

**SEFTON COUNCIL**

**OVERVIEW AND SCRUTINY COMMITTEE  
(Children's Services)**



**Extended Schools Agenda  
Working Group**

**FINAL REPORT**

## **Foreword**

Everybody this Working Group spoke to about the Extended Schools Agenda believed it to be worthwhile and positive for children and families. Extended schools in Sefton are successful, working well and ahead of many other parts of the country, and thanks are due to Officers of the local authority, staff in schools and children's centre for making things happen.

The Working Group heard much about the range of activities on offer and encountered great enthusiasm for delivering effective Extended Schools. Members are concerned, however, about the level of sustained funding available for the programme following the end of grant funding in 2011.

Finally I would wish to thank Ruth Harrison and Michele Wainwright for their support and assistance and my fellow Working Group Members, Councillors Howe, Booth, Doran and Mrs Sandra Roberts for their input and commitment.

Cllr Paul Cummins  
Lead Member  
January 2009

# Contents

## Section

- 1 Extended Schools Agenda Review
  - Membership
  - Terms of Reference
  - Site Visits
  
- 2 The National Context
  - Background
  - Definition of an extended school
  - National/Regional Targets
  - Delivering the outcomes
  
- 3 Sefton – Extended Schools Agenda
  - National Leader
  - Current Position
  
- 4 Sefton Children’s Trust Arrangements
  
- 5 Site Visits
  - Linaker Children’s Centre
  - Springwell Park Children’s Centre
  
- 6 Conclusion
  - Findings
  - Acknowledgements
  - Supporting Information
  
- 7 Recommendations
  
  
- APPENDIX A Scoping Document
  
- APPENDIX B List of Witnesses
  
- APPENDIX C The Gormley Educational Arts Project –  
Extended Schools

## **1.0 EXTENDED SCHOOLS AGENDA REVIEW**

Further to Minute No. 5 of 12 June 2007, the Scrutiny and Review Committee (Children's Services) considered the report of the Legal Director on the Work Programme to be determined by the Committee in respect of Working Groups. It was resolved that a new Working Group be appointed as follows.

### **1.1 Membership**

Councillors Cummins (Lead Member), Booth, Doran and Howe and Mrs. S. Roberts.

### **1.2 Terms of Reference and Objectives**

1. To investigate the current level of service in respect of the extended schools agenda within Sefton.
2. To explore the plans for the future provision of service.
3. To understand the links between Sefton Children's Trust and the Primary Care Trust for the delivery services relevant to Children's Health.
4. To investigate the process by which the Extended Schools/Children's Centre joint-funded services are commissioned.
5. To comment on the relevance of, and possible impact on the Children's Centres externally funded project resulting from the Sefton Major Service Review.

At its inaugural meeting held on the 17th July, 2006 Members felt that the aim of the review would move the extended schools agenda forward to achieve better results and greater opportunity for the young people of Sefton.

The Working Group submitted an interim report on 12 February 2008 which set out its findings and initial recommendations. The Scrutiny & Review Committee (Children's Services) agreed to extend the review to allow the Working Group to also address the following:

6. To explore the relationship between Children's Services and the Children's Trust/LSP Arrangements.
7. To further investigate the range of funding streams for Extended Schools and address any issues that may arise.

### **1.3 Meetings / Site Visits**

- Tuesday, 17th July, 2007 - Working Group Meeting – Southport.
- Tuesday, 21st August, 2007 - Working Group Meeting – Bootle.
- Tuesday, 25th September, 2007 – Linaker Children’s Centre.
- Tuesday, 30th October, 2007 – Springwell Park Children’s Centre.
- Thursday, 17<sup>th</sup> January 2008 – Working Group Meeting – Bootle
- Thursday, 31<sup>st</sup> January 2008 – Working Group Meeting, Bootle

In addition to the above meetings / visits individual Members of the Working Group, as part of their ongoing Ward work, took the opportunity to conduct their own visits to Children’s Centres and gather information of relevance to the review.

## **2.0 The National Context**

### **2.1 Background**

The extended schools prospectus, *Extended Schools: access to opportunities and services for all*, published in 2005 set out the vision for extended schools. Schools are typically at the heart of the community they serve and are therefore ideally placed to offer access to a range of services that can have a positive impact on standards and life chances of children, young people and families. The extended schools programme contributes to the delivery of the outcomes of the Every Child Matters Agenda, which aims to raise standards and ensure that children:

- *are healthy.*
- *stay safe*
- *enjoy and achieve*
- *make a positive contribution*
- *achieve economic well-being*

The extended schools programme can improve outcomes for children and young people by:-

- *tackling barriers to learning*
- *providing the basis for early intervention*
- *improving integration of children's services focused on the needs of the child and family*
- *giving pupils more opportunities through extended services*

### **2.2 What is an extended school?**

"An extended school is a school that recognises that it cannot work alone" (DfES, 2004).

