EXTENDED SCHOOLS FOR THE COMMUNITY

REPORT OF THE PERFORMANCE REVIEW COMMITTEE

London Borough of Islington

January 2004
It is my pleasure to introduce this first education scrutiny report of the Performance Review Committee on the topical and challenging subject of Extended Schools for the Community.

A recent publication from the Department for Education and Skills ‘Extended Schools providing Opportunities and Services for all’ describes the rationale for extended schools and the potential benefits for inner city schools. ‘One Islington – Creating an A1 Borough’ clearly sets out the vision for Islington ‘we want all of our secondary schools to become extended schools, providing a range of services and learning opportunities to their local communities. ‘A Vision for Islington Secondary Schools’ with a joint foreword by Councillor James Kempton and Stephen Twigg MP predicts every secondary school will be an ‘extended school’ by 2006.

We embarked on our scrutiny process with the overall aim of making a contribution to the rapidly changing face of education in Islington and the exciting opportunities provided by extended schools for their pupils, parents and individual communities. During the scrutiny process we have visited many primary and secondary schools in the Borough and observed many excellent examples of extended school activities in action. We have also completed an ambitious programme of visits to Scotland, Newcastle, Greenwich and Tower Hamlets in order to gain first hand experience of innovative practices outside the Borough. Perhaps appropriately, we ended our round Britain tour in Cambridge which many observers describe as the cradle of extended schools as a result of the educational pioneers in Cambridge during the 30’s.

The Performance Review Committee consisted of eight elected members (five Liberal Democrats, two Labour and one independent) at the start of this review in June 2003 working with senior Council officers to complete a programme of scrutiny based on a Scrutiny Initiation Document (SID) approved in July 2003.

On behalf of my committee members, I would like to thank all the schools and organisations who provided enthusiastic support for this topic and gave much of their valuable time and expertise to the scrutiny process. This report is our attempt to distil all the important findings and formulate our recommendations based on objective evidence from the scrutiny process.

We hope that this report and recommendations makes a useful contribution to the transformation of Islington secondary schools into successful extended schools for the community.

Councillor Graham Baker
Chair of Performance Review Committee
MEMBERSHIP OF THE PERFORMANCE REVIEW COMMITTEE

COUNCILLORS

Graham Baker (Chair)                                    Carol Powell
Dorrie Valery (Vice-Chair)                          Michael O’Sullivan
Donna Boffa                                               Catherine West
James Blanchard                                           Dave Barnes

SUBSTITUTE COUNCILLORS

Barbara Sidnell                                           Bruce Neave
Joan Coupland                                              Heather Johnson
Derek Sawyer                                               Keith Sharp
Jonathan Dearth

ACKNOWLEDGEMENTS

The Performance Review Committee would like to thank all of the groups and individuals who have provided invaluable contributions to the scrutiny process and helped to shape the recommendations in the report. A special thank you to the staff of the Irvine Royal Academy, Scotland, Benfield School, Newcastle, Bottisham and Parkside Colleges, Cambridge, Cardwells and Henwick Schools, Greenwich, and George Green’s School, Tower Hamlets for their hospitality and valuable insights into the development of extended schools.

A full list of contributors to the scrutiny process is detailed in Appendix C to the report.

OFFICER, ISLINGTON SCHOOLS, AND MEMBER SUPPORT

Scrutiny Committee Section: Peter Moore and Kevin Kewin

Executive Member for Regeneration and Education: Councillor James Kempton

Regeneration and Education: Mohammed Mehmet, Frances Carter, Kate Kelly, Catherine Southern, Allison Ruddock, Ann Braham, Steve Mason, Cireen Mitchell and Janine Brady

Social Services: Dave Worlock

CEA: Bill Clark, Brian Heron and David Wainwright

Hargrave Park: Wendy Meredith    Holloway School: Dr John Hudson
Hungerford: Brian Bench and Kate Walsh
Elizabeth Garrett Anderson: Jill Coughlan and Anna Clancy
Montem School: Sue Siefert    Central Foundation Boys School: Jamie Brownhill
Pooles Park School: Katharina Deeks     Mount Carmel: Chris Eisen
Winton School: Manjit Dulay and Sophie Blume    Highbury Grove: Truda White
Charles Lamb School: Cressida Jupp    Islington Arts and Media: Dick Ewen

City of Islington College: Mary Rimington and Sue Pedder
RECOMMENDATIONS FROM PERFORMANCE REVIEW COMMITTEE

(a) The Executive be recommended to approve that –

(i) As outlined in the Council’s strategy for secondary education, the development of extended schools for the community which sees all secondaries becoming extended schools, be based on effective local consultation. An agreed borough wide strategic framework be developed and implemented initially for secondary schools and subsequently to include primary schools.

(ii) A Borough wide extended schools strategic document be produced to embrace the aspirations of all Islington schools and to maximise the potential of extended schools to contribute to the regeneration of their neighbourhoods.

(iii) The new merged primary school on the Charles Lamb site include appropriate extended school facilities to meet the needs of the local community.

(iv) The proposed new secondary school for Islington be encouraged and supported, ideally as an extended school for the community.

(v) The procurement and development of all new schools, including schools under the BSF programme, incorporate extended school provision for local communities.

(vi) A ring fenced capital sum for schools be allocated, together with an examination of any revenue implications, for which schools can bid to upgrade their play area facilities for extended use, in both school and weekend/holiday periods.

(vii) In co-operation with relevant partners, in particular with Islington Primary Care Trust, a strategy be put in place to develop services to the community and deliver high quality health education and healthcare in Islington schools.

(viii) A strategy be developed with City and Islington College as the major provider of sixth form and adult education for the Borough and other further education partners to ensure that improving school facilities are fully utilised for adult education in the evenings and at weekends.

(ix) There is active participation by School Parliaments, Parent Governors and teaching staff in the extended schools programme for the community.

(x) The expansion of Hargrave Park as a children and adult centre be expedited as soon as possible.

(xi) Support from the Islington Strategic Partnership and corporate sponsors to help finance extended school initiatives across the borough be encouraged.

(xii) Appropriate indicators be established to measure the impact of extended school initiatives on the local communities.
(b) That, subject to the above CEA @ Islington/LEA be requested to -

(i) Target and secure possible funding streams to assist in the provision of extended services in schools, e.g. breakfast clubs, museum visits and wider community use, together with the provision of support to schools in sourcing such funds.

(ii) Undertake consultation exercises amongst the local community to ensure they are involved in the development of extended schools for the community.

(iii) Develop a communications strategy to support the development of extended schools, to include progress reports on the first L.B.I. extended schools and conferences/seminars, as appropriate.

(iv) Build on the good practice already in operation in Islington schools such as Learning Plus, provision for parents, after school play and child care, ICT, arts and sports provision accessible to local communities. Identify and monitor good practice in other parts of the UK which could be applied to the Islington context.

(v) Promote the accessibility of extended school provision for children with special needs.

(vi) With regard to development of school based children’s centres these should be encouraged and supported, as part of the agreed children’s centres strategy, to meet the needs of local communities.

(vii) Fully utilise and support the rapidly improving specialist school facilities for wider community use for all year round, evening and weekend educational, cultural, and recreational activities, bearing in mind the need to undertake a comprehensive review of financial, staff and security issues.

(viii) Support the wide range of multi-cultural activities currently taking place in schools and these be continued and further developed in order to encourage greater social cohesion and racial harmony e.g. religious festivals, music and theatre.

(ix) Encourage the development of closer links between schools and local sports clubs, in order to provide wider opportunities for coaching and playing sports e.g. football, rugby, tennis, cricket, swimming and athletics.

(x) Whilst accepting that this was not strictly within the remit of the scrutiny review, work should be undertaken with Arsenal to ensure the new stadium will provide direct educational benefits to the community.
1. INTRODUCTION

The Overview Committee approved the priority topics for scrutiny in 2003 / 2004 at its meeting on the 29th May 2003. The Performance Review Committee was requested to carry out a detailed scrutiny review of Extended Schools for the Community as part of an ongoing strategy for Islington secondary schools. It was anticipated that the review would take about six months with a final report targeted for January 2004.

2. OBJECTIVES OF THE REVIEW

The objectives of the review were agreed by both the Overview Committee and Performance Review Committee as part of the approved Scrutiny Initiation Document as follows (see Appendix A for full details of the scope of the review and range of consultations):

To contribute to the development of the Council’s strategy for extended schools for the community in Islington by:

- Reviewing existing and developing provision in Islington which will form the ‘building blocks’ of extended schools in Islington
- Reviewing examples of extended schools in other LEAs in London / England
- Making recommendations to Islington LEA management for the optimum development of extended schools for the community in Islington
- Making recommendations for the optimum role of Islington LEA in the process
- Consider how extended schools can contribute to the Council’s wider regeneration objectives

3. METHODOLOGY AND TIMETABLE

3.1 Following the approval of the Scrutiny Initiation Document (SID) by the Performance Review Committee on the 7th July 2003, officers designed a programme of scrutiny visits to schools and other organisations, complemented by presentations and discussion at Performance Review Committee meetings. Additional visits were arranged to collect more varied experiences.

3.2 The range of visits included a sample of Islington primary schools and five of the nine Islington secondary schools. Visits to other parts of London included two innovative primary schools in Greenwich and a secondary school in Tower Hamlets with a good reputation for ethnic minority pupil achievement.

3.3 School visits outside London included a secondary school in Newcastle (part of the original Pathfinder extended school project), a progressive secondary academy in Irvine, Scotland and two secondary colleges in Cambridge with a long history of extended school for the community activities.

3.4 Members received reports of visits at the regular monthly meetings of the Committee in circulated papers and oral reports from the Chair. A range of submissions were received from Headteachers, Chairs of Governors, Council officers and the Executive Member for Regeneration and Education. A summary of notes from all visits, meetings, and presentations is set out in Appendix B of the report.
4. BACKGROUND

4.1 Extended schools for the community is a well established concept in UK education, with many examples of active community engagement through community use of school facilities. Historically, the concept was often developed in rural well defined communities and early examples can be observed in villages surrounding Cambridge, as a result of education pioneers of the 30's. One of our scrutiny visits included two colleges which are carrying on this tradition today.

4.2 The Education Act 2002 encouraged local authorities and their schools to develop extended schools for the community, particularly in deprived areas where academic achievement was low and local communities were in need of regeneration initiatives. At a national level, the Pathfinder Project provided funding for 25 designated schools to develop extended schools and a special visit was made to the Benfield School in Newcastle to observe the results of these early initiatives.

4.3 The development of extended schools for the community in Islington has largely been a result of individual school initiatives with some schools playing a leading role in developing community services, for example, Platform One at the Elizabeth Garrett Anderson School or the City Learning Centre at Highbury Grove School. The Parent House at the Winton School is a good example of community involvement in the primary school sector.

4.4 The current developments at Holloway, Hungerford and the Bridge schools is the first project to receive London Challenge funding and this will also include extended school developments at Elizabeth Garrett Anderson and Islington Green. Although the initial emphasis is on the secondary school sector, the benefits are expected to filter down to the family of primary schools, which provide the main intake into the target secondary schools.

4.5 A recent government publication promoting extended schools for the community defined such a school as ‘an extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community’.

4.6 In some areas, for example, the Benfield School in Newcastle has formulated a plan to become a full service extended school defined as ‘a full service extended school is one which provides childcare, health and social care, lifelong learning opportunities, family learning, parenting support, study support, sports, arts and ICT access’. Clearly these ambitions require much planning, local consultation and sustained funding.

4.7 Although there has been considerable efforts over many years to extend school activities in Islington and increase community involvement, developments have often been constrained by a lack of facilities, staff, and sustained funding. However, the planned merger of the Charles Lamb and Ecclesbourne Schools provides an ideal opportunity to incorporate facilities for extended school activities in the new buildings.

4.8 The plans to build a new secondary school in the Borough also provide a unique opportunity to develop an extended school or even a full service extended school for the community. Full consultation should be possible to meet the needs and aspirations of all parties involved in this historic development for Islington.
On a broader front, the government has recently launched a major new initiative ‘Building Schools for the Future’ (BSF) which could provide funding of over £150 million - sufficient to fund a major refurbishment and rebuilding programme for all Islington secondary schools.

Building Schools for the Future replaces PFI for schools and incorporates capital earmarked by the DfES for secondary school improvement. Islington Council has been invited to submit proposals for the first round of BSF spending, which is prioritising authorities with above average levels of deprivation and below average levels of pupil achievement.

Islington has submitted proposals for some £150 million investment in the nine secondary schools, including major programmes of refurbishment and / or rebuild for all of its nine secondary schools. The proposals are supported by all the secondary school governing bodies and when the bid is successful, a five year building programme is anticipated.

All BSF proposals are required to include plans for extended provision in the secondary schools and be compatible with the Council’s secondary school strategy, described in the ‘Excellence for All’ publication from CEA @ Islington.

A key element of this strategy is the development of the family of schools concept with primary schools and specialist schools benefiting from the extended facilities in secondary schools. The Holloway / Hungerford / Bridge School project probably represents one of the most exciting challenges in this respect.

At a local level, the expansion of Hargrave School to include a children’s centre, is another innovative example of utilising spare capacity for the benefit of the community.

In embarking on the scrutiny process, it was recognised by the Committee that many developments in extended schools for the community for Islington were already in progress. There are a range of Council and government publications which describe the plans in more detail outside the scope of this report.

The main purpose of this report is to act as a conduit between the Islington schools and related agencies in recording their views and experiences with extended school activities and their hopes and plans for the future. The visits to other schools outside the Borough in Greenwich, Tower Hamlets, Cambridge, Newcastle, and Irvine in Scotland has provided an invaluable insight into how these schools have developed into extended schools and their practical experience during the period of change. It is hoped that some of our observations from visits outside Islington will be helpful in the planning of extended schools for Islington.
5. THE SCRUTINY COMMITTEE FINDINGS

5.1 Although the current emphasis of the government led extended schools for the community is on secondary schools and raising academic achievement, discussions with a wide range of education professionals soon confirmed that this concept could apply to all stages of the education process from early years, primary, secondary, sixth form colleges, university and lifelong learning opportunities. It was, therefore, important to relate the extended school benefits to the community as a whole, rather than the confines of one stage of academic achievement, i.e. the national target of 5 GCSE subjects at A*-C grades.

5.2 The structure of this report reflects the lifelong learning process, from infant to adult by dealing with each phase and linking the phases together to support well integrated and successful communities. Each section is based mainly on the findings of the scrutiny process, with reference to other published reports by CEA, Council officers, and external sources. In compiling this report it is hoped to avoid simply reproducing what has already been produced elsewhere and to try to capture the opinions, experience, and aspirations of all persons who participated in the scrutiny process.

5.3 During the scrutiny process, the committee members were impressed by teachers’ interest and enthusiasm for the extended schools for the community and were able to describe many ongoing examples, often against a background of uncertain funding and inadequate facilities. There is clearly a positive (if not inevitably cautious) attitude to this new initiative in Islington schools but lack of finance and staff, were commonly cited as the main obstacles to more extended school activities.

5.4 During the visits to Islington schools the needs of site security were immediately apparent and clearly wider use by the community outside the normal school hours, at weekends and during holidays would increase the need for sympathetic but effective security. However, many schools have tackled this issue and the experiences are generally good to date.

5.5 At our first formal review meeting on the 19th May, Frances Carter, Assistant Director of Strategic Projects, Regeneration and Education, provided a detailed background to the subject of extended schools based on the DfES briefing documents. Frances was able to put these proposals into the Islington context but emphasised the importance of consistent funding streams to support the plans for Islington secondary schools.

5.6 Councillor Kempton, Executive Member for Regeneration and Education, expressed the view that whilst extended schools should not detract from the principal focus of a school to raise attainment, confident schools could benefit from the extended school approach and the Council, if appropriate, should be willing to offer direction to schools and provide a link with providers, such as Aquaterra, regarding use of sports facilities. He also emphasised the importance of linking regeneration objectives with extended school objectives.

5.7 At our second formal review meeting on the 9th June, Bill Clark, Director of Schools at CEA, presented the CEA vision for extended schools in Islington. He described how the Government initiative would be translated into the Islington context as part of the London Challenge programme for the most challenged authorities in London. He described the potential benefits of higher pupil achievement, better motivation, higher self esteem and catering for wider needs of children and not just academic needs. Although the initial emphasis is on the secondary sector the benefits should cascade down to the family of schools serving local communities.
5.8 Brian Heron described the Behaviour Improvement Programme and how it was being integrated into the plans for the Holloway, Hungerford, and Bridge school plans. A £4m budget is available in Islington to support the project and real benefits are expected along with the extended school programme.

