children from your school make use of:
Childcare or activities during school holidays

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	14	9	6
10 – 30	35	43	45
31 – 50	9	11	9
51+	7	8	5
Don't know	35	29	22
No answer			13

Base: All schools that offer or signpost to this type of childcare or activities

NB: The 2008 survey asked separately about “childcare or activities used as childcare during school holidays” and “all activities during school holidays”. Data in the table is for “childcare or activities used as childcare during school holidays”.

Question: Thinking of a typical week during term time, approximately how many different activities, including those activities used as childcare, are run or provided by your school / cluster of schools out of school hours?

	2009 survey	2008 telephone survey	2008 postal survey
1-5	21	40	35
6-10	32	37	35
11 or more	31	18	17
Don't know	16	5	2
No answer			11

Base: All schools that offer or signpost to childcare or activities

Question: I am now going to read out some types of parental support services. For each type, please tell me if your school / cluster of schools provides it and, if so, whether this is on your school site, offsite, or both: Family-wide activities including visits, workshops and activity sessions

	2009 survey	2008 telephone survey	2008 postal survey
Provided on school site	28	46	48
Provided offsite	17	9	3
Provided both onsite and offsite	39	23	11
Not provided	16	22	17
Don't know	1	1	1
No answer			19

Base: All schools that offer or signpost to parenting support

Question: I am now going to read out some types of parental support services. For each type, please tell me if your school / cluster of schools provides it and, if so, whether this is on your school site, offsite, or both: Support for parents including parenting classes and programmes

	2009 survey	2008 telephone survey	2008 postal survey
Provided on school site	27	47	57
Provided offsite	22	15	8
Provided both onsite and offsite	42	22	13
Not provided	8	16	14
Don't know	1	0	*
No answer			7

Base: All schools that offer or signpost to parenting support

Question: I am now going to read out some types of parental support services. For each type, please tell me if your school / cluster of schools provides it and, if so, whether this is on your school site, offsite, or both: Adult learning opportunities for parents including literacy and numeracy support

	2009 survey	2008 telephone survey	2008 postal survey
Provided on school site	24	44	46
Provided offsite	31	11	6
Provided both onsite and offsite	29	14	8
Not provided	15	31	27
Don't know	*	*	1
No answer			12

Base: All schools that offer or signpost to parenting support

Question: Approximately how many parents or guardians of children from your school used this service, whether onsite or offsite, during the Summer term 2009: Family-wide activities including visits, workshops and activity sessions

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	18	10	10
10 – 30	40	40	37
31 – 50	7	12	8
51+	7	16	16
None – didn't offer service last term	1	1	10
Don't know	26	22	15
No answer			4

Base: All schools that offer or signpost to this type of parenting support

Question: Approximately how many parents or guardians of children from your school used this service, whether onsite or offsite, during the Summer term 2009: Support for parents including parenting classes and programmes

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	32	30	17
10 – 30	36	45	43
31 – 50	4	4	3
51+	3	5	3
None – didn't offer service last term	1	2	15
Don't know	23	14	14
No answer			5

Base: All schools that offer or signpost to this type of parenting support

Question: Approximately how many parents or guardians of children from your school used this service, whether onsite or offsite, during the Summer term 2009: Adult learning opportunities for parents including literacy and numeracy support

	2009 survey	2008 telephone survey	2008 postal survey
Less than 10	30	26	18
10 – 30	32	48	38
31 – 50	4	7	3
51+	2	3	5
None – didn't offer service last term	2	1	17
Don't know	30	15	13
No answer			8

Base: All schools that offer or signpost to this type of parenting support

Question: Now thinking specifically about community access, which school facilities has your school opened for public use in the last 12 months?

	2009 survey	2008 telephone survey	2008 postal survey
Halls rooms or spaces, for example for concerts, plays or community groups	91	82	76
Sports facilities, such as a sports hall, swimming pool or playing fields	79	74	68
Playgrounds/play areas	61	-	-
ICT suites	43	43	33
Arts facilities, for example for arts, crafts music or drama	38	36	24
Library	17	14	8
Medical facilities	12	10	5
Other	3	2	1

Base: All schools that offer community access to facilities

Question: Do you have any other facilities in your school that could be opened for public access?

	2009 survey	2008 telephone survey	2008 postal survey
Halls rooms or spaces, for example for concerts, plays or community groups	14	9	15
Sports facilities, such as a sports hall, swimming pool or playing fields	13	6	12
Playgrounds/play areas	23	-	-
ICT suites	26	24	31
Arts facilities, for example for arts, crafts music or drama	12	11	13
Library	21	14	16
Medical facilities	5	6	3
Other	5	1	1

Base: All schools that offer or signpost to community access to facilities

Question: I am going to read out a list of professionals or services that may work with schools to support children and families. Which of these work with your school, either onsite or offsite?

	2009 survey	2008 telephone survey	2008 postal survey
Speech and language therapists	97	95	91
Disability or SEN support professionals	98	94	88
Social care professionals	95	89	69
Children and adolescent mental health specialists	83	78	58
Parenting support professionals	89	80	53
Drug and substance abuse specialists	52	47	27
Sexual health professionals	55	44	19
No answer			1

Base: All schools

Question: Is your school using the Common Assessment Framework (CAF)?	2009 survey	2008 telephone survey	2008 postal survey
Yes	90	68	68
No	8	27	24
Don't know	2	5	3
No answer			5
Base: All schools			

Question: Has your school consulted the following groups when planning extended services?	2009 survey	2008 telephone survey	2008 postal survey
Parents	96	89	84
Pupils	94	77	70
The wider local community	67	53	35
Not applicable – we have not started planning extended services yet	*	1	4
None of these	1	6	4
Don't know	1	1	2
No answer			1
Base: All schools			

Question: How does your school promote the services it offers to parents and pupils?	2009 survey	2008 telephone survey	2008 postal survey
Letters or emails home to parents	40	99	92
School newsletter	73	98	89
School notice boards	26	94	82
School assemblies	9	-	-
Flyers, leaflets or brochures	43	93	82
Parents' evenings	8	91	64
Postings on the school website	47	70	50
School annual or termly planner	2	49	21
Local authority or Family Information Service	6	43	20
Local newspaper	7	43	15
Via other local services	14	44	9
None	*	*	*
Don't know	*	0	*
No answer			3
Base: All schools that offer or signpost to extended services			

Question: For each of the core extended services that your school offers, please tell me how it is funded: Childcare or activities used as childcare