An extended school works with the local authority and other partners to offer access to a range of services and activities that support and motivate children and young people to achieve their full potential. Schools will be expected to meet the following full core offer:

- *a varied menu of activities (including childcare facilities in primary schools) to be offered beyond schools hours*
- *high quality childcare provision*
- *swift and easy access (referral) to targeted and specialist services*
- *wider community access to school facilities*
- *parenting support*

National evaluation of the second year (2004/5) of the full service extended schools shows that extended services can have significant positive effects on children, adults and families. These effects can also benefit schools - improving pupil attainment and exclusion rates.

Ofsted evaluations have suggested that extended services are helping to enhance self-confidence, improve relationships, raise aspirations and produce better attitudes to learning. The evaluations have also found that services are effective in meeting the Every Child Matters outcomes for children, increasing their awareness of healthy eating and the importance of taking regular exercise as well as enjoying a range of activities and achieving greater confidence in their abilities.

### **2.3 National/Regional Targets**

By 2010 all schools are expected to deliver the Extended Schools 'Core Offer'. Interim targets were set as 50% of primary schools and 33% of secondary schools to deliver the 'core offer' by September 2008.

#### **THE EXTENDED SCHOOLS CORE OFFER**

- **A varied range of activities including study support, sport and music clubs, combined with childcare in primary schools.**
- **Provision of high quality, 'wrap around' childcare.**
- **Swift and easy access to targeted and specialist services.**
- **Community access to facilities including adult education, family learning, ICT and sports facilities.**
- **Parenting and family support.**

### **2.4 Delivering the outcomes**

The Extended Schools Agenda can only be delivered effectively through the delivery of joined up services. The primary mechanism for achieving this is through the operation of the Children's Trust Partnership, which brings together all relevant providers in order to agree funding and service delivery issues. This Partnership then agrees upon the commissioning of accessible services according to need.

The Extended Schools Agenda forms part of the wider strategy for delivering the Every Child Matters Agenda. The strategic and operational activities are set out within the:

- Community Strategy;
- Children and Young People's Plan (CYPP); which is a single, strategic overarching multi agency plan for all services within a local authority that affect children and young people
- Local Area Agreement; which enables local authorities to receive linked budgets to deliver outcomes, including extended services

### **3.0 Sefton – Extended Schools Agenda**

#### **3.1 National Leader**

Sefton was one of the pilot pathfinders in 2005 and has become a national leader within the extended schools agenda through the achievement of the following criteria of good practice requirements:

- *mapped provision in local areas in relation to data and analysis of need*

Extensive consultation process and mapping exercise has taken place. Also childcare provision in out of school and holiday times is well mapped. Extended schools team have provided information for any mapping exercises being undertaken, for example childcare sufficiency and contact point assessments are made on all schools progress to Extended School status and an audit is taken on current provision and gaps identified. Any activities taking place are based on local need and informal networks have been set up in local areas, for example community reference groups and multi-agency forums

- *set out a clear and resourced strategy for developing sustainable extended services, following consultation with all stakeholders*

Funding is committed until 2011. It is critical that this funding is used during this period in a way that creates sustainable services and it is expected that much of this funding will be devolved to schools with the local authority maintaining a planning and co-ordination role. Charges may have to be made to sustain some of the activity, while considering that it is particularly important that disadvantaged children have access to activities. It is vital that Extended Services are embedded in schools improvement/development plans and this process is dealt with in Quality assurance monitoring visits. A new way of planning which involves all major stakeholders has been developed recently by the TDA and is being piloted in 15 schools in Sefton. Much of this funding is devolved directly to schools through personalisation funding and sustainability funding for the purpose of taking forward and sustaining the extended schools agenda.

- *joined up extended schools with the strategy for children's centres*

The Extended schools and Children Centre's have a linked strategy and there is an Extended Schools development worker linked with each of the Children's Centres. Currently there are 16 phase 1 and 2 centres which have been in place since mid 2008.

- *joined up plans with other agendas such as those for youth and health*

There are many examples of joined up work and plans including the following agencies:

- Study Support Framework
  - Healthy Schools
  - Youth
  - Culture and Tourism
  - Music Service
  - Family Learning
- 
- *encouraged cluster working to promote the sharing of provision and expertise between schools*
    - Science of sweets – secondary school working with feeder primaries
    - Children’s Centre Road-shows - children’s centres working with primary schools within their reach to provide the same multi – agency activities
    - “A” team –young people from local primary, secondary schools and community youth centre meet to provide shared activities and community regeneration projects.
    - Community networks of schools looking at shared extended services and holiday provision and training
  
  - *promoted the engagement of the voluntary and community sector and the private sector in the delivery of services and activities,*
    - Childcare provided by many voluntary and private organisations, for example Fun 4 Kids, Brunswick Youth Centre
    - Opera –providing alternative therapy training to young people
    - Multi –agency Health days
    - Parenting 2000 Speak Easy and shared plus courses
    - Involvement of local artists and dramatists in Face to Face project
    - WRVS fruit and veg bags
    - A Children ‘s Centre providing health activities from the May Logan Centre
    - Feelgood Factory involved in Children’s Centre road shows