5.9 Kate Kelly, Learning Plus Manager, Regeneration and Education, described the wide range of out of schools learning activities in Islington and the range of funding streams supporting the programmes. She highlighted successful activities such as the summer university, Arsenal study centre, play and youth, and many others which could be described as extended school activities.

5.10 A series of presentations were made at the 7th July formal review meeting covering a wide range of established extended school activities targeted at various groups both in school and in the community.

5.11 Janine Brady, Head of Young People’s Service described the after school education and play activities for primary school children based on well established links with a range of partners. She observed that there were insufficient summer play schemes in the south of the Borough and that this should be a priority for the future.

5.12 Anne Braham, Head of Family Learning and Family Support, reviewed the current range of family learning programmes, particularly the importance of literacy, numeracy and ICT skills. She felt that the plans for extended schools in Islington will be a major contributor to family learning and community regeneration. An important specific target is males with a low level of skills and education.

5.13 Alison Ruddock, Head of Early Years, explained the importance of the Sure Start programme for children from birth to school age in the most deprived areas of the Borough. She described in some detail the range of services offered and the importance of Childrens Centres in delivering an even better service for the future.

5.14 Cireen Mitchell, Adult Learning / On Line Learning, outlined the current objectives and range of service provision. Over 4000 learners participate per year and extended schools may prove to be an important focus for more community involvement through school based activity.

5.15 Steve Mason, Head of Regeneration, emphasised the importance of flexibility in providing extended school provision in order to meet the needs of the community. He expressed the view that the extended school provision should be linked with regeneration aims and objectives to benefit pupils, local communities and agencies. He stated that one of the key objectives was to raise achievement of pupils and to target communities which were not normally reached.

Early Years Education

5.16 Islington Early Years Development and Childcare Partnership (EYDCP) has a well deserved local and national reputation for good practice. A draft Children’s Centre Strategy was submitted to the government with the objective of creating 8-10 centres by April 2006, serving 70% of Islington children under 5 and their families. This will produce 467 new full day places for children under 5 and it is hoped to add a further 2-4 centres by 2010.

5.17 Nursery education is an established feature of many Islington primary schools and a well funded Sure Start programme is ensuring access to vital pre-school play and education opportunities for many Islington under fives. The General Sure Start funding for 2004-2006 is £7.2m with additional funding for local Sure Start programmes. The Sure Start
programme has already made a significant impact in Islington and there are clearly many opportunities for primary schools to contribute to this programme and improve the life chances of Islington’s children.

5.18 During our visit to Hargrave Park School we were impressed by the many ways the school was engaging the local community by utilising its spare capacity to provide space and facilities for specific community groups. The development of a children’s centre at Hargrave Park, as a hub to the well established Archway Early Years Centre, appeared to members as a logical extension to the multicultural ethos of the school and would be a clear benefit to the diverse local community.

5.19 Our visit to the Winton School was of special interest to understand the role of the innovative Parent House in engaging the community by providing facilities to parents who wished to visit the school during the day and contribute to the education of their children. The Parent House is managed by the school and provides a natural meeting point for parents, as well as hosting training courses and workshops. In our opinion, this type of facility would be of great value at all school based children’s centres.

5.20 We visited two primary schools in Greenwich who had achieved some success in turning round failing schools and helping to regenerate local communities. The Henwick School had achieved significant success in raising standards at the school and dealing with racial issues endemic in the local estates. (The school was situated not far from the location of the murder of Steven Lawrence). Although many of the activities at the school were similar to Islington primaries, we were impressed by the design of a special play area for the under threes, where both parents and children were encouraged to stay and participate in supervised early learning and play. The play centre operated on a session basis with each child attending two sessions a week. Funding was from Sure Start and around 100 children benefitted from this service in an average week. This was of special benefit to young parents in learning basic parenting skills and general childcare.

5.21 The Cardwells School is situated in one of the most deprived areas in London close to the Woolwich Ferry. On her appointment two years ago, the Headteacher, Carol Smith faced many challenges, including a legacy of poor quality teaching, poor repair of buildings, and a typical profile of a deprived inner city community, e.g. 60% free school meals, 42% ethnic minority intake. Her recovery strategy was well illustrated by the Cardwell Community Wheel which aimed to bring all of the key elements together. A parents’ advice shop, family counselling, NNEB work experience, and a range of social service support agencies were all focussed on re-engaging with the local community and raising the profile of the school. Increases in nursery places would help to support a two form entry and a more stable school roll. In many respects, the problems faced by Cardwells school were easily related to a minority of primary schools in Islington and their experience in regenerating the local community and improving the image of the school is likely to be of value to CEA / LEA. Our group could not fail to be impressed by the vibrant atmosphere at the school.

Summary

5.22 Overall, our scrutiny visits both in Islington and elsewhere did not focus heavily on pre-school nursery education and play. However, the first experiences of young parents and their children are likely to be positive based on the approved Children’s Centre Strategy and every effort should be made to involve primary schools in this process. Hargrave Park appeared to be particularly well placed to be involved in the Children’s Centre Strategy, based on its spare capacity, location and well established community links.
Primary School Education

5.23 We visited five Islington primary schools (Hargrave Park, Hungerford, Montem, Pooles Park and Winton School) as well as Cardwells and Henwick in the London Borough of Greenwich. The interviews were normally with the Headteacher and selected members of the staff and in most cases included a tour of the school to demonstrate extended school activities. It was not feasible to visit more primary schools as part of the scrutiny process but it is hoped that the sample of schools selected is reasonably representative of the primary school sector in Islington. It is anticipated that many of the current extended school activities are replicated across most Islington primary schools.

5.24 The majority of the schools provided breakfast clubs, lunch time recreation and play and after school activities. Weekend and school holiday activities were much more limited and community use of the school facilities was very variable. All of the schools were very positive and supportive of the concept of extended school activities but clearly identified staffing levels, sustained funding, quality of buildings and facilities, and security as the main obstacles to wider community involvement. Each school had specific and often individual aspirations which may be best illustrated by a brief summary of the key observations and issues from each visit.

5.25 Of the five Islington visits, Hungerford already represents a special case, as it is planned to become an extended school along with Holloway and the new Bridge school. An encouraging sign is the 50% of pupils from year 6 electing to go to Holloway rather than across the border into Camden. Hungerford were particularly keen to include a health facility on site as a satellite to the well established Goodinge Health Centre, literally yards from the school gates. In the interim, Hungerford was involved in an impressive range of language classes, sport, and cultural visits in London. There had clearly been a long term legacy of under investment in the buildings at Hungerford and the play and recreational areas were in urgent need of renovation. In the longer term, Hungerford may be transformed and become one of the first primary schools to benefit from the extended schools for the community strategy.

5.26 Hargrave Park is situated near Archway and the Whittington Hospital. It is also close to the Camden border so competes directly for children from both Boroughs. As a consequence, Hargrave Park has significant spare capacity in its buildings and is well placed to develop extended community use. The initial focus is as a hub of the Archway Children’s Centre, but there is clearly much potential for extended school activities for the wider community, e.g. adult education, summer university, sport and cultural activities. Other Islington primary schools, including Robert Blair and Ambler, are being targeted as school based children’s centres.

5.27 Montem School has been responsible for innovative practices, as well as the more widely established breakfast clubs, play centres and after school clubs. A novel example is the so-called ‘Nurture Room’ for the most disturbed children, which provides a calm play area and counselling for three days per week. A community room was being built in the playground to host the breakfast club and a wide range of lunchtime and after school activities. The Headteacher, Sue Siefert, pointed out that a lack of funding was a major obstacle to wider community use and the community room was not supported by any funding from the LEA. In many respects, Montem was probably representative of many Islington primaries with a genuine desire to provide a wider range of education and play, more support to parents, but at the present time a lack of funding and already over stretched staff limited the extended school activities.
5.28 With 70% of the current roll at Pooles Park children speaking English as a second language, there were many good examples of innovative practice in adult education in partnership with the City and Islington College. The provision of a crèche facility was a priority, in order to help parents attend courses and improve their English, computing and more traditional skills such as sewing. In addition to adult courses, Pooles Park provided a wide range of extra education and play activities for their children. As for most primaries the lack of sustained funding is the most obvious limitation to extended school activities. However, as a feeder school to Islington Arts and Media School (IAMS), there should be more opportunities to benefit from the high quality sport and recreational facilities at IAMS. Pooles Park normally includes a significant number of asylum children, as well as local ethnic minority children. It clearly faces some of the most challenging environments. CEA / LEA support is essential to build on the ongoing extended school activities and community involvement.

5.29 In common with the other primary schools visited, the Winton School provided a breakfast club, lunch clubs and after school activities up to 6pm. The on-site play centre is managed separately by the Play and Youth Service and is normally open during the Easter and Summer holidays. Due to building works (a new sports centre funded by Sport England) the centre was not open this summer. One of the most innovative examples of extended school activities is the Parent House, a facility managed by the school for use by parents and their families. On site computer courses have been very successful but the opening of the Platform One facility at the Elizabeth Garrett Anderson School may create local competition. This observation suggests that too many courses on individual sites may not be the most cost effective method and there is a need to encourage a greater diversity of courses rather than more of the same. We were able to meet with Manjit Dulay, Headteacher and Sophie Blume, a Learning Plus Primary Schools’ advisor and UFA Partnership Manager. The support for schools with out of hours activities and assistance in funding applications clearly takes some pressure from the schools’ management team. In this respect each primary school should have the appropriate support from a Learning Plus professional.

The Parent House at Winton School

5.30 The visits to Henwick and Cardwells Schools in the London Borough of Greenwich provided a similar picture to many of the Islington primary schools, with major challenges in providing extended school school activities on top of providing a good standard of basic primary education. The importance of strong management with a clear vision for the school was apparent from both visits and the key role of a dedicated and committed staff was acknowledged by both Headteachers. A similar picture emerged from our visits to Islington primary schools. The current emphasis of funding extended schools for the community in secondary schools raises fundamental questions as regards similar funding streams for
primary schools. However, the benefit of high quality facilities in specialist schools is already apparent in some cases, e.g., Platform One at EGA and it is anticipated that there will be more shared use with the feeder primary schools.

### Summary

5.31  **In summary, the scrutiny visits confirmed a wide range of extended school activities in Islington primaries with good examples of individual innovative practices against a background of uncertain funding, inadequate facilities, and limited staff.**

### Secondary School Education

5.32  We visited five secondary schools in Islington (IAMS, Holloway, Mount Carmel, EGA, and Highbury Grove) and received representations from Central Foundation at a Performance Review Committee meeting. In addition, we visited the George Green’s School in Tower Hamlets (good record of achievement with Afro-Caribbean pupils), Bottisham and Parkside Colleges in Cambridge (long tradition in extended schools for the community), Benfield School in Newcastle (part of the original Pathfinder Project supporting extended schools) and the Royal Academy in Irvine, Scotland (extended school in the Scottish context).

5.33  Holloway School is one of three secondary schools in Islington (Holloway, EGA, and Islington Green), which have been designated as extended schools with support from London Challenge funding. Holloway is already conducting an impressive range of extended school activities including the Arsenal Study Support Centre, the SHINE academy Saturday sessions and summer university programmes. As for all secondary schools the prime objective is to improve educational standards and by achieving these improvements, Holloway School is re-emerging as the local community school of choice with improving links with the local feeder primary schools. The integration of the Bridge School on the Holloway site presents a major challenge (and opportunity) to provide a fully integrated campus for mainstream and special needs education. As Holloway School is one of the first extended schools for the community, there is clearly a need for careful planning and consultation. The early experiences will be of interest to all Islington schools.

5.34  After a somewhat chequered history, the re-launch of Islington Arts and Media School has resulted in it recording its best ever GCSE results and much of the investment in new buildings and facilities was evident from our visit. The Headteacher, Dick Ewen, expressed support for extended school activities but pointed out the problem of ensuring a consistent funding steam to support activities. The after school activities had proved to be very...
successful and the high quality sports facilities were helping to build relationships with local sports clubs, e.g. Wray Crescent Cricket Club and Tollington Panthers Basketball Club.

5.35 The considerable investment in facilities at IAMS was already showing clear extended school benefits with the 4pm-6pm children’s club proving very popular. A sports co-ordinator is employed by CEA @ Islington to work with the school and other local primary schools (Duncombe, St Marks, Pakeman, Pooles Park). Islington Youth Theatre used the school facilities in the evening and wider theatrical arts and media extended activities are anticipated, reflecting the growing specialism of IAMS.

5.36 It was acknowledged that more could be done to develop closer links with the diverse range of primary schools feeding into IAMS, as well as the various socio-economic and ethnic minority groups in the local community. IAMS is well placed to develop the family of schools concept, including building close ties with the other eight secondary schools through wider use of its high quality facilities.

5.37 Our visit to Mount Carmel was hosted by the retiring headteacher, Chris Eisen. Mount Carmel is one of the most improved secondary schools in the Borough with a specialism in technology. The current range of extended school activities is limited by a lack of space, finance, and the need for extra management. However, the school does provide computing facilities for the University of the Third Age and Harborough School use the science laboratories and gym facilities. We were able to meet with members of the school council who were generally supportive of the extended school concept. They suggested more tuition to both pupils and the wider community in ICT, foreign languages, and practical subjects such as cookery. Sexual health and hygiene advice would be helpful to pupils of all ages as part of their general education.

5.38 Although the school was broadly supportive of extended school activities, the main focus remained on the drive to improve and maintain academic standards. As for other schools, security was a major issue, but for Mount Carmel, the lack of spare space and the need to improve play areas were also key obstacles to wider use by the community.

5.39 During our visit to Elizabeth Garrett Anderson (EGA), a specialist school for languages, we were able to view the new Platform One building, one of the best examples of an extended school facility in the Borough. Our host, Jill Coughlan, the Headteacher and Anna Clancy, Out of Hours Schools Co-ordinator, described the planning and execution of the project and went on to outline the plans for extended use of Platform One in the evenings and weekends for the benefit of the local community. The Headteacher advised of the need for integrated planning between health, education, and social services in planning extended school services and stressed the importance of sustained funding. For example, the Out of Hours Schools Co-ordinator had to reduce her hours due to a lack of funding and this clearly had a negative effect on extended school activities. The school provided an impressive range of lunchtime and after school clubs, including art, drama, music and sport. Music is probably the ‘flagship’ club with children actively involved in playing with the London Symphony Orchestra at the Barbican.

5.40 The Headteacher emphasised that extended school provision was a combination of normal curriculum enrichment and out of school provision. EGA organised a wide range of activities focussed on raising pupil’s expectations and achievement. These included mentoring from UCL, LSE and Guardian journalists, extensive revision courses, and visits to universities and other places of interest in the London area. EGA is one of the three designated extended secondary schools in the Borough (along with Holloway and Islington Green) and is well placed to develop further based on the infrastructure already in place at the school.
5.41 Highbury Grove has been a mixed secondary school for several years, but still retains a majority of male pupils. Approximately a third of pupils live in Hackney. The school is one of a minority of schools offering sixth form education on a shared basis with Highbury Fields and Central Foundation. The Headteacher, Truda White, described an innovative and successful 'Enrichment Programme' which is optional for pupils on a Friday afternoon after formal school ends at 1.15pm. These activities include non-contact boxing, cricket, dancing, swimming (the school has its own pool), guitar, DJ skills, as well as traditional arts and crafts.

5.42 The school also houses a City Learning Centre, which is a shared resource with other schools and the wider community. Current extended use of the school facilities is fairly limited at the present time and there is need for additional security features and zoning. As for other schools the interest in the extended school for the community was positive, but the need for adequate funding, staff and facilities remained practical obstacles to significant expansion at the present time.
5.43 Jamie Brownhill of Central Foundation provided a brief summary to the committee (4th September 2003) of his schools plans for extended school development. He described the rapid progress in academic achievement – the percentage of pupils achieving at least five GCSEs A*-C had increased from 17% to 50% in four years. As a result the school has been awarded specialist status for business and enterprise and additional funding of £100,000. This will enable the school to plan for the provision of extended school facilities. They planned to look at examples of extended schools in London and elsewhere in the UK.