	2009 survey	2008 telephone survey	2008 postal survey
Users pay for the service	77	69	77
School funding	41	39	28
Public sector i.e. Local Authority funding or PCT funding	40	17	11
Private sector	18	7	5
Voluntary sector	12	4	4
Staff volunteer	43	16	14
Others volunteer	31	3	7
Other	4	4	7
Don't know	5	1	*
No answer			10

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me how it is funded: All activities for pupils

	2009 survey	2008 telephone survey	2008 postal survey
Users pay for the service	66	51	35
School funding	59	57	59
Public sector i.e. Local Authority funding or PCT funding	44	14	9
Private sector	15	5	4
Voluntary sector	20	4	6
Staff volunteer	64	30	52
Others volunteer	37	4	20
Other	2	4	10
Don't know	1	1	*
No answer			13

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me how it is funded: Parenting support

	2009 survey	2008 telephone survey	2008 postal survey
Users pay for the service	13	7	2
School funding	48	54	34
Public sector i.e. Local Authority funding or PCT funding	66	36	38
Private sector	7	2	2
Voluntary sector	16	4	7
Staff volunteer	33	10	12
Others volunteer	20	1	4
Other	3	5	7
Don't know	6	3	1
No answer			27

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me how it is funded: Community access

	2009 survey	2008 telephone survey	2008 postal survey
Users pay for the service	70	60	46
School funding	38	27	17
Public sector i.e. Local Authority funding or PCT funding	34	14	9
Private sector	15	7	6
Voluntary sector	14	1	7
Staff volunteer	28	2	6
Others volunteer	22	2	3
Other	1	2	5
Don't know	5	4	1
No answer			35

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me how it is funded: Swift and easy access

	2009 survey	2008 telephone survey	2008 postal survey
Users pay for the service	8	6	1
School funding	49	50	30
Public sector i.e. Local Authority funding or PCT funding	78	46	27
Private sector	6	2	1
Voluntary sector	18	1	4
Staff volunteer	15	1	3
Others volunteer	14	*	1
Other	1	1	3
Don't know	5	8	3
No answer			48

Base: All schools that offer or signpost to this type of extended service

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

	2009 survey	2008 telephone survey	2008 postal survey
Charge a lower fee or waive the fee for payment	73	61	48
Make special arrangements, such as a payment plan	69	44	38
Signpost families to other sources of support, including the Working Tax Credit	83	47	50
None of these	5	8	9
Don't know	1	5	3
No answer		1	5

Base: All schools that ask users to pay for activities or childcare

Question: For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day: Childcare or activities used as childcare

	2009 survey	2008 telephone survey	2008 postal survey
The school	66	73	61
Another school	26	8	8
Local authority	16	4	4
Private providers	50	35	36
Voluntary sector providers	15	7	7
Health Agency or statutory agency	10	2	1
Other	1	2	4
Don't know	2	*	*
No answer			9

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day: All activities for pupils

	2009 survey	2008 telephone survey	2008 postal survey
The school	89	89	84
Another school	37	5	6
Local authority	32	8	6
Private providers	56	29	27
Voluntary sector providers	29	6	8
Health Agency or statutory agency	15	1	1
Other	1	2	3
Don't know	1	1	*
No answer			11

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day: Parenting support

	2009 survey	2008 telephone survey	2008 postal survey
The school	71	66	56
Another school	35	7	4
Local authority	63	40	33
Private providers	20	9	3
Voluntary sector providers	28	5	12
Health Agency or statutory agency	41	3	16
Other	2	2	5
Don't know	1	*	*
No answer			21

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day: Community access

	2009 survey	2008 telephone survey	2008 postal survey
The school	78	75	45
Another school	26	2	4
Local authority	27	6	11
Private providers	28	14	16
Voluntary sector providers	22	5	10
Health Agency or statutory agency	14	*	2
Other	2	3	4
Don't know	3	3	1
No answer			32

Base: All schools that offer or signpost to this type of extended service

Question: For each of the core extended services that your school offers, please tell me who is responsible for delivering it day to day: Swift and easy access

	2009 survey	2008 telephone survey	2008 postal survey
The school	81	75	46
Another school	24	2	3
Local authority	70	26	27
Private providers	14	4	2
Voluntary sector providers	22	2	5
Health Agency or statutory agency	59	4	20
Other	1	*	1
Don't know	2	3	2
No answer			39

Base: All schools that offer or signpost to this type of extended service

Question: What, if any, would you say are the main barriers to developing and delivering extended services to meet needs?

	2009 survey	2008 telephone survey	2008 postal survey
Funding	63	50	79
Lack of available facilities or places	23	30	43
Lack of interest from pupils	3	3	10
Lack of interest from parents	19	13	37
Lack of interest from the general public	3	4	9
Time constraints	18	18	43
Transport issues	15	-	-
Working with other organisations and schools	4	11	16
Lack of specialist staff or lack of commitment from existing staff	23	15	6
None of these	2	2	1
Don't know	2	1	*
No answer			2

Base: All schools

Question: Overall, what sources of support have you used to help you plan, develop and deliver extended services?

	2009 survey	2008 telephone survey	2008 postal survey
TDA, the Training and Development Agency for schools	5	28	11
Local authority, for example Extended Schools Remodelling Advisers (ESRAs)	70	91	75
Other schools	42	77	38
PVI (Private, Voluntary and Independent) sector	30	16	7
Health sector	7	55	16
Ofsted	*	28	8
Not applicable – have not started to plan/deliver extended services	*	*	3
None	3	2	9
Don't know	3	2	1
No answer			3

Base: All schools

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

	2009 survey	2008 telephone survey	2008 postal survey
Strongly agree	22	11	6
Tend to agree	42	42	28
Neither agree nor disagree	13	20	28
Tend to disagree	16	15	19
Strongly disagree	6	9	12
Don't know	2	3	1
No answer			5

Base: All schools

Parents survey

Question: Please tell me to what extent you agree or disagree with this statement: The school has a good reputation

	2009/2010 survey	2008 survey
Strongly agree	63	52
Tend to agree	30	33
Neither agree nor disagree	4	8
Tend to disagree	2	4
Strongly disagree	1	2
Don't know	*	1
Base: All parents		

Question: Please tell me to what extent you agree or disagree with this statement: The school encourages my child to achieve

	2009/2010 survey	2008 survey
Strongly agree	59	52
Tend to agree	33	37
Neither agree nor disagree	5	6
Tend to disagree	2	4
Strongly disagree	*	1
Don't know	*	*
Base: All parents		

Question: Please tell me to what extent you agree or disagree with this statement: The school involves me in issues that affect my child

	2009/2010 survey	2008 survey
Strongly agree	45	42
Tend to agree	35	40
Neither agree nor disagree	12	9
Tend to disagree	6	7
Strongly disagree	1	3
Don't know	*	*
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of childcare in this area?