### **3.2 Current Position**

In the Training Development Agency’s (TDA) recent performance report Sefton is viewed as a ‘green light’ authority in every aspect of the Extended Schools agenda and the TDA have used the work undertaken across Sefton as a national example of best practice. Within Sefton the current statistics are as follows:

- 74 schools (70%) are meeting the full core offer (Nat: 65%, NW: 63%)
- 51 Primary schools (67%), 15 Secondary schools (71%), 5 Special schools (100%) and 3 Nursery school (75%) are meeting the full core offer
- Sefton has met both the 2008 Primary and Secondary interim targets.
- 9 of the 31 outstanding schools are close to delivering the Full Core Offer with just one element remaining to be delivered
- 7 of these 9 schools have yet to be updated in 2008
- Of the 7 primary schools lacking only one element of the core offer, 4 schools are yet to fully deliver the requirements for Parenting Support
- 92 Full Core Offer schools are needed to meet the minimum 2009 trajectory of 85%. It has been agreed with the TDA that Sefton will focus on 15 schools in 2009 and the remaining 15 schools in the final year of the programme. The TDA has noted that the planning for achieving targets within Sefton is exemplary.

The table below demonstrates the performance of Sefton against the core offer elements, in comparison to national and regional performance.

<b>Full/Sustainable Core Offer</b>	<b>Sefton</b>	<b>NW Region</b>	<b>National</b>
Varied Menu of Activities	97%	80%	84%
Childcare	95%	78%	78%
Swift & Easy Referral	85%	85%	89%
Community Access	84%	73%	78%
Parenting Support	77%	72%	78%

The Working Group was also informed that the extended schools agenda is closely linked with the strategic objective in respect of the Building Schools for the Future programme and it has been recognised that the concept of schools at the heart of communities, delivering a range of services is crucial to the future development of school buildings in Sefton. It is envisaged that the design of new schools will reflect this concept.

### **Extended Schools Team**

Support for delivering the extended schools programme is provided through a central team of 12 staff, comprising of an Extended Schools Remodelling Advisor, 8 Development Workers (split into mini area based teams), one Children's University Co-ordinator and 1 .5 equivalent Administration Workers.

The team has been re-structured into mini-teams (south, middle, north) in line with Sefton's three-area approach and every school has a dedicated Extended Schools Development Worker, who also links with the Children's Centres in their area. The Middle Team covers the Wards of Harrington, Raven Meols, Manor, Blundell Sands, Victoria, Park, Sudell, and Molyneux. The North Team covers the Wards of Cambridge, Meols, Norwood, Dukes, Kew, Birkdale and Ainsdale. The South Team covers the Wards of St Oswald's, Ford, Church, Linacre, Derby, Litherland and Netherton/Orrell

All posts are grant funded and funding is guaranteed until 2011.

The recent TDA report found that Sefton's success in delivery of the extended schools programme is derived from a number of factors but the quality of the Extended Schools Team has been critical. Feedback from schools has also been very positive about the centrally employed team, with the Audit Commission's School Survey rating the Extended Schools Team as a 1 (the highest rating).

Appendix B illustrates the level of activities undertaken by local projects and supported by the Extended Schools Team.

### **Funding Arrangements**

Nationally the Government committed a total of £680 million to support the development of extended schools from 2006 to 2008. The majority of this funding has been routed through grants and distributed by local authorities, who are able to prioritise the allocation of resources according to need and their plans for the development of extended schools. £250 million has been provided directly to schools as part of their schools standards grant.

In addition to the £680 million the Government earmarked funding of just over £1.3 billion between 2006-08 for schools, to support personalised learning during and beyond the school day, which could also be used for extended services. This was also routed through grants.

With effect from 2008 / 09 there are now two main revenue components to extended schools funding, as follows:

- Start Up Grant
- Sustainability Grant

The Start Up Grant will be used to support local authority strategic development and support to schools and local authorities will determine how this grant is spent. The Sustainability Grant will be devolved to schools with the local authority maintaining a planning and co-ordination role. Currently the Extended Schools Team are monitoring and supporting schools to make effective use of their allocation

Funding between 2008 and 2011 will be provided as follows:

<b>Year</b>	<b>Extended Schools Start Up (Area Based Grant)</b>	<b>Extended Schools Sustainability Grant</b>
2008-09	£523,887	£403,599
2009-10	£908,602	£738,559
2010-2011	£374,067	£1,040.572

In addition to grant funding the extended schools team works to secure funding and resources from a range of different sources and provides support to schools to put in bids for other funding for example Awards for All and Community chest and any successful bids go straight to the school or the parent group if set up as a charity and does not come in through the local authority.

Funding for extended schools is essentially grant-driven – and external funding sources also play an important role in supporting projects developed locally by schools.