5.44 George Green’s School in Tower Hamlets was chosen for a scrutiny visit based on its good record of achievement with ethnic minority groups, particularly Afro-Caribbean boys. George Green’s is the only secondary school on the Isle of Dogs and receives some funding from the London Docklands Corporation and businesses within the Docklands area. The school has a history of being a community orientated extended school and the current management team is actively pursuing a strategy of being as inclusive a school as possible and welcoming disabled pupils as far as is practicable.

5.45 Stella Bailey (Assistant Head with responsibility for the community) stressed the need for a member of the school management to be responsible for co-ordinating extended school activity. She emphasised the need to work with all relevant partners and agencies to maintain a truly integrated approach. A police officer works at the school to deal with conflict resolution and prevention of conflicts. This post is funded by the Safer Schools Partnership – a combination of DfES and Home Office funding.

5.46 The school provides a wide range of extended school activities targeted to the pupils (after school clubs, revision classes) and the wider community (adult ICT courses, use of sports facilities). The school has good links with local businesses and tries to employ local people where possible. These businesses provide funding for specific projects, for example, Morgan Stanley donate £15,000 per year to support the school’s breakfast club.

5.47 There is a sizeable Bengali minority within the school, as well as other ethnic minority groups. In order to help children understand some of the issues surrounding divided communities, a group of white and Bengali children are taken to Belfast every year to observe the impact of the divisions in Belfast. George Green’s School clearly faces many challenges to its strategy to include the whole community in an environment of diverse community groups. Their success in attracting commercial funding may be relevant to the Islington context and the use of in-school policing may be appropriate in some situations.

5.48 Newcastle LEA were selected as one of the 25 LEAs to be offered Pathfinder status for the development of extended schools for the community with appropriate support funding. In May 2003, the DfES, through the Behaviour Improvement Programme, allocated funding over three years for the development of a full service school. Benfield School was selected for development in July 2003 and a scrutiny visit was arranged to view the school facilities and discuss the plans for a full service extended school.

5.49 Newcastle LEA is seeking to develop full service schools as part of the city wide ‘Going for Growth’ regeneration strategy providing and developing schools, where possible, at the heart of their communities. It is firmly believed that the provision of full service schools will raise attendance and cut truancy which, in turn, will help to raise standards.

5.50 Benfield is an 11-18 mixed comprehensive situated in the east of Newcastle. Its catchment area includes three wards in the top 100 most deprived wards in England. A recent Ofsted report (November 2002) clearly identifies the need to support Benfield in order to continue to raise standards and sustain the already good rate of improvement.
5.51 Benfield is a Sports College and has benefited from considerable expenditure on the sports facilities, partly from Sports Lottery funding. As a result, the gymnasium has been built to Olympic standards and is used by pupils from all parts of Newcastle. The high quality sport facilities attract wide use from the community and are managed separately from the school. We were most impressed by the facilities available with no school in Islington offering similar facilities at the present time.

5.52 The facilities for disabled pupils were also impressive with a special dedicated area involving a restroom, toilets and washing area specifically for disabled pupils. This reinforces the image of the school as an inclusive community school with a reputation for caring and developing each child.

5.53 As the term implies a full service extended school seeks to provide a wide range of services to the pupils, their parents, and the wider community. Benfield has targeted specific areas for development; childcare, health and social care, study support and lifelong learning, sports and art and ICT. A full prospectus has been produced including a full local consultation.

5.54 A Full Service Development Steering Group is to be established involving the School, LEA and all key partners / service providers. A Project Officer will be appointed to co-ordinate the project and act as a link and reporting conduit between the steering group and the School senior management team and governing body. The experience gained in Newcastle is likely to be of value to planners in Islington and a repeat visit in mid 2004 could be of real value.

5.55 Our members were impressed by the enthusiasm, commitment and vision for the School as expressed by the headteacher and LEA. Benfield already has good sports facilities in place. However, the social deprivation amongst the main catchment areas remains an issue and raising academic achievement may still prove to be the most difficult challenge. This proved to be a most invaluable scrutiny visit and we are grateful to the staff of the school and LEA for their hospitality and informative discussion.

The Benfield Centre for Sporting Excellence, Newcastle
5.56 As part of the scrutiny process, it was decided to include a secondary school in Scotland, where extended schools for the community is a well developed concept. Irvine Royal Academy was identified as a suitable venue based on their experience in developing an extended school. The community school concept was introduced by the Scottish Parliament in 1999 with all services based in school and driven by an agenda of social inclusion.

5.57 The Headteacher, Stirling Mackie and Jim Walker (New Community School Adviser) provided an informal briefing to members and a tour of the school. Members were then able to meet with specialist members of staff and two primary headteachers. Many of the problems faced by the School were similar to Islington, e.g. truancy, drug abuse, disaffected pupils, low academic achievement and the extended school strategy was focussed on reducing truancy and promoting inclusion in school activities.

5.58 A key message from the Irvine experience was the importance of engaging all partners in the planning process and working to a common rather than individual agenda. Working with the police and local health service was particularly important and benefits were now emerging after a slow start. The appointment of a home link teacher and behaviour and learning support teacher helped to bridge the gap between the school and home and reduce truancy levels.

5.59 A Health Improvement Officer and Development Officer, Public Health Nursing provided an overview on strategies to improve health for children. Key target areas include smoking, healthy eating, mental and sexual health, risk of pregnancy and bullying. Health sessions are provided for pupils, staff and parents. Local GPs are also involved and often refer their patients to use the school gym for health exercise.

5.60 The Development Officer for Social Services, Development Officer, Community learning, and Development and Youth Worker described the nature of their responsibilities and work load. The importance of working with disaffected young pupils in a flexible and constructive manner was emphasised and the strategy for social work was focussed on early prevention by working with parents at home.

5.61 The importance of breakfast clubs, after school clubs and links with local sports was well recognized by the Irvine cluster of schools as a strategy to reduce anti-social behaviour and promote social inclusion. In some respects, it was easier to define the community served by Irvine Royal Academy than a typical Islington secondary school. Irvine is a medium sized coastal town with a chronic unemployment problem. However, there is a good supply of affordable housing and plenty of open space. Ethnic minority groups are not an issue in Irvine, although religion is likely to determine which school is chosen.

5.62 The important message for Islington is the need to engage and integrate all of the partners and service providers in the planning process and ensure a senior member of the school management is able to function as an effective project manager. The project manager is responsible for co-ordination and managing the process.
5.63 The last scrutiny visit was to two community colleges, Parkside College in Cambridge and Bottisham College, a village community school close to Cambridge. The early development of community schools in England probably had its origins in the villages around Cambridge, largely as a result of enlightened education pioneers in the 30’s with sponsored finance. The objective was to provide the local village community with the same services found in Cambridge and remove the need for travel to access good quality education. The modern colleges are carrying on with this tradition with extensive community involvement in adult education, recreation, and sport.

5.64 Bottisham College is a well appointed community college in a pleasant residential location. In addition to the school buildings, the college has its own community swimming pool and extensive playing fields. It is a Beacon School and has been used by the DfES as a demonstration project. In many respects it appeared to be a long way from a typical Islington secondary school, but from discussions with Peter Hains (Warden of Bottisham College) and Jim Buchanan (Cambridge County Council, Extended Schools Adviser), it became clear that many of the social and behaviour problems are similar to Islington.

5.65 The College is an extended school for the community in the true sense; it is open 363 days a year up to 9.30 pm and is used for a wide range of adult education and local community group use. The dual use presents some practical problems, for example heating costs and whether the activity is zero VAT rated. Vandalism and theft are not serious problems as the community usage generates a feeling of ownership and protection of the community assets.

5.66 The school does not have its own sixth form, as the sixth form colleges in Cambridge provide a good standard of education prior to university. The College has a good relationship with local health practitioners and shares a nurse with other schools. An innovative scheme where a pupil can text a confidential health query to the nurse is a good example of how the College is encouraging better health awareness amongst its pupils.

5.67 One of the most impressive aspects of our visit to Bottisham was the way disabled pupils are integrated into the daily life of the College. ‘Turning the Red Lights Green’ is an innovative practice within the College which offers training, work, leisure and social activities for disabled pupils in South & East Cambridgeshire. The College caters for a wide range of disabilities, including autism and mental health. The staff emphasised the need for good training and reliable funding to support the wide range of projects.

*Extended school activity at Bottisham College, Cambridgeshire*
5.68 We also visited Parkside College in Cambridge to discuss how extended schools activity is managed in the city context. Paul Connelly Community Education Area Planning Convenor for Cambridge City, (CEAP) described how Cambridgeshire is separated into five groups with Cambridge City representing one of these groups.

5.69 In Cambridge City, the CEAP Convenor manages a senior social worker, senior outreach worker and an adult and continuous learning manager, each with their own specialist teams. The funding for extended schools activity is amalgamated and then allocated across the schools on a project basis.

5.70 We were able to view a video based on a video arts project by the pupils of Netherall after school club. The video was well produced with much evidence of imagination and creative inputs from the pupils. Another example was ‘Shomma Shomma’, a theatre workshop for Asian girls involving local drama groups complemented with visits to London theatres.

5.71 In summary, our visits to Islington secondary schools confirmed a high level of interest in the extended schools in the community and many examples of activities in action. This was particularly evident in schools where there had been significant investment in new buildings, e.g. the new gym and dance studio at IAMS, Platform One at EGA, and the City Learning Centre at Highbury Grove.

5.72 However, there was also a consistent message from all schools that the target of improved academic achievement was the main focus of all school activities and the extended schools strategy would need appropriate funding, staffing, facilities and security controls.

5.73 Our visits to Tower Hamlets, Newcastle, Irvine and Cambridge provided invaluable insights into the experiences in extended schools for the community. The importance of inclusion and social cohesion was clear from our visit to Tower Hamlets and the opportunities for commercial sponsorship. In Newcastle, the LEA and the school were working closely together to achieve a full service extended school with both academic and regeneration objectives. The considerable investment in high quality sports facilities is clearly yielding positive benefits in terms of wide community use. Irvine Royal Academy has achieved good results by working closely with a wide range of agencies to maximise its role as a community school. Cambridge benefits from a strong tradition in building extended schools for the community and underlined the need for a sustained long term strategy in Islington.
Post 16 and Pre University Education

5.74 City and Islington College provide good quality education for the majority of Islington pupils preparing for tertiary education at university. It is only a minority of secondary schools in Islington who offer sixth form education and this is usually achieved by a shared sixth form (Highbury Fields, Highbury Grove, and Central Foundation). Our scrutiny was primarily based on primary and secondary schools and as such the focus with City and Islington College was on the opportunities for adult learning.

5.75 Our members met with Mary Rimington (Deputy Principal) and Sue Peddar (Governor and Chair of Curriculum and Quality Committee) to discuss the involvement of the college with extended schools for the community. As such, they perceived the need for a strategic overview of adult education on a similar basis as the established strategy for 14–19 year olds in Islington.

5.76 Students at City and Islington College are potentially a good resource for mentoring to be used by Islington schools for extended schools activity in the summer schools, especially as role models for male and black ethnic minority students.

Adult Education and Lifelong Learning

5.77 Adult learning programmes are currently run by the City and Islington College based on a contract with Islington LEA. At the present time, the majority of adult learning programmes use community rather than school facilities for a range of historical reasons. Islington Green is one of the few secondary schools used for adult learning on a regular basis.

5.78 One reason for not using school facilities was the often poor perception of Islington schools based on earlier experiences. The significant upgrading of facilities in many secondary schools clearly represents an opportunity to re-launch these facilities to the adult community and parents of the current pupil population.

5.79 It was recognised that there were more opportunities to support Islington primary schools in family literacy programmes and provide support for general education initiatives from the primary sector. The college has extensive contact with the secondary schools and their role with extended school activities is likely to expand in the future.

5.80 Parent Learning in Islington was published in September 2003 as a framework for developing a coherent strategy for adult parent learning in Islington. The City and Islington College and the Islington schools are clearly an important resource in developing this strategy. Although this aspect was not the specific focus of our scrutiny process, it is clearly an important issue within the context of adult learning.

Health Education

5.81 We held a meeting with representatives of the Islington Primary Care Trust to discuss the emerging role of the PCT in providing health education and healthcare within the extended schools concept. It was noted that health services were being developed in a more integrated manner using a multi-agency approach.

5.82 Each primary school has an allocated nurse to ensure regular health checks, including immunisations, eye tests and hearing tests. Two secondary schools have contracted with the PCT to have a permanent health presence on site and assist in diagnosing conditions at an early stage.
5.83 There was a recognised need for improved parent and pupil health awareness and education, for example childhood obesity, asthma and other medical conditions which develop in childhood.

5.84 The speech and language therapy service is generally provided within primary and secondary schools and planning for extended schools needs to address the needs of this group of pupils in terms of facilities and an optimum environment.

5.85 The problem of children's health was raised as an important issue with a large number of referrals (approx. 1000 per year) mainly from primary schools. The problem of out of control children is an issue in both primary and secondary schools and the level of health provision to help the schools is not always optimum.

5.86 The discussion with the PCT covered a range of subjects and specific health matters. Overall, the conclusion from the meeting was that the PCT has an important role in the development of the extended school concept, particularly when a health provision on site is planned.

**Children's Social Services**

5.87 A meeting was arranged with David Worlock (Assistant Director Social Services – Children and Families) to discuss the relationship between extended schools and social services.

5.88 Approximately 250 children are on the Child Protection Register and 460 children are in care mainly with foster parents. Not surprisingly, these children are most in need outside school hours, at weekends and during school holidays. Extended school activities are likely to be of real benefit to children at risk, particularly if a disability is an additional factor.

5.89 It is generally recognised that the first five years of a child’s life are critical in determining future behaviour. Investment in children’s centres is likely to be a key factor in providing appropriate early years education and better outcomes for children at risk in the longer term.
6. CONCLUSIONS

6.1 The scrutiny process for Extended Schools for the Community has been wide ranging and involved many schools within Islington, as well as innovative schools in England and Scotland.

6.2 The process has also involved many organisations such as the Islington Primary Care Trust and City and Islington College, who provide an important interface with Islington schools.

6.3 The Committee was impressed by the many good examples of extended school activities in action and the interest and ambition amongst schools to develop this further.

6.4 As the main focus of extended schools for the community is targeted to the secondary factor, the main section of the report is devoted to our observations both in Islington and elsewhere.

6.5 However, it is hoped that the impact of extended schools in the secondary sector will be quickly apparent to the feeder primary schools, through greater use of shared facilities and resources.

6.6 When the BFI funding applications are successful, the infrastructure of Islington schools could be transformed in the next decade and extended schools could become part of the natural fabric of community life in Islington.

6.7 Education and urban regeneration are key elements of the ‘One Islington’ strategy and it is hoped that the results of this scrutiny process will be an important contribution to the exciting changes in Islington schools during the next decade.

6.8 The recommendations contained in this report are directed to both the Executive, Regeneration and Education Division and CEA @ Islington.

6.9 A key objective is to produce a Borough wide extended schools strategic document to embrace the aspirations of all Islington schools.