	2009/2010 survey	2008 survey
Very satisfied	11	7
Fairly satisfied	26	20
Neither satisfied nor dissatisfied	13	16
Fairly dissatisfied	10	9
Very dissatisfied	5	4
Don't need	29	44
Don't know	7	
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of clubs and activities suitable for your child in this area?

	2009/2010 survey	2008 survey
Very satisfied	16	12
Fairly satisfied	35	27
Neither satisfied nor dissatisfied	13	15
Fairly dissatisfied	18	25
Very dissatisfied	14	17
Don't need	2	3
Don't know	3	
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of leisure facilities anyone can use in this area?

	2009/2010 survey	2008 survey
Very satisfied	16	9
Fairly satisfied	40	38
Neither satisfied nor dissatisfied	12	15
Fairly dissatisfied	17	23
Very dissatisfied	11	13
Don't need	1	2
Don't know	2	
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of adult learning services in this area?

	2009/2010 survey	2008 survey
Very satisfied	13	11
Fairly satisfied	30	32
Neither satisfied nor dissatisfied	19	26
Fairly dissatisfied	11	12
Very dissatisfied	6	7
Don't need	9	13
Don't know	13	
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of support and advice on being a parent in this area?

	2009/2010 survey	2008 survey
Very satisfied	9	8
Fairly satisfied	25	21
Neither satisfied nor dissatisfied	23	30
Fairly dissatisfied	7	10
Very dissatisfied	6	7
Don't need	17	24
Don't know	13	
Base: All parents		

Question: Overall, how satisfied or dissatisfied are you with the availability of information about what services are available locally in this area?

	2009/2010 survey	2008 survey
Very satisfied	10	11
Fairly satisfied	38	39
Neither satisfied nor dissatisfied	22	23
Fairly dissatisfied	15	14
Very dissatisfied	8	9
Don't need	9	5
Don't know	5	
Base: All parents		

Question: If more childcare were to be made available, where would you like this/these to be provided?

	2009/2010 survey	2008 survey
At or near my child's school	73	72
At or near my place of work	8	15
At some other local community facility	14	24
Near to the place I live	39	2
Somewhere else	*	1
Don't know	2	2
Base: All parents dissatisfied with the availability of this service		

Question: If more clubs and activities suitable for your child were to be made available, where would you like this/these to be provided?

	2009/2010 survey	2008 survey
At or near my child's school	60	62
At or near my place of work	4	2
At some other local community facility	26	55
Near to the place I live	58	2
Somewhere else	*	*
Don't know	1	1
Base: All parents dissatisfied with the availability of this service		

Question: If more leisure facilities anyone can use were to be made available, where would you like this/these to be provided?

	2009/2010 survey	2008 survey
At or near my child's school	30	40
At or near my place of work	4	5
At some other local community facility	35	67
Near to the place I live	61	3
Somewhere else	1	2
Don't know	4	1
Base: All parents dissatisfied with the availability of this service		

Question: If more adult learning services were to be made available, where would you like this/these to be provided?

	2009/2010 survey	2008 survey
At or near my child's school	33	42
At or near my place of work	3	4
At some other local community facility	33	64
Near to the place I live	62	1
Somewhere else	0	2
Don't know	1	*

Base: All parents dissatisfied with the availability of this service

Question: If more support and advice on being a parent were to be made available, where would you like this/these to be provided?

	2009/2010 survey	2008 survey
At or near my child's school	28	41
At or near my place of work	5	6
At some other local community facility	41	62
Near to the place I live	52	4
Somewhere else	2	2
Don't know	1	2

Base: All parents dissatisfied with the availability of this service

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

	2009/2010 survey	2008 survey
A great deal	17	10
A fair amount	38	29
A little	34	33
Nothing	9	22
Not applicable/ nothing is offered by school	1	4
Don't know	1	1

Base: All parents

Question: As far as you are aware, is the school involved in providing any childcare or activities such as the ones listed on this card during term time?

	2009/2010 survey	2008 survey
Yes – on the school grounds	90	86
Yes - elsewhere	11	6
Yes – not sure where	2	4
No – not offered	4	7
Don't know	4	4

Base: All parents

Question: And, as far as you are aware, is the school involved in providing any childcare or activities such as the ones listed on this card during school holidays or not?

	2009/2010 survey	2008 survey
Yes – on the school grounds	28	17
Yes - elsewhere	10	3
Yes – not sure where	3	3
No – not offered	50	60
Don't know	13	17
Base: All parents		

Question: Overall, how well do the activities and childcare services offered by the school meet parents' and children's needs?

	2009/2010 survey	2008 survey
Very well	22	17
Fairly well	44	43
Not very well	17	17
Not at all well	6	9
Don't know	10	14
Base: All parents who are aware of activities being available during term time or holidays		

Question: What would you say are the main benefits to you and your child of using these activities?

	2009/2010 survey	2008 survey
Allows me to work	20	16
Allows me to spend time on other things	12	9
Allows child to socialise/make friends	62	61
Helps child do better in school	24	37
Good way for child to get exercise/keep fit	51	52
Child has fun	69	62
Child learns new things	54	49
Respite/ gives me a break from caring for child	4	5
Somewhere safe for the child to go	32	36
Other	2	*
None of these	5	
Don't know	1	2
Base: All parents whose child has been to activities		

Question: Other than what is already available, at which of the following times, if any would you need more activities to be provided to cover your childcare needs?

	2009/2010 survey	2008 survey
Before school	14	8
After school	28	25
In the evenings (after 6pm)	5	-
Weekends	7	12
Half terms	27	26
Easter holidays	20	23
Christmas holidays	14	18
Summer holidays	39	58
No/None	36	28
Don't know	2	
Base: All parents		

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

	2009/2010 survey	2008 survey
Very easy	24	29
Fairly easy	30	39
Neither easy nor difficult	14	13
Fairly difficult	14	9
Very difficult	5	6
All activities used are free	11	-
Don't know	3	4

Base: All parents who are aware of activities being available during term time or holidays

Question: In the last school year (so since September 2008),you're your child had any help from the school in getting to use any of these support services?