### **Monitoring Impact**

The Working Group recognised that it was difficult to evidence the impact of the programme upon the long term objectives of improved achievement and life chances for children and their families but felt that more priority should be given to the development of providing evidence based outcomes of the impact of the programme. As has been indicated earlier in the report, all schools are required

to meet the core offer by 2010 and work is undertaken on a regular basis to assess progress and determine future requirements in respect of extended schools and there has been some monitoring of participation of young people and adults who have been involved in activities. For the period June 2005 to October 2007 the participation figures were 21,592 children and 3,914 adults. In the last reporting period of April 2008 – September 2008 (6 months) 8,482 children and 1,948 adults have been involved in extended activities and services initiated by the Extended Schools Team

However these only include those activities initiated by the Extended Schools development workers and funded through the Extended Schools Start –Up grant. Much of the development workers role is to broker arrangements for schools and partner agencies, voluntary and statutory organisations. People involved in these activities are not included in the given figures but are outputs for the particular organisation.

Recent Ofsted comments on extended services have praised the programme, and graded the programme as mostly ‘outstanding’. The following are extracts from Ofsted comments:.

<p><i>“...Coupled with pupils’ active participation in environmental activities and work with other school, it is no surprise pupils achieve so well in their learning.” (Ofsted - 27/11/08)</i></p>	<p><i>“...Pupils take on responsibilities and contribute well to their school and the wider community through, for example, the school council, eco committee and their work in collecting for various charities.” (Ofsted– 05/11/08)</i></p>	<p><i>“Extra-curricular activities include sports clubs and residential visits for older students. Provision for the performing arts is excellent and this makes a remarkable contribution to personal development.” ((Ofsted – 11/06/08)</i></p>	<p><i>“The outstanding links with parents, the local community and outside agencies provide excellent support for pupils.” (Ofsted – 25/06/08)</i></p>
<p><i>“The schools works very closely with other agencies to offer students, and often their families, an exemplary level of ongoing care, guidance and support that convinces students that they can achieve well.” (Ofsted – 08/05/08)</i></p>	<p><i>“Highly effective partnerships have been established with work based learning providers and other employer organisations so that a wide choice of work placements and opportunities are available.” (Ofsted – 23/01/08)</i></p>	<p><i>“The school continues to create a real cultural shift in the local community.” (Ofsted – 23/01/08)</i></p>	<p><i>“The wide range of external agencies involved in working with the school make a good contribution to the well-being of students.” (Ofsted – 14/11/07)</i></p>

#### **4.0 SEFTON CHILDREN'S TRUST ARRANGEMENT**

Sefton MBC was one of the first local authorities in the UK to integrate its education and children's social care services and establish a single Children's Services Authority.

A strategic partnership for children and young people organised at borough level is required by the Children Act 2004 with a key focus on commissioning improved outcomes for children and young people through a local delivery network. The Children Act 2004 also places a statutory duty of co-operation on a range of key partners (Primary Care Trust, Police, Connexions, Learning Skills Council, Probation Service) to deliver Children's Trust arrangements. However, Sefton's Partnership also includes many non-statutory partners, including schools, colleges, voluntary sector and fire service necessary in order to deliver successful outcomes for children and young people. Children's Trust arrangements have been in place in Sefton since 2005 (the formal implementation date for CT arrangements was 1<sup>st</sup> April 2008). Sefton is adopting the three Area Working Partnership model as our local delivery network.

The Children's Plan published in December 2007 requires the local authority, and its partners, to take Children's Trust Arrangements to the next level, embracing all systems from the strategic partnership board to co-located front line delivery. The Children's Trust will commission services to deliver the priorities within the Children and Young People's Plan, taking an over-arching view of all services for children and young people within Sefton. The Trust will also lead the continued integration of services, together with the reconfiguration of services for CYP across Sefton into a three-area delivery model (North, Middle and South). To ensure Sefton Children's Trust Arrangements are fit for purpose, the partnership has been undertaking some initial work to review existing arrangements and develop a new governance structure. The proposals set out in the diagram below were agreed by the Children and Young People's Thematic Group at its meeting on 30<sup>th</sup> September 2008. There is currently a consultation process (November 2008 – March 2009) across the partnership to agree how best to implement the new governance arrangements which includes how the three area working model can be supported to provide an accurate locality based needs analysis to inform commissioning and service delivery.