6.10 As is normal scrutiny practice, the recommendations have not been costed at this stage but it is appreciated by members of the committee that implementation of some of the recommendations will be subject to receiving appropriate funding.
APPENDICES TO THE REPORT

APPENDIX A  -  APPROVED SID

APPENDIX B  -  LIST OF BACKGROUND PAPERS/REPORTS ON VISITS AND MEETINGS

APPENDIX C  -  LIST OF INDIVIDUALS/ORGANISATIONS WHO ASSISTED THE SCRUTINY PROCESS
**SCUTINY REVIEW INITIATION DOCUMENT (SID)**

**Review: EXTENDED SCHOOLS FOR THE COMMUNITY**

<table>
<thead>
<tr>
<th>Scrutiny Panel: PERFORMANCE REVIEW COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio holder: James Kempton</td>
</tr>
<tr>
<td>Director/Head of Service: Mohammed Mehmet</td>
</tr>
<tr>
<td>Project Leader: Frances Carter</td>
</tr>
</tbody>
</table>

**Objectives of the Review:**

To contribute to the development of the Council’s strategy for extended schools for the community in Islington by:

- Reviewing existing and developing provision in Islington which will form the ‘building blocks’ of extended schools in Islington
- Reviewing examples of extended schools in other LEAs in London/England
- Making recommendations to Islington LEA management for the optimum development of extended schools for the community in Islington
- Making recommendations for the optimum role of Islington LEA in the process
- Consider how extended schools can contribute to the Council’s wider regeneration objectives

**Scope of the Review**

The review will consider how –

- The Council should shape its response to the government policy for extended schools in the community based on history, current initiatives and future plans for Islington Schools
- The review will seek evidence of innovative practice in other parts of London and elsewhere in England with similar demographics
- A key focus of the review will be to explore current provision and future plans for extended schools (funded and awaiting funding) in order to improve educational standards of achievement for young people based on support for the pupils, their parents, families and the local community

**How is the review to be carried out.** *(Use separate sheets as necessary for 1-4 below)*

1. Who is to be involved

   Executive Member for Regeneration & Education
   AD Regeneration & Education
   Director of Schools CEA @ Islington
   Learning Plus Manager
   Heads and Governors
   Schools Councils
   Parents/Parent Governors
2. Who is to be consulted

Executive Member for Regeneration & Education
AD Regeneration & Education
Director of Schools CEA @ Islington
Learning Plus Manager
Heads and Governors
EYCDP (Early Years Childcare Development Plan – Chair of Early Years Development Partnership)
AD Children (Social Services)
AD (Children’s Services) – Islington PCT
Partners in Learning Plus Provision
Partners in Play Service Provision
EAZ Chairs – Education Action Zone
School Councils
Parents/Parent Governors
Community Groups/voluntary sector

3. Who will give evidence

Director of Regeneration & Education
Head of Early Years Service
Learning Plus Manager
Family Learning Manager
An Adult Learning Manager
Head of Young Peoples Service
Head of Sure Start
Behaviour Improvement Programme Manager CEA
Head and Governors
School Councils
Local parents/parent governors

4. How will Area Committees be engaged

The Chair and a local headteacher will lead a short presentation/discussion on the topic to elicit the views of local people and their elected members.

Consultation and communications plan:

May meeting: Scene setting – current context

9th June Meeting: Approve Scrutiny Initiation Document (SID)
Bill Clark – Director of Schools CEA @ Islington
Brian Heron, Manager, Behaviour Improvement Support Programme Manager, CEA @ Islington
Kate Kelly – Learning Plus Manager, Summer University and Saturday University

June – Invite all Heads/Chairs of Schools to give written evidence/attend as witnesses at the July or September meetings in connection with the review.

7th July Meeting: Alison Ruddock – Head of Early Years
Janine Brady – Head of Young Peoples Service
Caireen Mitchell/Ellen Ryan – Adult learning/online learning
Anne Braham/Jan Pearson – Family Learning & Family Support
and Sure Start
Feedback from Visits
AD (Children)(Social Services)
Sarah Timms AD (Children’s Services) – Islington PCT

July – September – Visits possibly to include –

Elizabeth Garrett Anderson School – (including Platform One)
Highbury Grove School (including Community Learning Centre
and Friday Afternoon Special Enrichment Programme)
Holloway School – including Arsenal Study Support Centre
Mount Carmel
Winton School – Parent House
Hungerford School
Pooles Park – Development of Community/Family Learning
Programme
Hargrave Park – look at strong community links, extended
school plan
Schools Councils
Extended Schools – inside/outside London

4th September
Meeting:

Mohammed Mehmet – Director of Regeneration and Education
Heads/Governors/Others who wish to give evidence
Bill Clark – CEA@ Islington

Feedback on visits

Agree outline structure of the report at September meeting

Programme

<table>
<thead>
<tr>
<th>Key output:</th>
<th>To be submitted to Committee on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Timetable</td>
<td>June 2003 (End)</td>
</tr>
<tr>
<td>3. Interim Report</td>
<td>October 2003</td>
</tr>
</tbody>
</table>

This SID has been approved by the Overview/Review Committee.

Signed:                                Date:
Chair
APPENDIX ‘B’

LIST OF BACKGROUND PAPERS/
REPORTS OF VISITS AND MEETINGS

1. BACKGROUND INFORMATION – EXTENDED SCHOOLS FOR THE COMMUNITY.

2. MINUTES OF PERFORMANCE REVIEW COMMITTEE –

(i) 19th May 2003
(ii) 9th June, 2003
(iii) 7th July, 2003
(iv) 4th September 2003
(v) 16th October 2003
(vi) 11th November 2003
(vii) 5th January 2004
(viii) 2nd February 2004

3. REPORTS ON VISITS/INTERVIEWS UNDERTAKEN –

(i) Hargrave Park School
(ii) Hungerford School
(iii) Montem School
(iv) Pooles Park School
(v) Winton School
(vi) Cardwells School – London Borough of Greenwich
(vii) Henwick School – London Borough of Greenwich
(viii) Holloway School
(ix) Mount Carmel School
(x) EGA Language College
(xi) Benfield School, Newcastle
(xii) Highbury Grove School
(xiii) Islington Arts and Media School
(xiv) Irvine Royal Academy
(xv) George Green’s School – London Borough of Tower Hamlets
(xvi) Cambridge C.C. – Bottisham Village College/Parkside College
(xvii) City and Islington College
(xviii) Islington PCT
(xix) Assistant Director Social Services (Children and Families) - London Borough of Islington
London Borough of Islington

PERFORMANCE REVIEW COMMITTEE
MONDAY, 19TH MAY 2003

Non-confidential minutes of an inquorate meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on MONDAY, 19TH MAY 2003 at 7.30 p.m.

Present: Councillors: Graham Baker, Carol Powell (substitute).

Also Present: Councillor James Kempton, Phillipa Stobbs (Church of England Diocese)

Councillor Graham Baker in the Chair

81 APOLOGIES FOR ABSENCE (Item A1)
Councillor Donna Boffa.

82 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
None.

83 DECLARATION OF INTERESTS (Item A3)
None.

84 MINUTES (Item A4)
That the minutes of the Performance Review Committee meeting held on 8th April 2003 be confirmed and the Chair be authorised to sign them.

85 TO RECEIVE A LIST OF MEMBERS TO SERVE ON THE COMMITTEE (Item A4)
Noted.

86 PRESENTATION – EXTENDED SCHOOLS FOR THE COMMUNITY (Item B1)
The Assistant Director of Strategic Projects, Regeneration and Education, was present and laid round background information on Extended Schools for the Community. Councillor James Kempton, Executive Member for Regeneration and Education was also present.

The Assistant Director of Strategic Projects then made a presentation in relation to extended schools for the community topic and the following main points were made –
Policy Context – DfES guidance 2003 -

➢ An extended school is one that provides a range of services and activities, often beyond the school day to help meet the needs of its pupils, their families and the wider community.

➢ Across the country many schools are already providing some extended services including adult education, study support, ICT facilities and community sports programmes.
Schools and their partners can build on existing provision and consider what additional service or activities they might offer. There is no blueprint for the types of activity that schools might provide or how they can be organised. Working with local partners, schools can develop as little or as much provision as they think suitable for their own community.

Benefits for pupils and schools – higher levels of achievement, increased motivation and self esteem, specialist support to meet wider needs, additional facilities and equipment, greater opportunities for staff for flexible working and career development, enhanced partnership working with the community and better security, access to essential services for staff.

Benefits for families – improvements in child behaviour and social skills, greater parental involvement in children's learning, more opportunities for local education and family learning, greater availability of specialist support for families.

Benefits for communities – better access to essential services, improved local availability of sports, arts and other facilities, local career development opportunities, better supervision of children outside school hours, closer relationship with the school.

Government agenda – key issues – enabled by Education Act 2002, schools led – no single model to consult LEA, staff, parents, pupils and other stakeholders, schools to have regard to LEA advice and DfES guidance, schools to ensure that any proposed service does not interfere with the main duty, new emphasis on childcare provision.

Local authority role – bring together local partners, provide practical expertise leadership and support, work with schools, so programmes reflect and support wider community strategies, advise on how programmes can support local initiatives e.g. Sure Start, Connexions, provide strategic advice on capacity of schools to manage extended programme, provide specialist support from services.

Process – review existing local provision, agree goals with stakeholders, identify and plan services, measure success.

Funding – schools cannot spend their delegated budgets on community activities and services, LSC support for adult education, EYDCP support for affordable childcare for children up to 14, schools need to seek funding for other activities.

Current provision in Islington – school and centrally provided learning programmes etc. e.g. learning plus – school based and central creative arts and sports partnerships, after school play and childcare, summer and Saturday universities, homework clubs (libraries and youth clubs), family and parent learning, community activity in schools.

New developments in Islington – first government funding for extended schools through EIC/BIPs, funding for 1 full service extended schools for 2003/04 very prescriptive, development work with Hungerford and Holloway, post PFI bidding for investment 2003 – extended provision in bid, London challenge.
Discussion took place in relation to the above presentation.

Councillor Kempton expressed the view that when considering the SID consideration could be given to location of some health or social services provision on the site e.g. dentist service. The Assistant Director of Strategic Projects (Regeneration & Education) referred to the fact that provision of childcare facilities may be problematic in Islington given the higher than average uptake of benefits amongst Islington parents.

Councillor Kempton expressed the view that whilst extended schools should not detract from the principal focus of a school to raise attainment, confident schools could benefit from the extended school approach and the Council, if appropriate, should be willing to offer direction to schools and provide a link with providers such as Aquaterra regarding use of sports facilities.

The Church of England Diocesan representative expressed the view that some schools would see the negative aspects, such as classrooms having to be rearranged following community use, the need for increased security, distracting from the main focus of education etc. Councillor Kempton responded that work needed to be undertaken in order to ascertain whether the revenues that would be received would compensate for the additional costs and other concerns associated with extended schools for the community.

The Assistant Director of Strategic Projects (Regeneration & Education) stated that there was a need to ensure consistent access to extended schools for residents across the borough. She added that a good deal of small scale activity took place out of school hours already and that existing provision should be looked at as part of the scrutiny review.

CONSIDERATION OF DRAFT SCRUTINY INITIATION DOCUMENT – EXTENDED SCHOOLS FOR THE COMMUNITY (SID) (Item B2)

A copy of the draft SID was laid round. Discussion took place in relation to the SID and following such discussion it was –

RECOMMENDED -
(a) That the Chair be requested to give consideration to the draft SID and following further discussion, a revised SID be submitted to the next meeting for consideration, this to include more defined objectives in relation to defining the role of LEA and schools and this be circulated to Members of the Committee as soon as possible, prior to the next meeting for comment.

(b) That the following be invited to attend as witnesses or be subject of visits at future meetings –
Mohammed Mehmet – Director of Regeneration and Education
Bill Clarke – CEA @ Islington
Kate Kelly and other specialist staff
Heads/Governors
Learning and Skills Council

(c) That consideration be given as to how the scrutiny could engage
community groups.

(d) That consideration be given as to how young people might be consulted for
their views, e.g. schools councils, pupils parliaments.

(e) That the Director of Regeneration & Education be requested to compile a
list of possible visits and once agreed these be notified to all Members of the
Committee, Councillor Kempton and the Diocesan and Parent Governor
representatives.

(f) That the duration of the scrutiny review topic be extended in order to report
to the Executive in November/December.

87 REPORTS OF DIRECTOR OF PERFORMANCE MANAGEMENT (Item B3)

(i) Best Value Performance Plan
The Director of Performance Management stated that it was hoped to complete
this within the next few days and Councillor Ray had been involved in assisting
with the compilation of such report. He added that the Best Value Performance
Plan contained a summary of the improvement plan and relevant parts of the
departmental performance plan. The Director of Performance Management
further stated that the report would be submitted to Overview Committee on
29th May and the Executive on 5th June.

RECOMMENDATION:
That the Director of Performance Management circulate by e-mail copies of the
Best Value Performance Plan to all Members of the Committee to enable them to
comment thereon to Councillor Baker, in order that he can forward any views to
the Overview Committee on 29th May.

(ii) Draft CPA Improvement Plan
The Director of Performance Management outlined progress on the above and
indicated that monitoring on a monthly basis would take part on a number of key
issues, such as the establishment of Islington Direct, improvements in the
Housing Benefit service, looked after children, child protection issues of children
without an allocated social worker, communication around contentious issues,
voluntary sector compact, PSA targets, financial improvement plan. He added
that the remainder would be monitored on a monthly basis and monitoring would
be undertaken in a variety of forums.

The Director of Performance Management expressed the view that it would be
beneficial if Performance Review Committee examined the five themes of the draft
improvement plan in more detail.
In response to a question the Director of Performance Management stated that the first meeting of the Government Monitoring Board would be held in June and it was hoped that this would clarify a number of issues.

**RECOMMENDATION -**
That the five themes of the draft improvement plan - front line services, reputation, sound financial management, support services and the right people be examined in more detail and the Director of Performance Management be requested to schedule this into the work programme of the Performance Review Committee over its next 5/6 meetings.

The meeting ended at 9.50 p.m.

CHAIR
London Borough of Islington

PERFORMANCE REVIEW COMMITTEE - 9th JUNE 2003

Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on MONDAY 9th JUNE 2003 at 7.30 p.m.

Present: Councillors: Graham Baker, Dorrie Valery, Donna Boffa, Stefan Kaspryzk, James Blanchard, Carol Powell, Catherine West, Derek Sawyer (substitute)

Also Present: Francis Ayers (Roman Catholic Diocese) Phillippa Stobbs (Church of England Diocese) Councillor Euan Cameron

Councillor Graham Baker in the Chair

88 APOLOGIES FOR ABSENCE (Item A1)
Councillors Sarah Teather and Michael O’Sullivan. Catherine West (late).

89 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
Councillor Derek Sawyer stated that he was substituting for Councillor Michael O’Sullivan.

90 DECLARATION OF INTERESTS (Item A3)
None.

91 MINUTES (Item A4)
RESOLVED: That the minutes of the meeting of the inquorate meeting of the Committee held on 19th May 2003 be confirmed as a correct record of the proceedings and the Chair be authorised to sign them.

92 MATTERS ARISING FROM THE MINUTES
DRAFT CPA IMPROVEMENT PLAN (Minute 87(ii))
In response to a question as to when Performance Review Committee would commence monitoring and looking at the themes in detail for the draft improvement plan, it was stated that it was hoped that this would be looked at at meetings for the remainder of the municipal year, commencing at the 7th July meeting.

93 BEST VALUE PERFORMANCE PLAN (Item B2)
With agreement of the Committee, the Chair stated that this report would be considered as the first item on the agenda.

The Director of Performance Management stated that the Best Value Performance Plan had been agreed by the Executive on 5th June and would be submitted for approval to Council on 17th June. The Director of Performance Management added that if Members had any comments they should contact him before the end of the week, as it would be expensive to make alterations after this date.
Members expressed the view that in future years more use of electronic methods, such as producing a CD Rom enabling separate sections of the plans to be accessed independently should be looked at.

Councillor Baker referred to the fact that an amendment needed to be made to the Plan on page 158 which was the addition of the names of Councillors Baker, Brook and Burgess to be included in respect of North Area Committee.

**RESOLVED:**
That the report and comments above be noted and the Director of Performance Management be requested to amend the plan to reflect the Chairs comment about North Area Committee referred to above.

**EXTENDED SCHOOLS FOR THE COMMUNITY (Item B1)**

The Chair welcomed Bill Clark, Director of Schools, CEA @ Islington, Brian Heron, Behaviour Improvement Support Programme Manager, CEA @ Islington and Kate Kelly, Learning Plus Manager to the meeting and stated that they would be making presentations to the Committee on the extended schools for the community topic.

The following main points were:

(i) Bill Clark

- Extended schools policy is a Government initiative and these are schools which provide a range of services and activities often beyond the school day, to meet the needs of pupils, families and the wider community – this would usually include longer hours, evening and weekend provision, holiday provision, breakfast clubs, after school clubs, health services etc.

- DfES has launched national policy to promote extended schools and roll out pathfinder schemes over the next 5/6 years – L.B. Islington will be well placed on this as it is part of Excellence in Cities.

- L.B. Islington also part of London Challenge and 5 of the 9 secondary schools were facing difficulties in raising attainment, discipline and dealing with children from mixed backgrounds – problem in L.B. Islington was that higher ability children tended to choose to attend schools out of the Borough which resulted in Islington not having truly comprehensive schools at secondary level.

- Focusing on how to bring about improvement in schools – benefit of higher pupil achievement, motivation and self esteem – catering for wider needs of children not just academic needs – extend into more vocational courses and add more additional facilities and equipment.