	2009/2010 survey	2008 survey
School nurses/ doctors	16	16
Physiotherapist	1	1
Drug and substance misuse specialists	1	2
Sexual health workers	1	1
Speech and language therapists	5	5
Learning Mentor	5	-
Educational psychologist	1	2
Occupational therapist	1	1
Other disability/SEN support service professionals	3	5
Children and adolescent mental health	1	*
Anger management	1	2
Counselling	2	4
Youth offending teams	*	*
Police	1	3
Behaviour Support Workers	1	-
Sure Start Children's Centre	1	1
Social workers/social care professionals	1	2
Connexions	*	8
Other (specify)	1	1
None used	70	65
Don't know	1	2

Base: All parents

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

	2009/2010 survey	2008 survey
Yes	42	34
No	53	60
Don't know	5	5

Base: All parents

Question: As far as you are aware, does the school offer or help parents to access...?	2009/2010 survey	2008 survey
Information on services available for children and families in the local area such as childcare, leisure facilities, evening classes and support services	38	26
Information sessions for parents to do with your child's schooling e.g. homework support or bullying	43	42
Social events for parents and families such as coffee mornings, or family activities	48	40
Parenting courses and parent support groups	26	25
Adult learning opportunities including literacy and numeracy support	23	24
Childcare or crèches for children under school age	14	-
None	15	30
Don't know	7	
Base: All parents		

Question: And have you used any of these things through the school, in the last school year?	2009/2010 survey	2008 survey
Information on services available for children and families in the local area such as childcare, leisure facilities, evening classes and support services	10	10
Information sessions for parents to do with your child's schooling e.g. homework support or bullying	18	24
Social events for parents and families such as coffee mornings, or family activities	27	26
Parenting courses and parent support groups	5	5
Adult learning opportunities including literacy and numeracy support	3	6
Childcare or crèches for children under school age	2	-
None	54	49
Don't know	*	
Base: All parents who are aware of parental support services		

Question: Would you like any of these things to be more available to you (either through the school or from elsewhere)?

	2009/2010 survey	2008 survey
Information on services available for children and families in the local area such as childcare, leisure facilities, evening classes and support services	28	32
Information sessions for parents to do with your child's schooling e.g. homework support or bullying	33	34
Social events for parents and families such as coffee mornings, or family activities	15	18
Parenting courses and parent support groups	16	18
Adult learning opportunities including literacy and numeracy support	15	17
Childcare or crèches for children under school age	13	-
None	39	40
Don't know	3	
Base: All parents		

Question: How likely would you be to approach the school for help in accessing support services if you needed them?

	2009/2010 survey	2008 survey
Very likely	44	48
Fairly likely	35	28
Not very likely	15	12
Not at all likely	6	10
Don't know	1	1
Base: All parents		

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

	2009/2010 survey	2008 survey
Sports facilities (i.e. sports hall, swimming pool, playing fields)	26	30
Arts facilities (arts, crafts music, drama)	9	7
Computer facilities	9	13
Halls, rooms and spaces (i.e. for plays, adult education, community groups)	22	26
Medical facilities	1	3
Library	7	7
Other	1	*
None	42	49
Don't know	17	2
Base: All parents		

Question: Which, if any, of these school facilities have you personally used?

	2009/2010 survey	2008 survey
Sports facilities (i.e. sports hall, swimming pool, playing fields)	15	19
Arts facilities (arts, crafts music, drama)	4	3
Computer facilities	2	5
Halls, rooms and spaces (i.e. for plays, adult education, community groups)	17	16
Medical facilities	*	1
Library	5	5
Other	1	0
None	65	60
Don't know	*	*

Base: All parents that are aware of the school opening its facilities

Question: Are there any school facilities that are not open to the community that you would like to be able to use?

	2009/2010 survey	2008 survey
Sports facilities (i.e. sports hall, swimming pool, playing fields)	17	28
Arts facilities (arts, crafts music, drama)	12	16
Computer facilities	17	26
Halls, rooms and spaces (i.e. for plays, adult education, community groups)	12	20
Medical facilities	3	8
Library	11	16
Other	*	0
None	55	47
Don't know	9	1

Base: All parents

Question: From where do you currently get information about the additional services offered by the school?

	2009/2010 survey	2008 survey
Letters home to parents	78	77
From child	31	37
School newsletter	64	60
School annual/termly planner	13	16
Parents evening	31	31
Emails	14	8
Flyers/leaflets/brochures	30	25
School notice boards	23	18
Postings on school website	16	12
Word of mouth	30	28
Local newspaper	6	9
Local authority/Family Information Service	4	4
Via other local services	2	2
Other	4	*
Don't know	*	*
Do not currently receive any information	2	4

Base: All parents

Question: And how would you prefer to be kept informed about the additional services offered by the school?

	2009/2010 survey	2008 survey
Letters home to parents	62	70
From child	12	16
School newsletter	41	46
School annual/termly planner	9	10
Parents evening	16	17
Emails	35	23
Flyers/leaflets/brochures	17	18
School notice boards	9	7
Postings on school website	14	12
Word of mouth	6	6
Local newspaper	5	8
Local authority/Family Information Service	2	3
Via other local services	2	1
Other	4	1
Don't know	*	1
None of these	2	*
Base: All parents		

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

	2009/2010 survey	2008 survey
Questionnaire to fill in	26	28
Parents evening	29	32
Informal chat with school staff	13	15
Other	6	*
Have not been consulted	35	40
Don't know	7	6
Base: All parents		

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

	2009/2010 survey	2008 survey
A great deal	17	17
A fair amount	44	44
Not very much	21	27
Not at all	7	12
Don't know	12	
Base: All parents		

Pupils survey

Question: Overall, what do you think of the activities and things for you to do in this area?

	2009/2010 survey	2008 survey
They're good enough	29	15
We need a <u>little</u> more or better things to do	43	48
We need a <u>lot</u> more or better things to do	24	36
Don't know	5	1
Base: All pupils		

Question: Thinking now about all the activities and things your school provides for you to do in your free time before school, after school, in the evenings and during the holidays... Overall, how good or poor are the activities provided through your school?

	2009/2010 survey	2008 survey
Very good	20	12
Fairly good	56	55
Neither good nor poor	14	20
Fairly poor	5	9
Very poor	2	2
Don't know	4	3
Base: All pupils		

Question: Compared with a year ago, would you say your school now provides more activities or fewer activities for young people in their free time, or do you think it provides about the same amount?

	2009/2010 survey	2008 survey
More	38	40
Fewer	7	8
About the same amount	49	44
Don't know	6	8
Base: All pupils		

Question: Overall, looking at this list, which of the following, if any, do you think your school needs to improve?

	2009/2010 survey	2008 survey
Before school activities	26	23
After school activities	27	29
Activities at Weekends	16	17
Half-term holiday activities	26	26
Easter holiday activities	14	13
Summer holiday activities	33	46
Christmas holiday activities	13	13
None of these	14	9
Don't know	5	2
Base: All pupils		

Question: Still thinking about all the activities and things your school offers for you to do in your free time, what do you like about the activities that are offered?