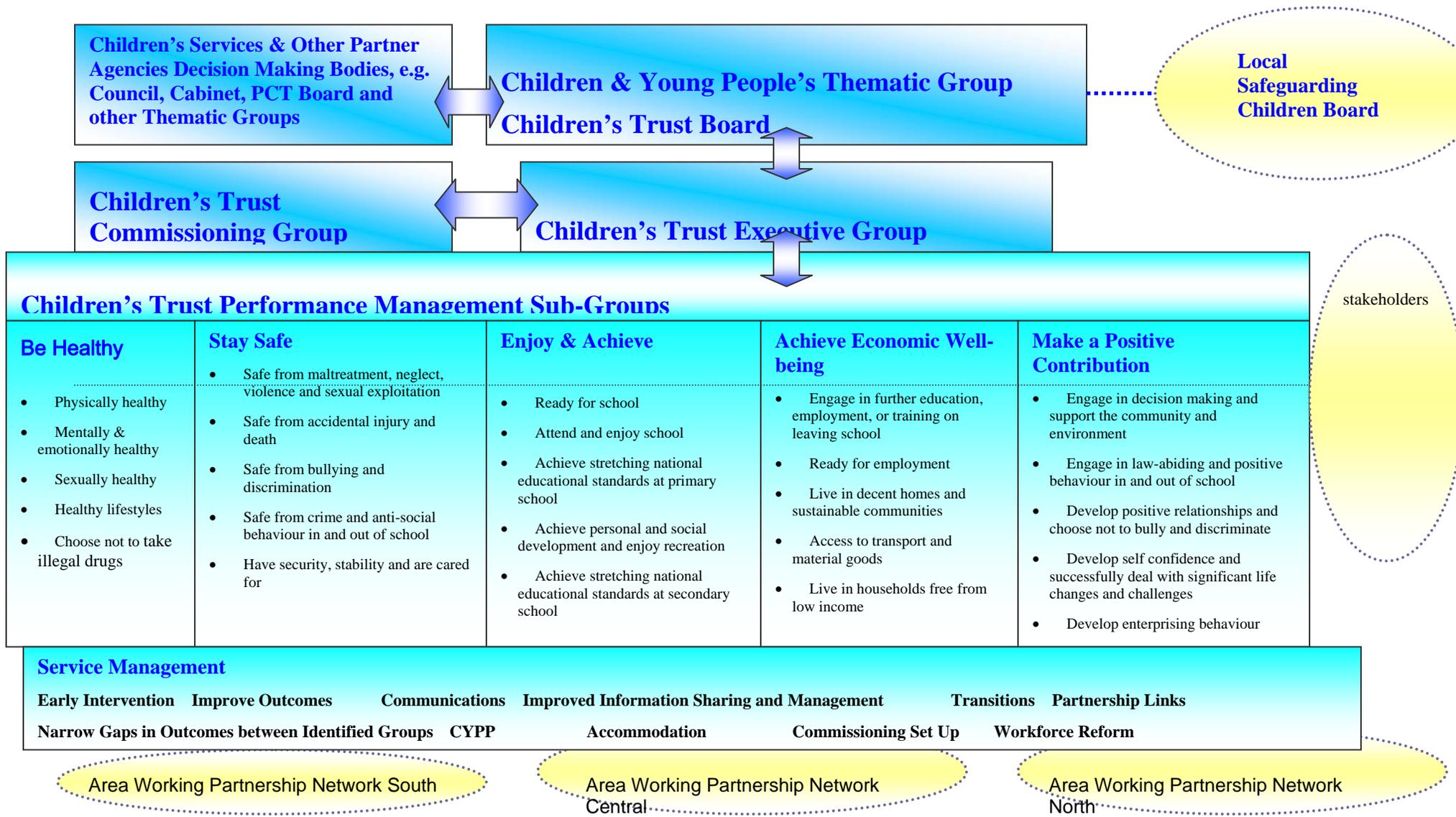
As outlined in the Children and Young People's Plan it is envisaged that:

“The developments will shift the focus from dealing with the consequences of difficulties in children and young people's lives to actually preventing things reaching crisis point; and ensure services are responsive to the needs of our children, young people, parents, carers and the wider Sefton community.”