- London Challenge – L.B. Islington identified as one of 5 most challenged authorities in London – needed to look at what was most suitable for each school and the community.
School pupils – achievement and inclusion – need to develop schools as different places with a wider curriculum, breakfast clubs, facilities for children to do homework at school, lifelong learning – lot of parents welcome opportunity to get back into learning e.g. Platform 1 at EGA.

Community and regeneration aspects needed to be taken account of – do not want all extended schools conforming to one specific model – important to look at what communities want to provide better facilities and regenerate areas, however, not all schools could become extended schools.

Lot of funding available for secondary schools – more difficult for primary schools but would like to see 2/3 primary schools becoming extended schools where there was no secondary school nearby.

Physical resources of schools may not be suitable for extended schools provision – Council needed to think seriously in next few years about investment in school buildings – CEA @ Islington preparing bid for monies for Building Schools for the future focusing on secondary schools and 2/3 primary schools – number of schools wish to have existing schools rebuilt - £100 million (with possibility of tenth secondary school would be £140 million) beginning in 2005/06 whatever was built needed to have facilities for extended schools – also may need PFI money.

It was felt that a number of existing schools e.g. Islington Green and Highbury Grove could have works undertaken without closure of the school.

Better more well equipped schools would attract better teachers, more involvement of parents across the community and could raise attainment – may need to focus on specialisms.

Need to tap into community organisations to identify what people want in particular areas.

Possible relaxation of rules on generating income could prove beneficial but would place an increased management burden on schools.

The Chair thanked Bill Clarke for his presentation.

(ii) Brian Heron

Year 1 - 2003/04

By 16th June deadline – 34 LEAs involved in the Behaviour Improvement Programme and will nominate one school each to become an extended school.

27 LEAs involved in the Excellence in Cities Partnership to raise standards and increase specialist provision to nominate one school each.

All successful schools to have some extended services in place by September and to have all services available within a year.
Year 2 - 2004/05
> 25 LEAs involved in Excellence in Cities Partnership to nominate a school from the most disadvantaged areas.

Year 3 – 2005/06
> Rolled out to include all other LEAs that have not yet nominated extended schools.
> Assuming familiarity with the outline of the Government programme and its rationale.
> Assuming an overview of the plans for schools in Islington over the next few years – where there are many aspects of extended schools being developed.

What is BIP in L.B. Islington
> £4m budget
> 4 secondary and 13 primary schools
> A national template – audits, LBP’s BEST, Exclusions, Training – now seed corn for extended school

Holloway and Hungerford out focus (through BIP)
> Holloway – Bridge school by 2006
> Already plan for inclusive sports, arts, ICT and catering at evenings and weekends
> Approaching Islington College re: Adult Education
> Already sites community youth facilities
> Major development work going ahead on campus

Hungerford
> Already developing health centre on site
> Social care centres nearby
> Early years nearby

Challenges – parents centre, social services – integration of BEST, spread out campuses, line of accountability and management
> The next step is submission of the initial plan (June 16) and the appointment of a co-ordinator
> Noted that some secondary schools had indicated that they would wish to be extended schools and some primaries had asked to be linked

The Chair thanked Brian Heron for his presentation
(iii) Kate Kelly
➢ Islington Learning Plus – out of school hours learning/study support


➢ The Islington context : Lifelong Learning – NOF grant £850,000 2001-4/5, 90% Islington schools running NOF funded activities, steering group, OSHL strategy with CEA, annual operations plan, Education Committee Report EDP2 priorities, contribution to extended schools development

➢ EDP 2 – Key Areas – Priority 2 – raising attainment in KS3, priority 3 – raising attainment in KS4, priority 4 – narrowing attainment gaps, tackling underachievement, OfSTED guidance re: study support, enrichment, enhancement and extension activities, involving the community

➢ Collaboration – CEA @ Islington, other Council departments, the Arsenal – playing for success, the Cripplegate Charity, play and youth LMU and EAZs.

➢ Examples of good practice – breakfast clubs, targeted provision – boys need to succeed, addressing motivation and self esteem through enrichment – arts, sports and ICT

➢ Recognition and celebration of pupil achievement (certification), innovative programmes e.g. Double Club, animation

➢ Summer university – history, partners, objectives

➢ Ways Forward – continued support for schools through management, governing bodies, training (INSET) and resources, closer collaboration with CEA link inspectors, EMAs, EWO, Behaviour and Learning Support, planning training (funded by NRF) for parents, community/cultural organisations, Childrens Funds and Connexions, delivery of university of the first age links with other initiatives e.g. BIPs, school sport programmes, extended schools sustainability issues (post NOF), building on success – Local Government award, Highly Commended Education Team of the Year.

The Chair thanked Kate Kelly for her presentation.

95 CONSIDERATION OF SCRUTINY INITIATION DOCUMENT (SID) (Item B3)
The draft SID was laid round. The Chair stated that the Executive Member (Regeneration and Education) had expressed the view that the objectives of the review needed to be widened to take in the wider regeneration aspects of extended schools.

The view was also expressed that the voluntary sector/community groups should be added to the list of those to be consulted.
Members also considered the proposed list of visits that had been laid round and that such visits should contain pathfinder schools and be a combination of primary and secondary schools.

**RESOLVED:**

(a) That, subject to the addition of the following wording in the objectives of the review - ‘Consider how extended schools can contribute to the Council’s wider regeneration objectives and the addition of voluntary/community groups in the list of who is to be consulted’ - the Scrutiny Initiation Document be agreed.  

DoR&E

(b) That the Director of Regeneration and Education be requested to arrange visits to extended schools in July and September, bearing in mind the comments above.

DoR&E

(c) That the Head of Scrutiny and Democratic Services be requested to prepare a work programme in respect of the extended schools in the community scrutiny topic.

HoSDS

The meeting ended at 9.50pm

Chair
London Borough of Islington

Performance Review Committee - Monday, 7th July 2003

At a meeting of the PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on MONDAY, 7TH JULY 2003 at 7.00 p.m.

Present: Councillors: Graham Baker, James Blanchard, Carol Powell, Stefan Kasprzyk, Donna Boffa, Catherine West, Michael O’Sullivan and Dorrie Valery

Also present: Councillors: Terry Stacy.

Councillor Graham Baker in the Chair

96 APOLOGIES FOR ABSENCE (Item A1)
Councillor Teather.

97 CPA IMPROVEMENT PLAN
The Executive Member (Performance) and the Director of Performance Management made presentations in relation to current progress on the CPA Improvement Plan.

In response to a question it was stated that the regular reports to the Executive gave Members an opportunity to analyse information and it was envisaged that the Hot 50 Performance Indicators would be submitted to Performance Review Committee in the future.

RESOLVED:
(a) That members of the Improvement Board be invited to attend the September meeting of the Performance Review Committee. DPM
(b) That the Hot 50 Performance Indicators be submitted to Performance Review Committee on a regular basis for consideration by Members. DPM
(c) That Performance Review Committee receive the CPA Improvement Plan monitoring information on a regular basis and it be noted that the Committee would also be examining the five CPA themes in detailed depth over next 12 months. DPM

98 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
None.

99 DECLARATION OF INTERESTS (Item A3)
None.

100 MINUTES (Item A4)
RESOLVED:
That the minutes of the meeting of the Committee held on 9th June be confirmed as a correct record of the proceedings and the Chair be authorised to sign them. HoSDS
PRESENTATION FROM JANINE BRADY, HEAD OF YOUNG PEOPLES SERVICE (Item B2)
The Chair welcomed Janine Brady, Head of Young Peoples Service who made a presentation to the Committee and the following main points were made –

Current Provision – 26 Playcentres, located on schools premises, most often shared space, some with independent space on the school site, 4 sites used for Easter and Summer Playcentres.

What do they provide – places for over 1,000 children each evening, aged from 5 to 11 years, play opportunities within after school context and sports and games, out of school learning and educational support with reading is fundamental and records of achievement and homework clubs, childcare for parents/carers who are working and studying, family support for children in need or times of crisis.

What do they provide – Opportunities to participate in creative and performance arts, placements for trainees and volunteers, active participation in democracy and citizenship – Children’s Parliament, activities that promote community cohesion. Black History Month, Holocaust Memorial Day, disability inclusion.

Who are our partners – schools, early years development and childcare partnership, children’s fund partnership, learning plus (lifelong learning), libraries and cultural services, CEA @ Islington, Neighbourhood Renewal Fund.

New initiatives – lunchtime club at Holloway School for year.

Concern was expressed that there was insufficient summer playschemes in the south of the borough and that this was an issue that needed to be addressed as part of the extended school agenda.

The Chair thanked Janine Brady for her presentation.

PRESENTATION BY ANNE BRAHAM, FAMILY LEARNING AND FAMILY SUPPORT (Item B4)
The Chair welcomed Ann Braham, Family and Parent Learning Manager, who made a presentation to the Committee and the following main points were made –

Extended schools and family learning – family learning raises achievement and promotes social inclusion.

Two strands of family learning – Family literacy, languages and numeracy (FLLN) rolling out a fuller programme of prescribed courses this year, workshops, 12 hour courses and long courses.

Wider Family Learning (WFL) – importance, training course, flexibility of models – school 1 reluctant parents and success, school 2 – building up numbers, museum links, successful visits, after school workshops – new development in community centres linked with local schools, local history audio trail and Then and Now pack – made by families for families, engaging men in learning, Parent learning strategy.

The Chair thanked Ann Braham for her presentation.

PRESENTATION BY ALISON RUDDOCK, HEAD OF EARLY YEARS (Item B1)

The Chair welcomed Alison Ruddock, Head of Early Years, who made a presentation to the Committee and the following main points were made:-

Main aim underlying the numerous plans for children’s services, including schools, is to improve outcomes for children, parents and the community by harnessing all the relevant resources at a local level to work in partnership to achieve locally determined outcomes. Schools are a strong community focus and seen, nationally, as an underused resource with further potential as hubs in their communities.

Sure Start - Regeneration programme for children from conception to 4 and their parents in the 20% most deprived areas. The government has been influenced by research indicating that by the time children are 5 it is too late to tackle the inequalities associated with poverty and that the earlier appropriate support is offered the more effective it is. If housing costs are taken into account, 53% of children under five in Inner London are living in poverty.

All 16 wards in Islington are in the 20% most deprived and there are 6 Sure Start programmes covering approximately 50% of the borough. Each has a defined catchment area in which all children 0-4 are entered on a data base in order to define baselines and monitor impact. Each programme is run by an independent board on which the main agencies are represented. A third of the board consists of local parents. The idea is that the capital and revenue resources will be used creatively to explore new and more effective services.

The programme is developed in accordance with a locally determined implementation plan drawn up in consultation with parents and local service providers within a framework of national objectives. Outcomes include health elements - e.g. smoking cessation, promotion of breast feeding, reduction of hospital admissions; educational elements – e.g. language development, progress against the early learning goals, early identification of SEN; and regeneration – e.g. reduction in number of children living in households where no one is working; capacity building in the community. Success is determined by the ability of services to work together to make the necessary changes to ensure that services are relevant, flexible at the point of delivery, accessible and deliver significantly improved outcomes, particularly for the most disadvantaged children.

Some schools are already extending activities for their own parents to hosting Sure Start activities for local parents of children 0-4 years in their communities.
National Childcare Strategy - For 0-14 year olds. Based on premises that the main cause of poverty is lack of work and that parents cannot take up training and employment unless they have access to good quality, affordable childcare.

Government targets enable 70% of lone parents to take up employment by 2010 – Islington has far higher number of lone parents than national average. National targets for significantly increasing the number of childcare places have been translated into local targets. These were the responsibility of local Early Years Development and Childcare Partnerships to deliver. This responsibility has now been transferred to local authorities and progress will now be monitored as part of the Comprehensive Performance Assessment.

Section 27 of the Education Act 2002 now allows schools to directly provide childcare, as long as there is no subsidy from the school budget. Schools are seen as a resource to be developed in meeting local targets as children are already on site for the core educational day.

Inter-Departmental Review 2002 - Concluded that:

“There are very significant payoffs from good quality early interventions for disadvantaged children.”

The value of intervention is high where the approach integrates education, care, family support and health.

Benefits are greatest for pre-school children the most disadvantaged.

A substantial increase in childcare places is needed if we are going to address the inequalities created by children growing up in poverty in workless households.

There is evidence to support significant investment in good quality integrated provision to both increase parental employment and improve outcomes for children.

Children’s centres – in the longer term all pre-school children in the 20% in most disadvantaged wards (all 16 in Islington) will have access to a children’s centre. These centres will mainstream Sure Start and build on existing provision. The core integrated services offer will be –
Good quality early education and full day care provision (8.00 a.m. – 6.00 p.m., 50 weeks a year)
Family support services, including outreach
Child and Family Health Services, including antenatal
Early identification of SEN/inclusive services
Base for childminders
Each centre will act as a hub of excellence for providers of services for children (conception to 5) in a defined catchment area (approximately 600-700 children)
Children’s Centres – Islington targets – the local authority is responsible for ensuring that 10750 under 5’s are reached by 2010 of which 6988 are reached by March 2006 (2096) must live in non Sure Start areas
467 new full day childcare places for under 5’s are created between 2004 and 2006
A strategy is submitted by 15th October 2003-07-09 Funding allocation – Revenue £1,033,126
Capital £3,149,773.00

Implications for extended schools – schools may be involved in children’s centres in a number of ways –

The children’s centre could be co-located on a primary school site (assuming appropriate indoor and outdoor space governance and management arrangements, community participation etc.

The school could contribute directly towards any part of the core service offer on a hub and spoke model (the service offered would be an integrated part of the neighbourhood children’s centre.

The school could lease part of its premises to another agency or voluntary organisation to offer service contributing to the core services of the children’s centre.

Childcare – there are already sufficient nursery education places for all Islington’s 3 and 4 year olds, therefore new integrated care and education places are not required.

Places for children under 3 are costly to provide and tend to lack continuity and quality if provided in isolation of places for 3/4 year olds.

The best opportunity to provide a significant proportion of the target 467 childcare places for under 5’s is through ‘wrap around’ care (8.00 a.m. – 9.30 a.m. and 3.30 p.m. – 6.00 p.m.) for nursery and reception children in schools.

Implications of providing childcare for under 5’s in schools –

Quality is more likely to be secured by continuity of provision throughout the day (under 3’s 8.00 a.m. – 6.00 p.m.) and over 3’s before and after the education place.

All day care requires indoor and outdoor environments appropriate to that age range.
Charges to parents may need to reflect the cost (mainly staffing) of providing places in order for the provision to be sustainable.

The combination in inner London of high housing costs and therefore high levels of housing benefit), high living costs and 25% higher costs of providing childcare places, weakens the impact of the childcare.

Tax credit with knock on implications for sustainability provision would need to meet the national daycare standards.

Support and advice would be offered by the EYDCP and children’s centres.

The Chair thanked Alison Ruddock for her presentation.

104 PRESENTATION BY CIREEN MITCHELL – ADULT LEARNING/ON LINE LEARNING (Item B3)
The Chair welcomed Caireen Mitchell to the meeting and she made a presentation to the Committee and the following main points were made –

Adult and Community Learning currently offer

- mainly delivered through a contract with the college
- range of opportunities from African drumming to yoga
- mainly non-accredited, first step learning opportunities
- 4000 learners participating per year – Adult and Community Learning Review
- Changing priorities of the learning and skills council
- adult learning inspection and research and consultation findings
- developing a minimum entitlement, mapping, curriculum level of provision, accommodation, location, provider.

The Chair thanked Caireen Mitchell for her presentation.

105 SUBMISSION FROM HEADTEACHER AT HIGHBURY GROVE SCHOOL (Item B5)
The Chair welcomed the Headteacher of Highbury Grove School, Ms. Truda White to the meeting.

Ms. White stated that she had been the Headteacher at Highbury Grove School for the last 2½ years and had been concerned at the lack of additional things that children could do in the recognised school week.

She added that she had reduced the lunch hour but had created an extra hour and a half for voluntary activities, cooking, sport, art and pottery, board games, academic activities etc., and over 480 children had enrolled for these activities. The Chair thanked Ms. White for her submission.

RESOLVED:
(a) That it be noted that Review Committee Members would be visiting Highbury Grove School as part of the scrutiny process.
(b) That a visit be arranged to St. Marks School as part of the scrutiny process.
That it be noted that the DoR&E would give further consideration to any additional information that may be required to inform the Committees consideration of the scrutiny review topic and return back to the September meeting of the Committee.