	2009/2010 survey	2008 survey
Enjoyable	71	52
Interesting	31	27
Relaxing	11	11
Near home/near school	11	12
Seeing my friends	63	59
Meeting new people	25	27
I like the adults who run them	16	11
I get to learn new things	32	34
Other	1	-
Nothing	2	3
Don't know	2	5

Base: All pupils who have taken part in activities

Question: And from this list, what do you think, if anything, could make the activities offered through your school better?

	2009/2010 survey	2008 survey
More fun	30	28
More interesting	19	19
More relaxing	9	8
Make them nearer home/school	12	10
Offer different activities/ more choice	25	38
Make more places available so more young people can go	15	21
Friendlier staff	10	11
Younger staff	6	7
Hold them in a nicer place	7	9
Better equipment	27	35
Other	2	1
None	13	7
Don't know	5	3

Base: All pupils

Question: Is there anything that stops you from doing more of the activities that are offered through your school?

	2009/2010 survey	2008 survey
There are no clubs or activities I like	15	19
There are no clubs or activities for children my age	3	6
I do not like/feel happy with the other children who go there	4	5
I do not like/feel happy with the people who run them	2	3
My parents don't let me go	1	1
I don't have enough time/ too much school work	15	19
They cost too much	7	6
I can't get there/get home afterwards	13	11
Transport not available	14	10
Transport not safe	*	2
Too tired before/after school	13	25
Don't know anyone who goes to activities	10	16
Other	6	1
No, nothing	32	25
Don't know	1	1

Base: All pupils

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

	2009/2010 survey	2008 survey
Know enough	47	44
Need a little more information	37	40
Need a lot more information	13	15
Don't know	3	1
Base: All pupils		

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

	2009/2010 survey	2008 survey
From friends and family	48	42
From teachers or school	63	59
From other people I know	23	32
Posters/ leaflets	45	39
School noticeboards/newsletters/ bulletin	40	43
School website	14	11
By e-mail	5	5
At the local library	3	4
Youth clubs	4	4
Other	1	*
Don't know	1	*
Base: All pupils		

Question: Looking at this list, can you tell me how much you enjoy going to school overall. Do you enjoy school ...?

	2009/2010 survey	2008 survey
All of the time	16	13
Most of the time	55	53
Sometimes	25	28
Never	5	6
Don't know	*	
Base: All pupils		

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

	2009/2010 survey	2008 survey
A great deal	17	11
A fair amount	56	58
Not very much	20	26
Not at all	3	4
Don't know	4	2
Base: All pupils		

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

	2009/2010 survey	2008 survey
Filled in a questionnaire	44	53
Discussed in class/tutor group	36	49
Reported to school council or year group council	21	27
Been asked during the group / activity	15	18
Talked to teachers and staff at other times	14	25
Other	*	*
None of these	24	12
Don't know	2	*
Base: All pupils		

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

	2009/2010 survey	2008 survey
Yes	88	91
No	12	9
Base: All pupils		

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

	2009/2010 survey	2008 survey
Health	55	51
Smoking	49	50
Drinking	38	38
Drugs	44	49
Sexual health / Teenage pregnancy	36	44
Advice about boyfriends/girlfriends	18	18
Bullying	84	73
Feeling unhappy or upset	54	41
Worrying about exams and tests	51	53
Extra help with school work	50	56
Careers service	27	48
Others	*	0
None of these	3	2
Don't know	3	1
Base: All pupils		

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

	2009/2010 survey	2008 survey
Health	10	14
Smoking	24	26
Drinking	17	21
Drugs	17	22
Sexual health / Teenage pregnancy	11	19
Advice about boyfriends/girlfriends	9	12
Bullying	13	18
Feeling unhappy or upset	10	13
Worrying about exams and tests	14	18
Extra help with school work	13	11
Careers service	12	15
Others	1	*
None of these	36	28
Don't know	6	2
Base: All pupils		

Appendix 3: Profile of schools involved in cost related case studies and schools postal survey

Table 1: Characteristics of case study schools

	Urban/Rural	Primary / Secondary	Role in cluster (Scale of 1-5, where 1 represents "plays a leading role" and 5 represents "uses extended services")	Date of adoption (1=within the last year; 2=between 1 and 3 years ago; 3=more than 3 years ago)	Extent of provision (1=wide range of services under all components of the core offer; 2= wide range of services under some components of the core offer; 3= limited range of services under each component of the core offer)	Proportion receiving FSM (1>30%; 2= 10-29%; 3<10%)	Proportion of minority ethnic groups (1>30%; 2= 10-20%; 3<10%)	No of pupils ²²	Specialism	Type
1	Village – sparse	Primary	1	3	1	3	3	57	N/A	Community
2	Urban > 10k - less sparse	Secondary	1	3	1	2	2	1104	Technology	Foundation
3	Urban > 10k - less sparse	Secondary	5	1	3	3	3	1324	Technology	Voluntary Aided
4	Urban > 10k - less sparse	Primary	1	2	1	1	1	330	N/A	Voluntary Controlled
5	Urban > 10k - less sparse	Secondary No Sixth Form	1	3	1	2		1033	Sports	Foundation
6	Town and Fringe - less sparse	Secondary	3	2	2	2	3	791	Performing Arts	Community

²² Figures are the most recent from Edubase.

	Urban/Rural	Primary / Secondary	Role in cluster (Scale of 1-5, where 1 represents "plays a leading role" and 5 represents "uses extended services")	Date of adoption (1=within the last year; 2=between 1 and 3 years ago; 3=more than 3 years ago)	Extent of provision (1=wide range of services under all components of the core offer; 2= wide range of services under some components of the core offer; 3= limited range of services under each component of the core offer)	Proportion receiving FSM (1>30%; 2= 10-29%; 3<10%)	Proportion of minority ethnic groups (1>30%; 2= 10-20%; 3<10%)	No of pupils ²²	Specialism	Type
7	Urban > 10k - less sparse	Primary	1	3	1	1	1	545 ²³	N/A	Community
8	Urban > 10k - less sparse	Secondary	3	1	3	1	1	354 ²⁴	Health, Care & Medical Science	Academy
9	Urban > 10k - less sparse	Secondary No Sixth Form	1	3	2	1		810	Science	Community
10	Town and Fringe - less sparse	Primary	2	1	1	2	3	189	N/A	Community

²³ The Infants and Junior Schools are separate schools but located on the same site within a highly-integrated cluster. The number of pupils is the total for the two schools.