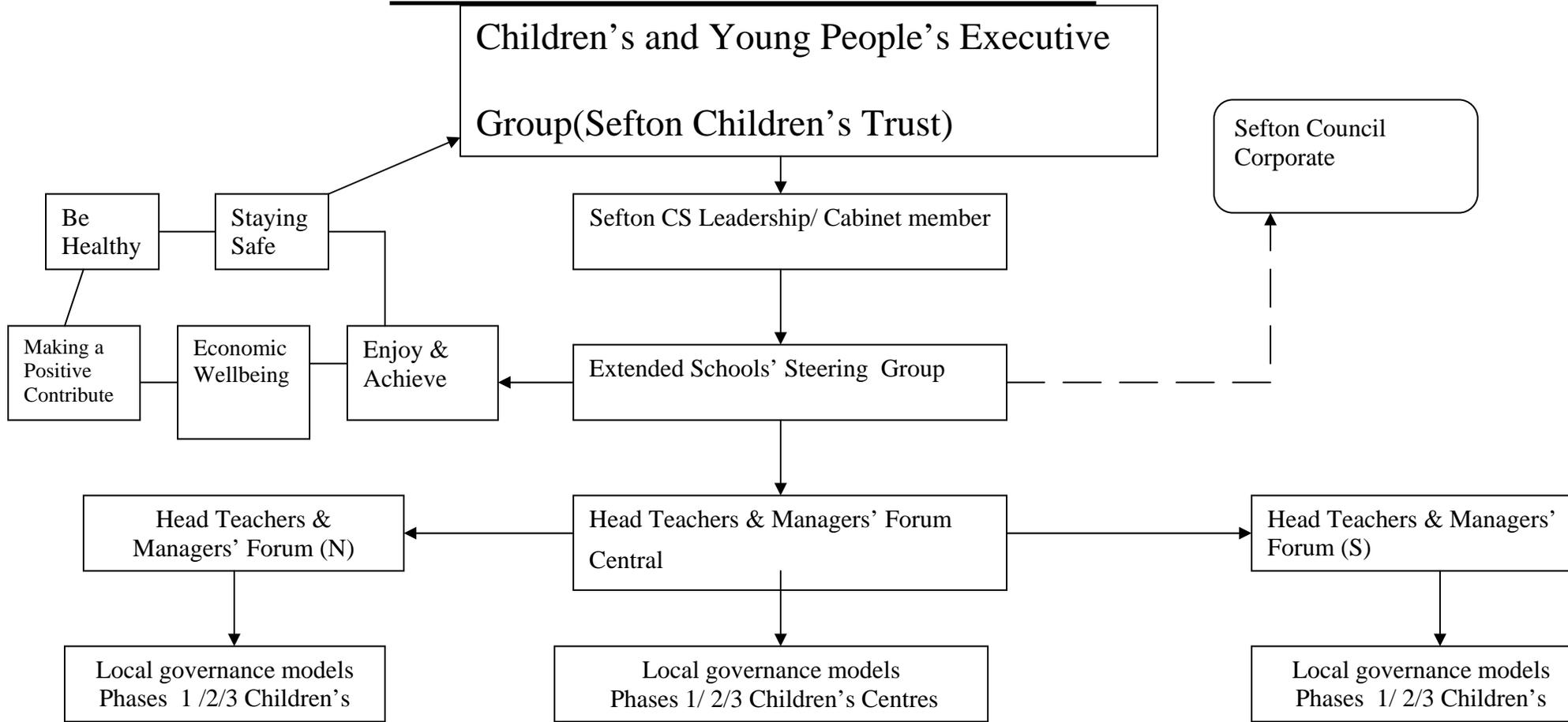
Also below is a diagrammatic description of how the governance arrangements for the Extended Schools programme fits in with the wider governance and commissioning arrangements.

# The New Governance & Commissioning Structure

## Sefton Borough Partnership



# Extended Services Governance



## **5.0 SITE-VISITS**

### **Site Visit 1:**

#### **Linaker Children's Centre – 25 September 2007**

The Children's centre is recognised as a national centre of excellence with over 1.5 thousand people accessing services there.

The mid-wife located at the centre receives referrals from a cross section of partner organisations such as community mid-wives, G.P's, Health Visitors, Social Services etc. The speech therapist at the centre felt that the centre took away the clinical feel of a hospital and clients seemed to be more relaxed at attending sessions there and children were taken away from school for half days/full days. He also stated that referrals could be pre-empted rather than re-active. Both witnesses were of the opinion that providing the health dimension within the Children's Centre were pivotal to providing integrated services through a one-stop shop approach to health services and child care including family support and parenting support.

### **Site Visit 2:**

#### **Springwell Park Children's Centre – 30 October 2007**

Springwell Park offers a wide-range of after school activities and is open 8am to 8pm each week night. The centre is full in terms of capacity and children are at the heart of everything they do. The purpose built facility offers a fantastic environment where a child can learn and play and progress on from the nursery into the primary school. The centre provides joined up services for families with young people.

70% of clients assessing the service are in receipt of Tax Credit, this illustrates that the provision is a much needed one within the area. The centre has been successful in attracting mothers and babies who may live outside the area but work in the area.

Staff at the Centre believe that if they could extend the centre they would fill it to capacity.

The main point the Working Group Members concluded was in relation to the funding streams.

## **6.0 Findings**

- Sefton is performing very well and is on track to meet national targets
- Continuation of funding is essential for delivering outputs and long term outcomes, and there is concern about the grant funding available post 2011
- Schools and governing bodies need to demonstrate budgetary commitment and support to the agenda
- A key feature of the extended schools agenda is the delivery of health services which are located within the local community
- Need to address the accessibility to services by low-income families when inevitable charges are made
- Priority needs to be given to monitoring the outcomes of the programme for children and their families
- The commissioning of joint funded and co-located services is being reviewed through the Children's Trust arrangements

## **6.1 Acknowledgements**

The Working Group is grateful to all those witnesses and other persons who assisted with its research and provided information. Particular thanks to Pauline Sanderson, Extended Schools Remodelling Advisor.

## **6.2 Supporting Information**

During the process of this review, the Working Group has gathered a substantial amount of information and data, which has been invaluable in helping it to form its conclusions and recommendations.