106 WORK PROGRAMME/CONSIDERATION OF SCRUTINY INITIATION DOCUMENT (Item B6) RESOLVED:
(a) That the work programme and list of visits arranged to date be noted.
(b) That the Scrutiny Initiation Document be agreed.

The meeting ended at 9.10 p.m.
London Borough of Islington

Performance Review Committee - Thursday, 4th September 2003

Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE Committee held at the Town Hall, Upper Street, N1 2UD on Thursday, 4th September 2003 at 7.30pm

Present: Councillors: Graham Baker, James Blanchard, Carol Powell, Stefan Kaspryzk, Dorrie Valery, Michael O’Sullivan, Dave Barnes, Keith Sharp (substitute), Derek Sawyer (substitute)

Also present: Councillors: Terry Stacy

Councillor Graham Baker in the Chair

107 APOLOGIES FOR ABSENCE (Item A1)
Councillors Sarah Teather, Donna Boffa and Catherine West.

108 PRESENTATION – CPA IMPROVEMENT PLAN/PROGRESS ON DELIVERING THE IMPROVEMENT PLAN (Item B1)
The Chair welcome Deidre McGrath, ODPM lead official to the meeting.

Councillor Stacy, Executive Member (Performance), referred to the fact that the report outlined progress since the publication of the CPA improvement plan. Councillor Stacy stated that the improvement plan had five key areas of activity, front line services that get it right for the first time, reputation, keeping and finding people with the right knowledge to do the right things in the right way, sound financial management and control across the organisation and support systems and adequate to do the job.

Councillor Stacy further stated that attempts had been made to involve backbench Members and regular reports were made available to Members, to the Performance Review Committee and in depth information and briefings had been made to the Leader of the opposition.

Councillor Stacy referred to page 5 of the report, which detailed progress at Government Monitoring Board meetings and that Contact Islington was due to open in October and he also referred to the fact that the changes to the Housing Benefit Service had resulted in positive improvements. Councillor Stacy also referred to the meeting that had been held with Rt.Hon. Nick Raynsford M.P., and that he had indicated that whilst steady progress was being made further progress was still required.

The Chief Executive indicated that following the CPA, the Council had produced an improvement plan at the end of March and a Government Monitoring Board had been established, which Deidre McGrath chaired. She referred to the procedures followed by the Government Monitoring Board and the Islington Improvement Board.
Deidre McGrath then outlined her role as lead officer of the Government Monitoring Board and in dealing with and assessing the CPA report and that she had had to decide initially whether L.B.Islington should be able to develop its own recovery plan. In response to a question she stated that the early signs to recovery were positive but it was too early to present a formal view and the situation would need to be assessed over a longer period.

In response to a question from Councillor Sawyer about lack of involvement by backbench Councillors and opposition Members in the process, Deidre McGrath stated that when she had undertaken the initial assessment she had discussed the situation with opposition Members and their wishes had been reflected in the improvement plan and stakeholders had been given an opportunity to express their views.

She added that she had endeavoured to work with the Council to compile the improvement plan and to incorporate other Council plans into the process rather than dealing with them separately. The Chief Executive stated that while the process had been time consuming, a number of the issues addressed by the CPA, would have been taken up by the Council, irrespective of the CPA process.

In response to a question, Deidre McGrath stated that L.B.Islington was performing more satisfactorily in areas such as Education and Social Services than other poorly performing Councils, but it had been found that they were performing badly in areas such as Housing Benefit and Environment. She added that at a meeting to be held the following week discussions would begin on an exit strategy and that if satisfactory progress was made by December a realistic timetable for an exit strategy could be put in place.

**RESOLVED:**
(a) That the arrangements for monitoring the delivery of the Improvement Plan through the Government Monitoring Board and Improvement Board be noted. DCE

(b) That the overall progress in delivering the Improvement Plan be noted. DCE

(c) That the feedback from the Rt.Hon. Nick Raynsford M.P., Minister for Local Government and the Regions be noted. DCE

(d) That the individual monitoring reports on the key actions in the Improvement Plan be noted. DCE

(e) That Councillor Stacy be requested to report to the next meeting with a proposed programme for the Committee to look at the 5 themes of the Improvement Plan at its future meetings. Cllr. Stacy

**MINUTES (Item 4)**
**RESOLVED:**
That the minutes of the meeting of the Committee held on 7th July 2003 be confirmed and the Chair be authorised to sign them. HOSDS
DECLARATION OF SUBSTITUTE MEMBERS (Item 2)
Councillor Sharp stated that he was substituting for Councillor Boffa and Councillor Sawyer stated that he was substituting for Councillor West.

DECLARATION OF INTERESTS (Item 3)
None.

MEMBERS MONTHLY PERFORMANCE GROUP (Item B2)
Councillor Stacy informed Members that there was now ownership of the Performance Indicators, both at Executive Member and Director level, in order to approve accountability. He added that he was responsible for looking at P.I.’s overall and that these were a combination of Best Value P.I.’s, local P.I.’s and PSA targets and these were regularly reviewed at the Members Monthly Performance Group, comprising the Chief Executive, Leader, relevant Director and Executive Member and any necessary appropriate action that was needed was taken.

In response to a question, Councillor Stacy stated that the number of P.I.’s was currently being looked at and that software was being considered to enable the P.I.’s to be on line. The Deputy Chief Executive added that some of the figures on the P.I.’s were relatively up-to-date, whereas there could be a time lag on other figures of up to 3 weeks.

Councillor Stacy stated that L.B.Islington were one of a few authorities to have an Executive Member (Performance) and had been commended for this.

RESOLVED:
That the report be noted.

HEADS AND CHAIRS OF GOVERNORS (Item B3)
The Chair welcomed Wendy Meredith, Headteacher at Hargrave Park School, Jamie Brownhill of Central Foundation Boys School and Cressida Jupp, Chair of Governors at Charles Lamb School.

Reference was made to the fact that Central Foundation had increased the number of 5 A-C’s in the last 4 years from 17% - 50% and had been awarded specialist school status for Business and Enterprise. Mr. Brownhill stated that additional funding had been agreed of £100,000 and this had enabled the school to look at the provision of extended school facilities. He added that there were very few good examples of extended schools at present to look at.

The Headteacher of Hargrave Park School, Wendy Meredith, stated that Hargrave Park had a great deal of space at the school and the extended facilities provided by the school had arisen in an ad hoc fashion. She outlined a number of facilities, such as karate club, dyslexia centre, community room etc., that were provided at the school.
The Chair of Governors of Charles Lamb School, Cressida Jupp, referred to the proposed merger of Charles Lamb and Ecclesbourne Schools and that this provided an opportunity to provide extended school provision at an early stage. She added that there was a need to involve the community, for example parents, by providing pre-school child care, adult learning and active citizenship. She added that the school was eager to learn from the experience of other schools and hoped to obtain the support of the Council in any proposals put forward. The Chair stated that a number of schools had now been visited as part of the scrutiny process and the recurring difficulty in providing good extended provision appeared to be lack of funding. He added that there was an opportunity both at Charles Lamb/Ecclesbourne Schools and the proposed new secondary school in the borough to incorporate extended provision at an early stage, but there was also a need to recognise that to also be successful educational achievement had to be raised.

Councillor Sharp expressed the view, that it was important for schools to energise the community around them and for it to be recognised that a school was a community resource.

Wendy Meredith expressed the view that raising achievement was the main target of schools and also to encourage active citizenship. She referred to the problems of litter in the surrounding area of Hargrave Park School and that she was attempting to work with local traders to alleviate this.

The view was also expressed that there was an increasing proportion of ethnic minority parents that needed to be engaged, which if this happened, would lead to a rise in attainment, however there was also the problem of white children not performing as well as ethnic minority children.

The Chair thanked Wendy Meredith Cressida Jupp and Jamie Brownhill for their attendance and contribution at the meeting.

114 PRESENTATION FROM STEVE MASON, HEAD OF REGENERATION (Item B4)

Steve Mason stated that he was aware that the Committee had received, at their previous meeting, presentations from his colleagues in the Education Department and from CEA @ Islington on the above subject. He added that he felt that it was important to be as flexible as possible in providing extended school provision, in order to meet the needs of the community.

Steve Mason expressed the view that the extended school provision should be linked with regeneration aims and objectives to benefit pupils, local communities and agencies. He stated that one of the key objectives was to raise achievement of pupils and to target services at communities which were normally not reached.

Steve Mason referred to the fact that schools could connect children, parents, grandparents and friends through adult and community learning, vocational skills, parenting skills, childcare, employment brokerage, health impact work and active citizenship. Members were informed that a Time Bank had been set up at Hargrave Park and extended schools provided agencies with opportunities to work together with schools which was beneficial.
Steve Mason expressed the view that communities were principally children and young people, the extended school community and the local geographical community.

The Chair thanked Steve Mason for his presentation.

115 REPORTS ON VISITS – EXTENDED SCHOOLS FOR THE COMMUNITY (Item B5)
RESOLVED:
That the reports on the visits undertaken be noted and Members be requested to inform the Head of Scrutiny and Democratic Services if they are able to attend any of the future planned visits.

116 BEST VALUE INTERIM REVIEW – WASTE MANAGEMENT (Item B6)
Mr. J. Raggett was present as representative of the Environment & Conservation Department. He stated that the interim report had been submitted that evening in order that Members could comment on the report before it reached the final stage.

Mr. Raggett outlined the report and the following main points were raised –

- Cost of contract was £11.3 million excluding recycling
- Contract was let as a self monitoring contract and it had been decided to strengthen the client side structure and enforcement
- Enviroline service introduced
- Were developing contractual indicators in order to be able to challenge ICSL
- Number of constraints around the contract so would be a need to work with ICSL in order to achieve improvements in co-operation with them
- Other boroughs were increasing the levels of revenue having to be put into the service – ICSL need to increase revenue from trade waste
- Legal advice was being sought in respect of transport fleet
- Best value review had highlighted a number of key areas which needed to be addressed.

Councillor Sawyer stated that in his view the contract with ICSL was reasonable given the cost and not expensive as stated in the foreword to the report. Councillor Sawyer referred to an Audit Commission document which detailed alternative ways of managing the contract and enquired how it was envisaged that the extra staff employed on the client side would improve the service.
Councillor Stacy, Executive Member (Performance), stated that the contract negotiated with ICSL had been a poor one and there had been a large number of complaints. Councillor Stacy added that in view of this the Council had taken action and created an enforcement team in order to enforce the contract. He further stated that the contract was an expensive one for the services that the Council received and it was hoped that there could be negotiations with ICSL with regard to improving the contract.

RESOLVED:
That the reports and comments made above be noted.

117 BEST VALUE REVIEW – HOUSING MANAGEMENT (Item B7)
The Assistant Director of Housing, Eamon McGoldrick, was present at the meeting and outlined the report.

He stated that the Council had been accepted for the next stage of the ALMO process and it would be the ALMO that would take forward many of the recommendations of the improvement plan when it was finalised. The ADoH added that the housing management service would need to achieve a 2 star rating in October/November in order to access the additional funding of £156 million over 5/6 years. He further stated that the number of leaseholders was increasing and the tenant survey had shown an improvement from 41%-50% in satisfaction with the housing service.

In response to a question it was stated that it was hoped that the management allowance agreement with co-operatives would be finalised before the ALMO went ‘live’. It was also stated that the Hyde Northside contract would be reviewed by the ALMO in 2005.

RESOLVED:
That the proposals in the report be noted and welcomed.

118 PERFORMANCE MANAGEMENT
Members were informed that as the Director of Performance, Peter Wylie, had recently left the Council’s service it was being proposed inter alia that Andy Jennings would take over responsibility for Performance Management if agreed by the Executive at its October meeting.

The meeting ended at 9.55 p.m.
London Borough of Islington

Performance Review Committee – Thursday, 16th October 2003

Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on Thursday, 16th October 2003 at 7.30pm

Present: Councillors: Dorrie Valery, James Blanchard, Carol Powell, Jonathan Dearth (substitute), Heather Johnson (substitute) & Catherine West.

Also present: Councillors: Bruce Neave, Arnie Gibbons

Councillor Dorrie Valery (Vice-Chair) in the Chair

119 APOLOGIES FOR ABSENCE (Item A1)
Councillors Baker, Boffa and Stacy.

120 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
Councillor Johnson stated that she was substituting for Councillor Boffa and Councillor Dearth stated that he was substituting for Councillor Baker.

121 DECLARATION OF INTERESTS (Item A3)
None.

122 MINUTES (Item A4)
RESOLVED:
That the minutes of the meeting of the Committee held on 4th September 2003 be confirmed and the Chair be authorised to sign them.

123 MATTERS ARISING FROM THE MINUTES
   (i) CPA IMPROVEMENT PLAN/PROGRESS ON DELIVERING THE IMPROVEMENT PLAN (Minute 108(e))
Councillor Valery reported that Councillor Stacy had proposed the following programme to look at the 5 themes of the Improvement Plan at future meetings of the Performance Review Committee as follows -

   Front Line Services  -  16th October 2003
   People Issues       -  11th November 2003
   Support Services   -  9th December 2003
   Finance            -  5th January 2004
   Reputation         -  2nd March 2004

124 CP IMPROVEMENT PLAN - ISLINGTON IMPROVEMENT BOARD (Item B1)
The Chair welcomed the two Members of the Improvement Board, Helen Perkins and Rita Hale to the meeting.

The Members of the Improvement Board then made a presentation to the meeting during which the following main points were made -
Members of the Improvement Board were as follows –

- David Rhind, Vice Chancellor, City University
- Helen Perkins, Independent Business Consultant
- Rita Hale, Rita Hale Associates
- Tony Allcock, Editor, Islington Gazette
- Professor Sue Richards, Birmingham University
- Ben Houghton, Change and Learning Manager, Marks & Spencer
- Chris Outram, Chief Executive, Strategic Health Authority

Role of the Improvement Board

- External Challenge with Islington focus
- Individual expertise and experience to test our assumptions and ideas
- Fourth dimension to the councillor/local government officer/government inspector triangle
- High level direction to assist in maintaining focus on ambition
- Validation of ambition

How the Improvement Board works –

- Each month take a different outcome and look in detail
- Outside meetings offer constructive advice and feedback on areas of expertise

Topics covered –

- To date Improvement Board have taken an overview of the improvement plan
- Specifically taken an overview of the improvement plan and looked at 3 outcome areas

  - Front line services
  - People issues
  - Support services

Improvement Board will look at Finance and Reputation at its next two meetings. Feedback to date –

- General feedback positive
- Offered specific ideas on outcomes covered
- Main issue of feedback is around people issues
- Ability to deliver on ambitions given context of the size of the agenda

Relationship to Government Monitoring Board (GMB)

- Very different and distinct role from GMB
- Not a formal or mandatory part of the monitoring process
- Will attend GMB to offer Improvement Board views of progress
The Chair thanked Helen Perkins and Rita Hale for the presentation and enquired how the Improvement Board had been a useful process for the Council.

Helen Perkins responded that the Improvement Board were to some extent still feeling their way but that at some point staff had to be left to get on with their work. She added that the 5 themes had enabled the Improvement Board to work with the outcome owner. It was also stated that the Improvement Board were able to bring in skills learnt in other workplaces.

Councillor Johnson enquired how long the Improvement Board were planning to work with the Council. Helen Perkins responded that at present this was tied in to the initial CPA timetable and that this was fairly open ended, but she thought at least for the first 6 months of next year.

Councillor West expressed the view that the scrutiny process to date had not been as effective as she would have wished.

Rita Hale responded that she did not know how the scrutiny process operated in detail in L.B.Islington, however she was of the view that the parliamentary select committee model of which she was familiar, worked fairly satisfactorily. She added that a number of local authorities had had difficulties with the scrutiny process. Councillor Valery expressed the view that whilst scrutiny was a new method of working for Councillors, she felt that the process was improving and that L.B.Islington had undertaken some useful scrutiny topics, however some Members may need to be supported in adapting to the new arrangements.

Councillor Dearth enquired the impression that the Improvement Board had of the Council in the areas looked at so far. Helen Perkins responded that with regard to people issues the Council had a large number of strategy papers, but there was a need to reduce these, at least initially to ensure that the most important areas were operating effectively, however, the Human Resources processes generally were satisfactorily, however, there were difficulties with regard to certain areas of recruitment such as Social Services where new initiatives were being considered.