²⁴ This Academy has only been open for three years and does not yet have its full complement of pupils.

Table 2: Characteristics of schools responding to the postal questionnaire

	No.	%
Total no. of respondents	363	100.00
Primary	182	50.14
Secondary	121	33.33
Special	60	16.53
Community School	189	52.07
Voluntary Aided School	54	14.88
Academies	3	0.83
Foundation School	29	7.99
Community Special School	59	16.25
Voluntary Controlled School	28	7.71
Foundation Special School	1	0.28
Rural	51	14.05
Town and fringe	39	10.74
Urban	273	75.21
North East	22	6.06
North West	46	12.67
Yorkshire and The Humber	24	6.61
East Midlands	45	12.40
West Midlands	36	9.92
East of England	47	12.95
London	21	5.79
South East	76	20.94
South West	46	12.67

Appendix 4: Sample of longitudinal case study schools

Code	A Primary (P)/ Secondary (S)	B Urban (U)/ Rural (R)/ Semi- Rural (SR)/ London (L)	C Date of adoption (1=within last year; 2= between 1 and 3 years ago; 3=more than 3 years ago)	D Part of LA- wider strategic approach STRAT = highly strategic LA	E Extent of provision (1=wide range services, all core offer; 2=wide range services some of the core offer; 3= limited range of services)	F % receiving FSM (1>30%; 2= 10-29%; 3<10%)	G Proportion of minority ethnic groups (1>30%; 2= 10-20%; 3<10%)
Secondary 2	S	U	3		2	1	3
Primary 2	P	U					
Primary 8	P	U	3		1	1	3
Secondary 1	S	U	3		1	1	3
Secondary 9	S	R	3		1	3	3
Secondary 10	S	R	2		1	3	?
Secondary 11	S	R	2		2	2	3
Primary 9	5-9	Rural	3		1	3	3
Primary 10	P	Rural			1	3	3
Primary 11	P	Urban	3		1	1	1
Secondary 12	S	U	3*	Y	1	1/2?*	3
Secondary 13	S	U	1*		1	2*	1
Secondary 14	S	U	3*	Y	1	1*	1
Secondary 15	S	U	3		1	2	2
Secondary 16	S	L	3		1	2	1
Secondary 17	S	L	3		1	1	1
Primary 12	P	L	3		1	1	1
Primary 13	P	U	3		1	1	1
Primary 14	P	U	3		1	1	1
Primary 15	P	SR	1/2		2	3	3

Appendix 5: Theory of change for an example school

The theory of change for one school, “Broadgate High”²⁵, is presented in this appendix. The various components that make up Broadgate’s theory of change have been developed from a combination of interview data, documentary evidence and negotiations between the research team and school personnel during visits.

Diagram 1 in this appendix depicts the simplified theory of change that has been extracted from interviews. It reduces the detailed accounts in those interviews to a form that can be scrutinised more easily and ultimately used as the basis for evaluation. The document is first put together by the researchers and then discussed with ES managers so that they can validate it, or suggest how it might be changed to reflect their intentions more closely.

The ‘situation’ box summarises the ways that the school conceptualises its situation, and the main issues in that situation that motivate the way it is developing extended services. This is slightly expanded upon in the text preceding the diagram. The ‘main strands of action’ box represents a reduction of all the activities and provisions into coherent strands that fit with the intentions and aims of the school for extended services. The ‘outcomes’ box lists the main outcomes that the school is hoping to generate by its actions. The text following the simplified theory of change gives a summary of the process issues that influence a particular school’s approach to extended services.

Diagram 2 in this appendix shows the series of intermediate changes that would need to follow within each of the 4 strands of action for Broadgate High if the expected outcomes are to be achieved. The lists of intermediate changes that are presented in the diagram were negotiated with the school. Also demonstrated are the linkages between the strands in terms of common objectives and intermediate changes. This chart is then used to formulate an evaluation plan by specifying the data that can be collected to demonstrate evidence of each intermediate change.

Both of the documents in these annexes represent different stages in articulating *the school’s* theory of change rather than some ‘external’ researcher view. The statements they contain about the school’s situation and the outcomes it will achieve, therefore, are not statements of ‘fact’, but reflect school leaders’ understandings. They have the status of provisional accounts, explanations and hypotheses which the remainder of the research process will seek to test.

²⁵ The schools name has been changed to protect its anonymity

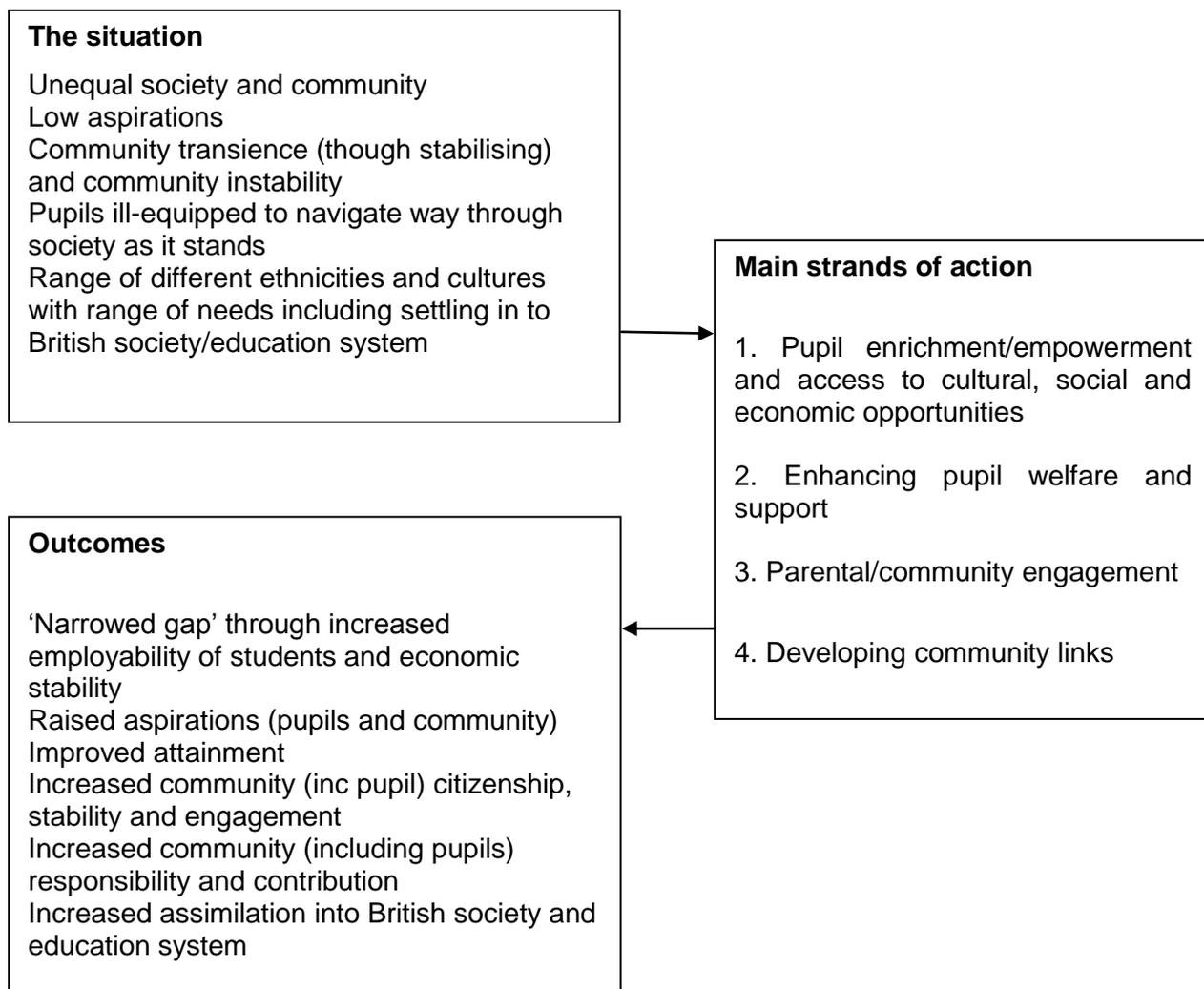
Theory of Change – “Broadgate High” (secondary 17)