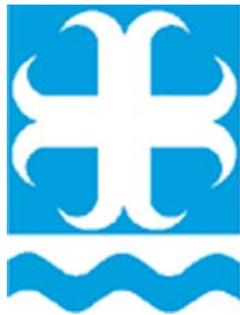
Any background information required is available on request from Michele Wainwright, Overview & Scrutiny Team (telephone 0151 934 2666)  
e-mail: [scrutiny@sefton.gov.uk](mailto:scrutiny@sefton.gov.uk)

## **7.0 RECOMMENDATIONS**

- R1 To communicate the benefits and achievements of the Extended Schools Programme to all Members of the Council, partners and local residents.
- R2 To ensure that there are robust Service Level Agreements with schools in place to sustain the continued support and commitment for the Extended Schools programme, following the devolution of the grant funding.
- R3 To ensure that mainstream funding is available post 2011 to sustain the work being undertaken.
- R4 To consult with the Overview & Scrutiny Committee (Children's Services) regarding the plans for the introduction of charges for some local services.
- R5 To report to the Overview & Scrutiny Committee (Children's Services) in 2010/11 to consider the proposals for post 2011.

**APPENDIX A**

**SEFTON COUNCIL**



**SCOPING EXERCISE**

**EXTENDED SCHOOLS AGENDA WORKING GROUP  
JULY 2007**

## **MEMBERSHIP**

Councillors Cummins (Lead Member) Booth, Doran and Howe, and Mrs Roberts.

Extract:

SCRUTINY AND REVIEW COMMITTEE (Children's Services)

Meeting of 12 June 2007. Minute No. 5

WORK PROGRAMME - KEY DECISION FORWARD PLANS –  
1 JUNE 2007 TO 30 SEPTEMBER 2007

The Committee considered the report of the Legal Director detailing the Committee's programme of work and including the Key Decision Forward Plans for the above periods. The Plans contained all the Key Decisions which the Executive would take between 1 June and 30 September 2007. The Committee was advised of its right to pre-scrutinise any key decision which fell under its remit.

RESOLVED: That

- (1) the Key Decision Forward Plans for the above mentioned period be noted;  
and
- (2) the following topics for review be included on the Committee's Work Programme for the current Municipal Year :-
  - to examine the authority's provision for gifted children; and
  - to investigate the Sefton MBC Extended Schools Agenda (to include Sefton Schools and all Children's Centres – including Health and other facilities)
- (3) Membership of the Working Groups as follows:

Provision For Gifted Children:

Councillors Ibbs (lead member) and Shaw. Labour Group nomination to be advised to Scrutiny Support Officer in due course.

Extended Schools Agenda:

Councillors Cummins (lead member) and Howe, and Mrs Roberts (parent governor representative). Conservative Group nomination to be advised to Scrutiny Support Officer in due course – Councillor Doran.

## **TERMS OF REFERENCE AND OBJECTIVES**

1. To investigate the current level of service in respect of the extended schools agenda within Sefton.
2. To explore the plans for the future provision of the service.
3. To understand the links between Sefton Children's Trust and the Primary Care Trust for the delivery services relevant to Children's Health.
4. To investigate the process by which the Extended Schools / Children's Centre joint-funded services are commissioned.
5. To comment on the relevance of, and possible impact on the Children's Centres externally funded project resulting from the Sefton Major Service Review.

## **METHODS OF ENQUIRY**

Investigative techniques/site visits

1. The Working Group will formally meet on an ad-hoc basis to consider policy documentation, officer reports and strategy documents, and any subsequent updates, relevant to the extended schools agenda.

Members will also question witnesses (administrative officers, centre workers, service users) to gather information on service development and gain a practical understanding of how the extended schools agenda is performing.

Meeting venues will be decided on an ad-hoc basis and will include site visits to existing extended school / children's centre facilities.

2. Delegated powers. Ad-hoc meetings of individual members of the Working Group, witnesses and support officers may take place - with the

agreement of the Lead Member - to assist in the preparation of papers for consideration by the Working Group.

3. Formal report to the Scrutiny and Review (Children's Services) Committee.

### **TIMESCALES**

*See Planning Chart*

Members have indicated that the review report should be presented to Scrutiny and Review Committee (Children's Services) at its meeting of the 4 Dec 2007.

### **OFFICER SUPPORT**

*Named Officers*

Lead Officer:

Andrew Windsor, Assistant Director (Strategic Support) Children's Service

Other Named Officers:

Jean Massam, Children's Trust Director

Olive Carey, Head of Family and Community Learning

Pauline Sanderson, Extended Schools Manager, Sefton MBC

Scrutiny Support Officer: Patrick Sebastian / Debbie Campbell

### **OTHERS WHO WILL BE INVOLVED**

Witnesses - residents, stakeholders, tenants, other public sector organisations to call as witnesses, consultants etc.

### **ARRANGEMENTS FOR REPORTING TO CABINET/COUNCIL**

*Timetable of committees, link into the planning chart, type of report/minute*

It is the intention of the working group to formally present its report at the meeting of the Scrutiny and Review Committee (Children's Services) 4 Dec 2007.

## PLANNING CHART

The Planning Chart is an example of the way reviews could/should be planned.

It is recommended that realistic time frames in which to carry out tasks should be considered including possible delays for public holidays and Council business. Effective planning suggests that more planning time be built into the chart.