Rita Hale referred to the area of Finance and that the new staff that had recently been employed appeared to be knowledgeable with regard to the budget process, however there was a need for cultural change amongst some staff, which a more comprehensive performance appraisal system would hopefully address.

Helen Perkins enquired of Members of the Committee where they felt that the Improvement Board should be looking next. The Chair responded that in view of the Council getting a ‘refreshed’ CPA score in December, it might be useful to take an overview of progress in the New Year. In addition, once the Improvement Board had had an opportunity to look at all the areas a summary of where these actions place the Council would be useful.
Helen Perkins also enquired how else the Improvement Board could help the Council to improve. The Chair responded that this was by mainly asking difficult questions, continuing to give honest feedback, being critical friends and helping the Council to identify any gaps in their approach. In addition it was helpful that the Members of the Improvement Board were able to share their experiences of organisations and specialisms that would assist the Council.

The Chair thanked Helen Perkins and Rita Hale for their presentation.

**RESOLVED:**
That the HoS&DS be requested to send to Members of the Improvement Board a copy of the scrutiny reviews undertaken/in progress undertaken to date.

125  
**FRONT LINE SERVICES – PRESENTATION BY DEPUTY CHIEF EXECUTIVE, ANDY JENNINGS (Item B2)**

The Chair welcomed Andy Jennings, Deputy Chief Executive to the meeting.

During the presentation the following main points were made –

- **Progress update – highlights –**
  - Contact Islington on target for October 21\textsuperscript{st}
  - Urgent housing repairs at 96\%, 50/\% above target
  - 93\% repair line calls answered in 16 seconds, 1\% above target
  - ALMO programme with £24.9 million for 04/05 and 05/06
  - On target for 120 Estate recycling sites by April 04
  - Leaving Care contract in place
  - Reducing number of delayed transfers of care cases
  - 4.6\% rise in 5+ GCSE A-C scores to 37.5\%
  - Street wardens operating well
  - Finsbury Park library well ahead of schedule

- **Areas to work on –**
  - PFI2 bid for additional sums with ODPM
  - Market bid for extra £3m with ODPM
  - Unallocated child protection and looked after children cases continue to be critical
  - Delay in the opening of the Waste recycling centre threatens 10\% target

**Key dates for delivery –**

- October 03
  - Contact Islington launches
  - Housing Benefit new structure launches
  - Catch Up Repairs programme implemented
December 03

- Corporate customer care standard
- Best Value Review of Waste Management
- Implementation of Leaving Audit recommendations
- Recruitment and Retention policy for social work staff
- Post Adoption Support Service delivered with North London Consortium
- Integrated careers advice and contingency arrangements in place
- Youth offending team, trading protocol and agreement on prioritised cohorts in place

March/April 04

- Stock transfers on Tollington and sheltered housing
- 2 star housing service
- Equality Standard Level 2
- ALMO goes live
- Traffic calming, local safety and safer routes to school
- Mobility, abandoned vehicles and fly tipping PSA targets
- Housing PF I2 preferred partner July 04
- Education targets – 39% 5+ GCSEs A*-C
- 80% level 4+ in English and Maths

December 04

- Older children’s adoption strategy
- Operational QA system in Social Services for looked after children
- Decent homes PSA target
- Finsbury Park Library open (now on target for January 04)
- Sports development plan for each park
- Externally funded Sports Development officers

Ownership and how the actions are achieved

- Integrated into divisional departmental and corporate plans and objectives
- Appraisals
- Performance monitoring and management
- Members performance group
- Quarterly Performance Review
- Corporate Management Board
- Accepted need to improve/continue improvement
- Clarity about priorities and need to translate into action
- Improvements being driven across the Council and with partners

Why these are important

- Service delivery, quality and outcomes
- Investment/resources
- Reputation
- Improved performance
• Government targets

The Chair thanked the Deputy Chief Executive for his presentation.

126 EXTENDED SCHOOLS FOR THE COMMUNITY (Item B3)
The Head of Scrutiny and Democratic Services’ representative reported that all the extended schools visits, except for a visit to schools in Cambridgeshire had been completed and it was intended that proposals would be submitted to the Committee on 11th November 2003. He added that it was envisaged that a final report would be submitted to the Performance Review Committee on 9th December, with a view to the report being considered by the Executive in January.

RESOLVED:
That the circulated minutes of the visits be noted.

127 ADDITIONAL MEETING DATE – 9TH DECEMBER 2003 (Item B4)
RESOLVED:
That the additional meeting date of 9th December 2003 for Performance Review Committee be noted.

128 BEST VALUE REVIEW – HOUSING MANAGEMENT (Item B5)
The Deputy Chief Executive, Andy Jennings outlined the report.

The Deputy Chief Executive stated that with the inception of the ALMO most of the proposals would be implemented by the ALMO.

RESOLVED:
That the report be noted and that it would be referred to the Executive for consideration.

The meeting ended at 8.40 p.m.

CHAIR
London Borough of Islington

Performance Review Committee – Tuesday, 11\(^{th}\) November 2003

Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on Tuesday, 11\(^{th}\) November 2003 at 7.30pm

Present: Councillors: Graham Baker, Dorrie Valery, Catherine West, Carol Powell, Donna Boffa.

Also present: Councillors: James Kempton, Terry Stacy and Phillipa Stobbs

Councillor Graham Baker in the Chair

129 APOLOGIES FOR ABSENCE (Item A1)
Councillor James Blanchard.

130 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
None.

131 DECLARATIONS OF INTEREST (Item A3)
None.

132 MINUTES (Item A4)
RESOLVED: That the minutes of the meeting of the Performance Review Committee held on 16\(^{th}\) October 2003 be confirmed and the Chair be authorised to sign them.

133 MATTERS ARISING FROM THE MINUTES
(i) CPA Improvement Plan – Islington Improvement Board (Minute 124)
Councillor Stacy, Executive Member (Performance) informed Members that Helen Perkins and Rita Hale, members of the Islington Improvement Board who had made a presentation to the Committee at the previous meeting had asked him to pass on their thanks to Members of the Performance Review Committee for the warm reception that they had received and the intelligent questions that they were asked.

(ii) CPA Improvement Plan/ Progress on Delivering the Improvement Plan (Minute 123(i))
The Chair stated that the meeting of the Performance Review Committee scheduled for 9\(^{th}\) December had had to be cancelled. The Chair added that the revised schedule for considering the remaining themes of the CPA Improvement Plan was as follows:

- Support Services: 5\(^{th}\) January 2004
- Finance: 2\(^{nd}\) February 2004
- Reputation: 4\(^{th}\) March 2004
CPA ASSESSMENT – PRESENTATION BY PAUL CURRAN AND MARIA KING (Item B1)

The Assistant Director of Customer Focus (Human Resources), Maria King and the Director of Social Services, Paul Curran, were present and made a presentation on the above.

During the presentation the following main points were made -

Progress update – achievements

- Appraisals completed increased from 43% in 2002 to 87% in April 2003
- Staff attitude survey response rate increased from 32% in 2004 to 47% in October 2003
- Achievement of all people related BVPI’s in 2003
- Leadership and management development programmes for all levels live in 2003
- Employee involvement programme in place: Leaders Birthday breakfasts, Network presenter pilot, people leadership group
- Staff benefits – discount scheme: interest free seasons ticket loan (was 8%), zones 1 and 2 Travel Cards for hard to recruit posts: Market supplement scheme
- New recruitment advertising contract with TMP Worldwide began in October 2003
- Workforce planning pilot in E&C (November 2003)
- Achieve corporate investors in people (December 2003)
- Pay review and improving performance (December 2003)
- Complete review of recruitment policies and processes (April 2004)
- E workforce – manager and employee self service (April 2004)
- Ability for employees to access on line their personal files although strict security measures would need to be in place.

Future plans –

- Becoming a leading employer in the field of diversity and equality
- Benchmarking peoples practices council wide
- Consistent HR framework of standards, policies and procedures
- Employee advice line

Ownership and how the actions are achieved –

- Integrated into divisional departmental and corporate plans and objectives
- Appraisals, performance monitoring and management, Members Performance Group, Quarterly Performance Review, Corporate Management Board
- Accepted need to improve/continue improvement, clarity about priorities and need to translate into action, improvements being driven across the Council and with partners

Why are these important

- Service delivery, quality and outcomes
- Investment/resources
- Reputation
- Improved performance
• Government targets

The Director of Social Services stated that the CPA process had assisted the Council in being able to refocus its human resources function and take a more positive/proactive approach to ensure that L.B. Islington was one of the best authorities for which to work.

In response to a question it was stated that the new advertising contract with TMP Worldwide did provide economies of scale and improved impact.

The Chair thanked Maria King and Paul Curran for their presentation.

**AUDIT COMMISSION - ISLINGTON ASPECTS OF PERFORMANCE MANAGEMENT - PRESENTATION (Item B2)**

The Deputy Chief Executive, Andy Jennings, was present together with Councillor Terry Stacy, Executive Member (Performance).

During the presentation by the Deputy Chief Executive the following main points were made –

**Headlines** –

• Performance management is still developing but the Council has learned a great deal about how to use it and refine it
• Members and officers have been learning together and a more probing culture is informing the process
• Members Performance Group has been a crucial element in the process
• The profile of performance PI’s and performance measurement has been raised effectively in certain parts of the Council
• The process has led to officers intervening more successfully in service problems
• When poor performance has been identified the formation of an action plan to address the problem has been effective

**The Hot 50** –

• There has been a mutual exploration between members and officers around the range of PI’s and that dialogue should continue
• The choice of performance indicators needs continual review
• There should be an element of risk with some PI’s, some should be more difficult
• Members and officers should continue their good practice of and develop further the use of PI’s to reveal difficult policy areas and address difficult problems

**Monthly Performance Group –**

• MPG needs to strive for a reasonable balance between consistency in member roles and refreshing the approach from time to time
• Do Members have the right balance in MPG meetings in terms of making officers feel accountable
• Should the skills, expertise and knowledge of Members of the group be shared more widely
Is enough time devoted to discussion in MPG i.e. half an hour per month per service director
Is there scope for MPG to be more robust, challenging without being too aggressive
Is the Council assured that the work of MPG and the Quarterly Review meeting is permeating throughout the departments
Is performance management real for everybody in the Council staff or is it limited to senior officers and Members

**Performance Review Committee**
- Performance management is not yet engaging all elected Members across the Council
- The Council should consider how there can be wider ownership by Members
- The Performance Review Committee has the potential to play a key role in a robust approach: work of scrutiny is said to be still embryonic: time is moving on

**Performance information**
- Are there benefits to be gained from centralising performance information systems to ensure consistency
- The Council’s new data base will provide the tool, but it will not do it for you:- much depends on how it is managed

**Service and financial plans**
- Service planning linkage with corporate strategy needs development
- Integration of performance management with service planning and financial planning required across all services
- The departmental service planning process could be used to develop this work

**Personnel performance**
- The linkage between staff appraisal and key performance priorities is crucial for the creation of a robust performance culture
- The Council is right in its intent to map the extent to which individual appraisal is linked to key aims and this should be undertaken soon

**Next steps**
- Continue to develop performance management as a wider Council activity
- Spread understanding and ownership of performance management across all Council staff and Members
- Involve lead members in cross portfolio performance to develop an understanding of the corporate picture
- Develop opportunities for officers and Members to explore performance issues in more depth
- More focus on key issues: drill down-greater understanding and more choice for Members
- Give greater attention to making good performance better
- The role of Overview and Scrutiny in general needs speedy and clear development
- Should member capacity and engagement in this area be given

In response to a question it was stated that the MPG was led by the Leader and consisted of the Executive Member (Performance), Councillor Gibbons, the Chief Executive and the Deputy Chief Executive. It was added that every Director, together with the relevant Executive Member were challenged on their performance figures.
It was further stated that from April, Performance Review Committee would be able to look in detail on a regular basis at the Hot 50.

Councillor West expressed the view that it could provide difficult to manage such a large number of changes in such a short space of time. In addition she stated that a proper forum was needed for Members to effectively challenge portfolio holders.

The Deputy Chief Executive responded that with regard to the amount of change happening in a short space of time, this had been raised by the Improvement Board, however, L.B.Islington was a large organisation of over 3,000 employees and improvement required change.

Councillor Stacy indicated that whilst modernising Islington had made a start in improving performance management, there was still a good deal of progress to be made, as evidenced by the CPA assessment report, which had been based on a number of previous inspection reports. Councillor Stacy added that the new administration had made performance a key issue and to prove L.B.Islington could deliver what it promised. Councillor Stacy further stated that the Audit Commission, and the external and internal improvement boards, had all assisted in challenging the Council and he was positive that the Council could move forward effectively.

Councillor Stacy stated that he hoped that the Performance Review Committee would begin to take a keen interest in performance reviews, such as by continuing to look at and comment on the five CPA assessment themes. He added that there had been an increased role for the MPG and the Council had been congratulated for being only one of two Councils in the country to have an Executive Member responsible for Performance. Councillor Stacy referred to Councillor West’s statement about the need for a forum to effectively challenge Executive Members and it was stated that Councils had to make the current democratic arrangements work effectively and that Members could raise issues at Performance Review Committee the relevant Executive Member could be invited to attend to answer questions.

Councillor Stacy also referred to the fact that L.B.Islington was subject to intense external monitoring and the MPG also looked at the wider picture, including Best Value reviews, PSA targets etc.

Councillor Baker referred to the Hot 50 and that whilst in the past, because of the need to focus on specific topics, the Committee’s emphasis had not been on performance, the Committee would now be concentrating more in this area.

Councillor Stacy indicated that he would welcome questions at Council on performance or specific matters could be referred to him to investigate.

He added that Councillor Creagh would also be meeting on a regular basis the Deputy Chief Executive to discuss progress on the CPA assessment and general performance issues. Councillor Stacy further stated that performance was also discussed on a regular basis at the Executive however, whilst the Council had moved forward over the last 3 years, there was still a long way to progress.
Councillor West expressed the view that she found it was frustrating as a backbencher and a member of the opposition that she seemed to be the only Member on the Committee being critical of the Council and there was a need to make sure that Overview and scrutiny Committees had genuine debates about issues to ensure better more constructive decisions were made. Councillor Stacy referred to the fact that he had attended a number of scrutiny meetings and not only he but other Executive Members had been strongly questioned by Members.

The Chair thanked Councillor Stacy and Andy Jennings for their presentations.

EXTENDED SCHOOLS IN THE COMMUNITY – PRESENTATION BY COUNCILLOR GRAHAM BAKER (Item B4)

Councillor Baker made a presentation to the Committee as to the scrutiny methods and findings to date.

During the presentation the following main points were raised:

- Members of Performance Review Committee
  Councillors: Graham Baker (Chair), Dorrie Valery (Vice-Chair), Dave Barnes, James Blanchard, Donna Boffa, Michael O’Sullivan, Carol Powell, Catherine West

- Finish: Report with recommendations – December 2003

- Definition:
  ‘An extended school is one that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community.’

  DfES 2002

  ‘A full service extended school is one which provides childcare, health and social care, lifelong learning opportunities, family learning, parenting support, study support, sports and arts and ICT access.’

  Local Government First October 2003

- ‘By 2006 all LEAs will be funded to provide at least one full service extended school in their area.’

  ‘LEAs and headteachers themselves are the driving force in the development of extended schools.’

  Local Government First October 2003
• Scrutiny Approach
• Consult the experts
• Engage a good minder
• Design a programme of visits to schools and related organisations

• Scrutiny Process
• Focus on Islington schools and related organisations
• Visit other London boroughs – Greenwich and Tower Hamlets
• Cambridge and Newcastle
• Irvine, Scotland

• Islington Experience – Primary Schools
  Hargrave Park, Hungerford, Montem, Pooles Park, Winton, Charles Lamb

• Nursery class
• Breakfast clubs
• After school playcentre
• Extended school activities

• Winton School

• Extended School Activities
  There is a ‘Parent House’ on-site which provides an opportunity to involve Pupils' families and allows parents to meet together. Various training workshops and courses are run.

  The Parent House operates the school day and utilises volunteers from CSV and other agencies. It is registered charity with a Board of Trustees and managed by the school.

  The computer courses have been very successful, 2 of last years intake have returned to teach this year. There is some overlap between the courses ran by the Parent House and nearby Platform 1, so the House needs to ensure that they offer something different to survive.