Broadgate High specialises in ‘media and arts’ and ‘applied learning’. It is a mixed gender and multi-ethnic school (approx 70% black and minority ethnic) for students aged 11-16 years (a sixth form is being planned). Students display a range of needs, some (particularly for recent arrivals) specific to language barriers and adaptation to the society and education system in which they find themselves. It is felt that a good proportion of students require support to improve levels of academic attainment and aspirations, and to enhance their welfare. The school serves an area of relatively high deprivation characterised by low aspirations and previously high levels of community transience. In the past, high levels of pupil mobility were a challenge for the school, although levels are now stabilising. One reason for this is the improved reputation of Broadgate High in recent years meaning that greater numbers of parents are now choosing to send their children there.

There is a long history of extended service provision at Broadgate High and the school has developed working links with community leaders, a range of organisations serving the area and local resident associations. The intention is to build on these links and engage parents and community members who are not currently accessing provision.

The school is part of a local authority-organised extended services cluster, serving a clearly defined geographical area, and comprising 14 institutions (two children’s centres, three secondary schools, and nine primary schools). The local authority has appointed a full time extended services cluster coordinator who is based at Broadgate High. The school occupies new buildings (opened three years ago) financed through the Private Finance Initiative (PFI). As such, it has no control outside of its allotted time allocation over building usage, and this has caused some barriers to accessing out of school hours provision. Its most recent Ofsted inspection identified Broadgate High as a ‘good’ school overall and the work around ‘swift and easy access’ was classified as ‘outstanding’.

Diagram 1: Broadgate High - Simplified Theory of Change



Process Issues

Governance/relationships (LA/Cluster/other agencies)

Broadgate is active in a local authority-organised cluster with a cluster coordinator based in the same office as Broadgate’s school extended services coordinator. Broadgate also has extensive links with community agencies and statutory services and works closely with the Local Authority.

Funding/resourcing

The school has a large budget with very little ring-fenced money. The ethos of the school is one of ‘if it is valuable to the children and makes an impact it is worth

investing in' and therefore the school is not reliant on funding earmarked for extended services (ES). The management of the school budget allows for flexibility.

Cluster schools pool their money with each school getting a small amount of cash annually. The remainder of designated funding is coordinated at the cluster level which helps avoid duplication and essentially means that schools do not all have to provide their own activities to fulfill the core offer i.e. adult education and a lot of parenting activities/family learning are funded, led and managed through the cluster.

A range of mutual relationships with outside agencies and community organisations is in place for the type of 'in-kind' provision that helps ES activity flourish

Roles/personnel

The ES coordinator at Broadgate High focuses predominantly on student focused provision and community/parental engagement strategies and activities. The school has a multi-disciplinary team which meets weekly for discussion of ongoing and emerging issues and monthly to attend to planning/organisational issues. It focuses on the development and delivery of individualised provision based on 'need' and encompassing the 'swift and easy access' part of the core offer. This work is led by the school SENCO drawing on the expertise and experience of a range of partner agencies. Some agencies are co-located in school.

The Cluster coordinator for the 14 schools in the local cluster is also based at Broadgate and works closely with most of the schools in the cluster. The school believes that this helps keep the wider cluster and community picture in focus. The Cluster coordinator organises and signposting to adult education develops stronger community links and co-ordinates formal and informal parenting support and family learning. Recently, the school has taken up the offer of a LA funded Parent Support Advisor (PSA) who will work approximately three days per week.

Issues (problems/possibilities)

Broadgate operates around a philosophy of offering things for parents only if they can see that it benefits the children and their learning.

ES provision

Range of activities for pupils

A very extensive range of enrichment activities/clubs and study support was already on offer as the extended services initiative got under way, and the school's specialisms were central to this rich and varied range of opportunities. Building strong links with outside agencies and businesses further extended the range of provision on offer and school had devised strategies to ensure children were aware of opportunities 'out there' in the community and beyond and had the appropriate skills and knowledge to access employment and other opportunities. The school

offers a breakfast club (free for all children so as not to exclude those who cannot afford to pay for it).

Parenting support (including family learning)

A parenting programme is under way, run by trained staff (training funded by the ES cluster), and focused on active and reciprocal peer support. This programme initially was made up of self-selecting parents but there has been some targeting of vulnerable parents.

Parenting courses focused on the development of the English language are offered (e.g. ESOL) and these are linked into curriculum areas with the intention that provision directly benefits the learning of children. The school is trying to ensure that parents feel comfortable approaching the school directly with any concerns and adopts an 'open door' and welcoming policy.

Family learning provision is currently limited, partly due to the difficulties many secondary schools face in engaging families. However the school does offer adult classes which adult family members can and do access.

Community access (including adult education)

The ES cluster normally sets aside funding for two twenty-hour adult education courses per school per year, though these courses have not always been taken up. The school offers ICT, ESOL, numeracy classes and signposts to other local provision including adult education being provided in other community venues. This removes duplication.