Activity	Jul	Aug	Sep	Oct	Nov	Dec
Scoping	XXXX					
Consider Documents	XXXX	XXXX	XXXX			
Witnesses		XXXX	XXXX	XXXX		
Site Visits		XXXX	XXXX	XX		
Initial Findings			XX	XXXX		
Draft Report				XX	XXXX	
S&R Cttee Considers						XX
Submit to Cabinet (if appropriate)						XX

## Ten Step Process Flow Chart

Committee agrees Working Group membership and appoints Chair.

Working Group complete scoping document determining terms of reference & timetable.

Working Group submit scoping paperwork to Scrutiny Committee for approval.

Background research undertaken and evidence collected.

Working Group meet to determine questions they wish to ask witnesses.

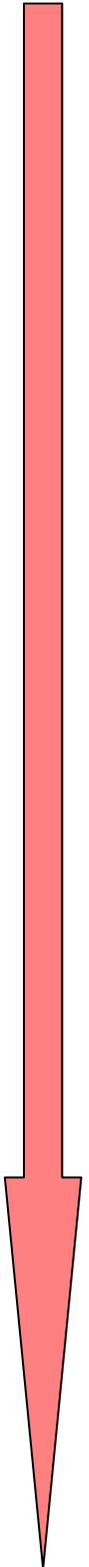
Working Group make any necessary visits & additional evidence obtained.

Witness hearings take place & responses written up by support officer.

Working Group review headings for the final report.

Working Group and support officer draft final recommendations and approve final report.

Scrutiny Committee receives final report and recommendations and how they should be taken forward.



### **THE GORMLEY EDUCATIONAL ARTS PROJECT – EXTENDED SCHOOLS**

In 2005 South Sefton Development Trust (part of South Sefton Partnership) commissioned Sefton Extended Schools Team to develop an educational arts project that would create a legacy from the Antony Gormley installation “Another Place”.

The following Schools took part in the project:-

- Linacre Primary School, Bootle
- William Gladstone CE Primary School, Seaforth
- Bootle High School
- Forefield Infant School, Crosby
- Ursuline Catholic Primary School, Crosby
- Great Crosby Catholic Primary School
- St. Ambrose Barlow Catholic College, Netherton
- The Grange Primary School, Netherton
- Our Lady Star of the Sea Catholic Primary School
- St. Joan of Arc Catholic Primary School
- Beach Road Primary School
- Great Crosby Catholic Primary |School
- Waterloo Primary School

The vision of the project was to create a programme that would mean messy hands, muddy feet and memories that would last forever. The Extended Schools team worked with Sefton Arts Development to bring together a group of artists who could engage and develop both pupils and staff. They wanted to leave a legacy that would enhance the curriculum and provide resources for even more children to get involved. Schools’ own ideas were matched with visual artists, dramatists, music and dance specialists.

Listed below are some of the activities that the project delivered:-

➤ **Window of opportunity**

A stained glass window is set within an entrance door at St. Phillips Primary School, Litherland, a symbol of the Iron Men – pupils have created a delicate, lasting piece of artwork for future pupils to enjoy.

➤ **The Shoemakers**

Pupils created a link with the beach using everyday objects, feathers, leaves and twigs which were regularly walked on by thousands of visitors. Items, once laminated, are cut into shape and laced together, fit to grace tiny feet.

➤ **Living in a box**

Shoebboxes were crafted to carry the beautiful shoes on their travels to another place.

➤ **Naturally Man Made**

Mobiles that hang from the trees of Aintree Davenhill Primary School show how nature's resources can be recycled and used in Art, and highlight the contrast and harmony between man made materials and the environment

➤ **Breaking the Mould**

Antony Gormley's use of his body for casting inspired young artists to follow suit and so they were able to design their own sculpture.

➤ **Message in a Teabag**

Pupils emptied tea bags in order that they act as delicate pockets for treasured memories of times gone by. One contains a school badge another a piece of school tie, photographic evidence of school football matches or friends smiling together. Preserved with special glue and then fused together to create a wall hanging that tells the story of each school.

➤ **Ted – Unveiled with Pride**

276 young artists took part in making a larger than life size replica of a Gormley figure affectionately known as Ted. The figure was finished with a mosaic pattern graphically illustrating the broad theme of the work – Respect. Each group created a symbol – a tree on the sculpture's back highlights the importance of the environment and his legs feature doves for peace and unity.

The above are just a few examples of how the Extended Schools Agenda is working successfully in Sefton, through the hard work and commitment from the Extended Schools Team and all the Schools involved.

**Witnesses**

Thanks to all those who have contributed to the compilation of this report, including:

Andy Windsor	Assistant Director
Pauline Sanderson	External Schools Manager
Olive Carey	Acting Assistant Director
Liz Johnson	Partnership and Communications Manager
	Mid-wife – Linaker Primary School and Children's Centre
	Speech Therapist – Linaker Primary School and Children's Centre
	Head – Linaker Primary School and Children's Centre