The school is housed in a PFI building and therefore school has no control now what happens beyond its allocated hours (daily, weekends and in holidays). This impacts both in terms of general community access and for providing activities such as adult education. The school has excellent facilities and the school gym area is managed by the LA after 6pm and access to this is publicly available with other sports facilities open for hire. Church groups, supplementary schools and community groups such as the scouts access the building after hours and at weekends.

The school and wider extended cluster also link into a local community forum which is an umbrella group through which to access any other community group. The school has worked in tandem with them, for example on an arts forum, and is currently working with them on a 'Generations Together' project concerned with intergenerational projects. The school is delivering one strand called 'Silver Surfers' where they are training young people to work with elders in the community, with the aim of bridging the digital divide but also enabling young people to develop inter-personal skills.

Swift and easy access

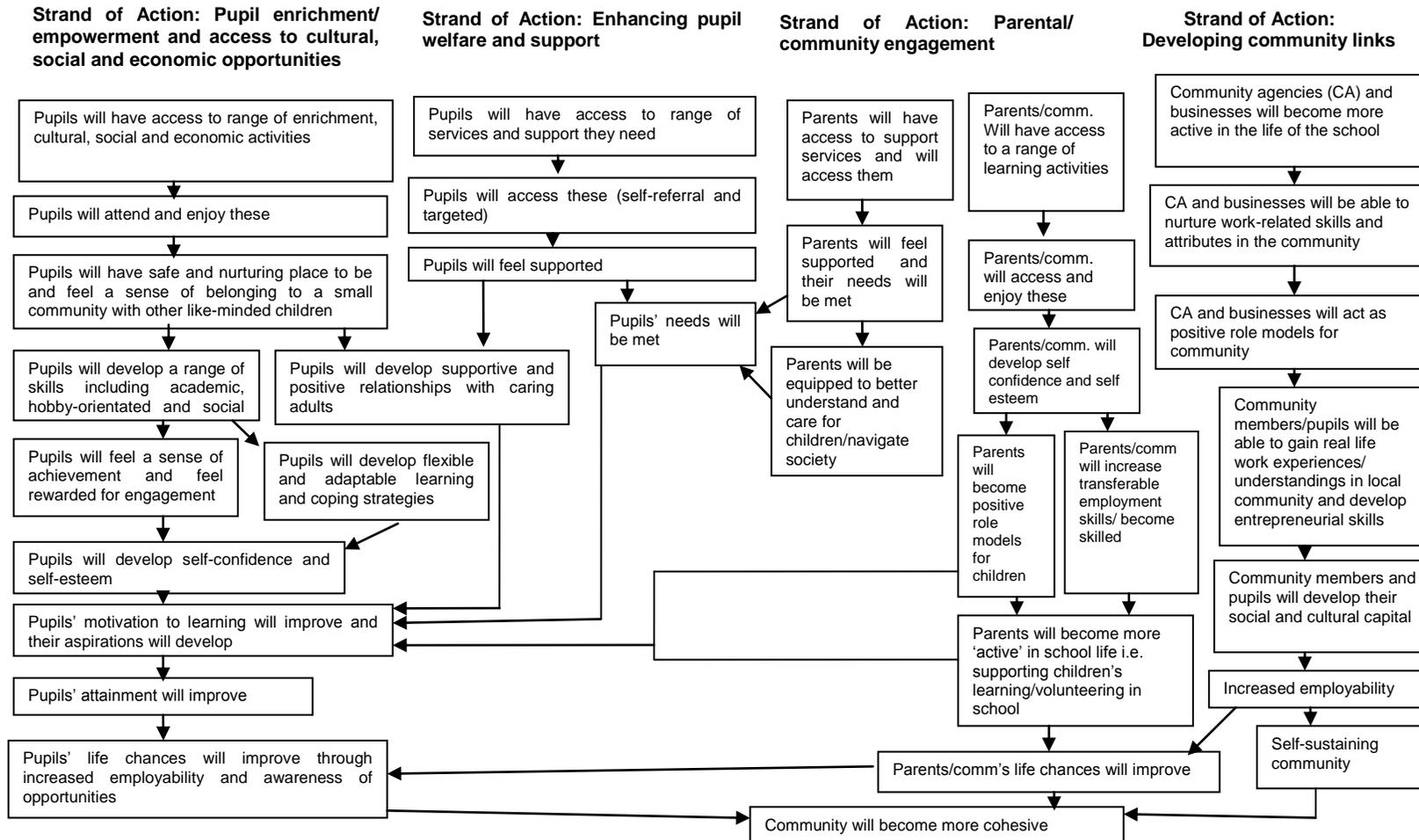
A recent Ofsted inspection classified the area of 'swift and easy access as 'outstanding'. Broadgate's extended services co-coordinator felt that this is historical, because the school had no choice but to develop effective structures for easy and swift access due to the varying needs of the student intake. Learning mentors, employed when school was part of the 'Excellence in Cities' initiative have had a key role to play. Broadgate High also has counselors plus a menu of learning support; a modified curriculum area for those who are unable to access the mainstream curriculum; support for students subject to internal exclusions. Support structures have been strengthened through strong links with social services and the Child and Adolescent Mental Health Service (CAMHS). The school also works with partners specializing in support for young people involved in drugs and substance misuse. Looked after children are well supported and students with language or visual impairment receive relevant support. The school has a very tight central system in place with regular meetings to review support for young people and discuss and plan around new referrals. The Common Assessment Framework has, in some cases, been adopted but usage has generally been slow to take off in the LA. However, the school's structures have been effective in ensuring assessments of need have been undertaken in a coordinated and well thought through way, involving all relevant parties. Multi-disciplinary teams (relevant staff within the school, pastoral support assistants, mentors, heads of year, form tutors, learning support etc) attend these inclusion meetings held weekly and monthly. The school also has a community beat officer, and the youth service and Connexions are co-located in the school. School based pastoral support assistants are instrumental in identifying students requiring support and ensuring a package of support is in place. The school also has an education welfare officer and a school health adviser (shared with another school) who co-run a health drop-in and work with targeted students who have been referred to them.

List of Acronyms

CA	community agencies
CAMHS	child and adolescent mental health service
EDUbase	education database
ES	extended services
ESOL	English for speakers of other languages
FSM	free school meals
FSES	full service extended schools
ICT	information communication technology
LA	local authority

Ofsted	Office for Standards in Education
PFI	Private Finance Initiative
PSA	parent support advisor
SENCO	special educational co-ordinator

Diagram 2: Intermediate changes, Broadgate High School



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