• Islington Experience – Secondary Schools
  IAMS, Holloway, Highbury Grove, Mount Carmel, EGA, Central Foundation

  Breakfast clubs
  Extra Curricula activities
  After school activities
  Extended school activities

• Elizabeth Garrett Anderson

• Extended school activities
  Platform 1 was flagship built on the vision of EGA endeavouring to raise achievement – helped by being in a regeneration area – felt need to raise community regeneration aspirations in order to help raise achievement.
Platform 1 at EGA provides community learning in a new build facility. It is currently open until 7.00pm and could be open until 9.30pm if funding was available.

There needs to be more ‘joined up’ working between health, education and social services – Sure Start and Connexions had been a start but had been added on rather than a planned integration.

- Scrutiny Method
  Small delegation of members and officers visiting schools and related organisations.

  A structured discussion covering most aspects of the scrutiny topic.

  A brief meeting report with main findings as an ongoing record.

- Structured Discussion
  Discussion of the concept of extended schools.

  What is going on now?

  What are the main constraints to extended schools development?

  How will extended schools be developed in the future?

- London Experience
  Greenwich: Two primaries
  Tower Hamlets: Mixed secondary

- Cambridge Experience
  Bottisham College, Parkside College

- Newcastle Experience
  Benfields – Full service school

- Is Scotland a foreign country?
  Royal Academy Irvine
  Extended schools in Scotland
  Engage with the community

- What can Islington learn from other LEAs and schools?
  Good LEA support
  Clear vision and strategy
  Good teamwork
  Consistent and reliable funding
  Engage with the community

- Development of Extended Schools in Islington
  Pathfinder Schools: Holloway, EGA, Islington Green
  Charles Lamb and Ecclesbourne merger
  New school
• Can one template fit all schools?
  Probably not
  Need to pilot activities
  Encourage individual approaches
  Organise reliable and adequate funding

• Role of LEA/CEA in the development of Extended Schools
  Yes – at the minimum a co-ordinating and strategic role
  Schools need guidance in the development of extended schools
  ‘Clusters of schools’ must acquire ownership of local initiatives
  Define key performance indicators applicable to extended schools activities

• Who are the Important Partners?
  Islington PCTs, Early Learning – Sure Start, Adult Learning, City and
  Islington College, Metropolitan University of North London, Police, Social
  Services

• Regeneration of Local Communities
  Pupils of today are the citizens of tomorrow
  Success at school must impact on the community
  More community involvement with a school is a catalyst for regeneration

• Completion of this Scrutiny
  Preparation of a draft report with recommendations – December
  Review draft report with schools, CEA and LBI – December
  Finalise report for approval by Performance Review Committee –
  December 2003

• Noted that L.B. Islington should have three full service extended secondary
  schools by 2006.

• Some schools, such as Pooles Park, engaged in more parent orientated
  activities and addressed cultural diversity needs.

• Need for schools to be more accessible for disabled – new build schools
  should incorporate disabled access/facilities for children e.g. Charles
  Lamb/Ecclesbourne

• Most schools provided extended facilities at all stages, breakfast club,
  lunchtime clubs, after school clubs – level depended on the facilities available.

• Impressed with parenting classes at primary school in L.B. Greenwich - linked
  into Sure Start and nursery

• Reference made to George Green School – crèche for staff and parents –
  police officer based on site – accepted a number of disabled children even
  though this may mean lower SATs results.

• Difficult to compare schools in Cambridge with L.B. Islington schools as
  community activities were centred around the school.
• Benfields school in Newcastle was an example of a full service extended school providing social services, healthcare for primary school pupils – excellent sports facilities, but as yet not translated into academic achievement.

• Noted view of Director of Schools CEA @ Islington that there should be a link between extended school provision and academic achievement – no one model for extended schools as each school had to relate to the needs and application of the local community.

• Royal Irvine academy was being used to link in with other organisations/groups to develop a community school to achieve common aims – home link teacher used to reduce levels of truancy by visiting families at home – in communities such as Irvine the school can become the focal point and address the needs of the community

• It was anticipated that all 10 secondary schools in L.B.Islington would develop as extended schools – unrealistic to expect all primaries to develop in a similar way, but Hargrave Park were developing good extended provision

• Possibility of children’s centres linking into school – however noted that there was an issue on site capacity and it was intended to develop children’s centres on the ‘hub and spokes’ principle

• Issue of lack of funding for extended school provision was a recurring theme – noted that government funding was £100,000 in the current year and £50,000 in each of the two subsequent years – needed to supplement this funding with other funding sources – opportunities to build/adapt facilities for extended school provision especially with the 10th secondary school, Holloway/Bridge School and the Charles Lamb/Ecclesbourne site

• Need to explore who would have the responsibility for operating extended school provision e.g. Governors could be in inward looking and more school focused

• Need to work together with outside agencies, such as health social services, together with mainstream funding in order to maximise resources and encourage co-operate working

The Director of Schools, CEA @ Islington thanked the Committee for undertaking a scrutiny review into this topic and stated that there was genuine enthusiasm to take the extended school concept forward.

The Chair indicated that it was hoped that the Extended Schools in the Community report would be considered by the Performance Review Committee in January and that a draft report could be circulated to interested parties for comment by the middle of December.
The Chair referred to the scrutiny initiation document which had been circulated.

RESOLVED:
(a) That in the event of Members having any comments in relation to the draft scrutiny initiation document there be forwarded to the Head of Scrutiny and Democratic Services for consideration.

(b) That the Chair be authorised, subject to any amendments, to approve the scrutiny initiation document for commencement of the scrutiny review topic in January 2004.

The meeting ended at 10.05 p.m.

CHAIR
London Borough of Islington

PERFORMANCE REVIEW COMMITTEE
5th January 2004

Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on 5th January 2004 at 7.30 p.m.

Present:  Councillors: Graham Baker, Donna Boffa, Carol Powell, James Blanchard, Catherine West

Also present:  Councillors: Terry Stacy and Jyoti Vaja

Councillor Graham Baker in the Chair

138  APOLOGIES FOR ABSENCE (Item A1)
Councillor Dorrie Valery

139  DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
None.

140  DECLARATION OF INTERESTS (Item A3)
None.

141  MINUTES (Item A4)
RESOLVED:
That the minutes of the meeting of the Committee held on 11th November 2004 be confirmed and the Chair be authorised to sign them.

142  CPA ASSESSMENT – SUPPORT SERVICES – PRESENTATION BY LOUISE ROUND (Ag. Item B1)
The Executive Member (Performance) Councillor Stacy, informed the meeting that L.B. Islington had received news that they had moved out of the poor category into the weak category on the CPA assessment rating. He added that he had written to all Members of the Council in this regard. Councillor Stacy added that he would wish to congratulate the Director of Law & Public Services, Louise Round, and corporate Directors on the work that they had undertaken and expressed the view that it was only a matter of time before the Council further improved their rating.

The Director of Law and Public Services, Louise Round then made a presentation on Support Services, during which the following points were made –

Consistent Procurement Processes –
• Training analysis complete and training being rolled out
• Procurement board meeting monthly
• Reviews of usage of corporate contracts undertaken
• Agency staff contract – tender documents issued
• First electronic tender exercise complete
Risk Management -
• Scheme for monitoring large projects at CMB in place
• Each project had assigned CMB ‘owner’
• PWC commissioned to implement council wide risk management strategy

Human Resources -
• Recruitment and selection process reviewed
• New recruitment contract to be implemented in April 2004
• Employee ‘self service’ on HR Pro by April 2004
• New recruitment procedure on target for April 2004

IT systems -
• Microsoft outlook rolled out Council wide
• Three year ICT strategy agreed by CMB in September
• New standards for procurement agreed
• Sub-Group established to explore and enable ways of working in conjunction with staff accommodation strategy

Business Process re-engineering
• 80 processes reviewed Council wide
• All new processes signed off with Directors
• Implementation beginning – to be completed in most areas by March 2004
• Uniform approach to sending out information being developed and costed

Performance Management Systems -
• New software commissioned piloted and being rolled out Council wide
• Review of old PI’s – new ones due to be agreed by January
• MPG ‘Hot 50’ indicators being reviewed in light of recent Audit Commission report
• Number of qualified indicators reduced to 3 (target 4)

Central Services -
• CMB sub-group formed to look at charging arrangements and to consider developed budgets (already piloted in legal)
• Review to valuation services recommending outsourcing
• New revised SLA’s to be issued from April next year.

The Chair informed Members that the Performance Review Committee would in future be looking at the Hot 50 on a more regular basis, with effect from April. Councillor West expressed the view that she felt that it would be beneficial if scrutiny review topics were linked into performance issues and that this should be considered at Overview Committee when they considered topics for 2004/05.

The Executive Member (Performance) informed the Committee that previous recommendations from the Committee in relation to the Right to Buy scrutiny review topic had been taken into account when undertaking the Housing Management Best Value review.
RESOLVED:
That the above comments be noted and taken into account when considering scrutiny review topics at Overview Committee for Performance Review Committee for 2004/05.

The Chair thanked Louise Round for her presentation.

143 SUPPORT FOR NEW TENANTS – PRESENTATION FROM ACTING CHIEF EXECUTIVE/CONSIDERATION OF WORK PROGRAMME/SID (Item B2)
The Acting Chief Executive, Islington ALMO, Eamon McGoldrick was present. Councillor Jyoti Vaja, Executive Member (Housing and Community Safety) was also present. Documentation in respect of the lettings pack was laid round.

The Acting Chief Executive made a presentation to the Committee during which the following main points were made –

Background -
- Looking purely at support for new tenants - this review does not include reasons why properties become void, void re-servicing performance, allocations procedures, Council tenants who transfer
Recent changes in Void Numbers/Client Group –
Relets 1999 - 1677
2003 - 1451

- Lower % of relets going to transfer cases
- Greater % of ‘new’ tenants vulnerable
- Vast majority on housing benefits

Changes in service provision since the 1950’s -
- In 1950’s Islington had much smaller stock
- Door to door rent collections – regular visits from start and throughout tenancy
- Local depots for repairs
- Local gas and electricity shops
- More stable Council tenant population
- No Right to Buy
- Less homelessness
- No community care legislation

Processes/Support – recent changes
1998
- No all viewings accompanied
- Decorations allowances
- No tenants handbook
- Little supporting information to take away

2003
- All viewings accompanied
- Decorations vouchers
- Tenants handbook available
- More consistency
  - 6 offices
  - Procedure notes
  - Customer commitment

- No following up visit until decorations due
- Follow up visit 4 weeks after start of tenancy
Documents to assist review -
- SID
- Work programme
- Lettings pack
- Customer commitment

Following the presentation discussion took place with regard to the Scrutiny Initiation Document (SID) and work programme and the following amendments were proposed to the SID as follows –

Hard to reach groups should include reference to black/ethnic minority groups and ex-prisoners
Who is to be involved – new tenants should include tenants who have moved in from out of borough
Council accommodation
Tenants who moved in in 1998 rather than 2000 and to include tenants of street properties
Who is to be consulted – add Partners Housing PFI and Representatives on ALMO shadow board.

The view was also expressed that the review should incorporate evidence on the effects of anti-social behaviour on tenants if this was referred to.

The Chair also referred to the fact that the visits would normally be held in the evening to enable Members to attend.

RESOLVED:
(a) That subject to the amendments referred to above, the SID be approved. HoSDS
(b) That a more detailed work programme be developed for circulation to Members including proposed dates for visits.

The Chair thanked Eamon McGoldrick for his presentation.

EXTENDED SCHOOLS FOR THE COMMUNITY (Item B3)
Draft recommendations on the above scrutiny review were laid round for the consideration of Members.

The Chair stated that since preparation of the draft recommendations he had received further comments and that he intended that revised recommendations, together with any revisions from the Committee that evening would be circulated, together with the draft report by the end of the week. The Chair added that it was envisaged that any comments on the draft report would be considered at the Performance Review Committee on 2nd February 2004, with a view to agreeing the report at that meeting for submission to the Executive.

During consideration of the recommendations the view was expressed that (a)(viii) needed to be clarified.
Discussion also took place as to the recommendation with regard to the new secondary school and the view was expressed that this was a good opportunity to develop an extended school if possible.

In response to a question it was stated that it was envisaged that all secondary schools in Islington would become extended schools.

Councillor West expressed concern that backbench members did not have as detailed knowledge of what was happening within the Council as they did under the old committee system. Reference was made to the fact that this was a consequence of the local Government Act 2000 and the changes to democratic arrangements which the Council had to implement. It was added that backbench members were always welcome to attend meetings of the Executive to observe decisions that were being made.

The meeting ended at 10.00 p.m.

CHAIR
Non-confidential minutes of the meeting of PERFORMANCE REVIEW COMMITTEE held at the Town Hall, Upper Street, N1 2UD on 2nd FEBRUARY 2004 at 7.30 p.m.

Present: Councillors: Graham Baker, Derek Sawyer (substitute), James Blanchard, Dorrie Valery, Carol Powell, Dave Barnes

Also present: Councillor: Councillor Terry Stacy

Councillor Graham Baker in the Chair

145 APOLOGIES FOR ABSENCE (Item A1)
Councillors Sharma, Boffa, West.

146 DECLARATION OF SUBSTITUTE MEMBERS (Item A2)
Councillor Sawyer stated that he was substituting for Councillor West.

147 DECLARATION OF INTERESTS (Item A3)
None.

148 MINUTES (Item A4)
RESOLVED: That the minutes of the meeting of the Performance Review Committee held on 5th January 2004 be confirmed and the Chair be authorised to sign them.

149 MATTERS ARISING FROM THE MINUTES
None.

150 CHAIR’S REPORTS (Item A5)
None.

151 CPA ASSESSMENT – PRESENTATION BY DAVID CRUICKSHANK - FINANCE (Item B1)
The Director of Finance and Property Services, David Cruickshank, was present and made a presentation on the above.

During the presentation the following main points were made:

Improvement Plan objectives –

- Right structure, right people
- Reviewing the way we do things
- Integrating service and financial planning
- Addressing financial standing
- Training
- Improving income collection
Progress to date -

- On target to complete or already completed 93 of the 100 tasks
- The seven 31 December 2003 targets missed were due to -
  - conscious decision to defer
  - completed awaiting a future event
  - needed to reprioritise resources
  - nearly there

Achievements in relation to objectives -

- Right structure, right people
  - structures and staffing in Housing and Environment and Conservation were already okay
  - restructured Corporate Finance, Regeneration and Education and Social Services
  - highly successful senior finance recruitment in Corporate Finance and Regeneration and Education but difficulties in Social Services and with attracting a high number of good quality accountants
  - started a graduate programme
  - developed the Finance family
  - Reviewed the way things are done
  - ongoing programme of reviews of policies, practices and procedures
  - ongoing programme of best value type reviews (benchmarking etc)
  - reviewing computerisation and centralisation of functions
  - Integrating service and financial planning
  - major achievement during 2003
  - Executive’s imperative drove the financial planning process
  - covered 3 year period
  - addressed District Auditor’s concern over balances
  - completed 3 months earlier than last year

- Improve financial standing
  - this relates to ensuring the Council lives within its means each year
  - having a strong balance sheet
  - the 2004/5 - 2006/7 Medium Term Financial Strategy addresses both of these issues by
  - increasing the level of in year contingencies
  - increasing General Fund balances from 2%-5% over the 4 years 2003/4 - 2006/7

Achievements in relation to objectives

- Training
  - ongoing training of budget holders well under way
  - Executive and backbench councillor training sessions set up for March (9th and 30th for Councillors)
  - professional accountants now required to obtain a qualification and belong to an accounting body (e.g. CIPFA, CIMA, ACCA)

- Improving income collection
  - 19 point plan to improve Council Tax/NNDR collection
  - recognised in Medium Term Financial strategy in the proved collection %
  - major project under way to collect sundry debtor arrears
addressing the future by appointing credit controllers in each service and in Corporate Finance

Conclusions
Still some way to go but a lot achieved in 9-10 months.

Councillor Barnes enquired whether in the collection of Council Tax, checks were made by the electoral register against Council properties to ascertain whether Council Tax was being paid by tenants. Councillor Stacy responded that it had only been as a result of a recent court case that the Council were now able to cross reference on the electoral register and the e-government board would need to take this into consideration.

Councillor Stacy stated that the final CPA assessment theme would be submitted to the next meeting of the Council and that the Council had delivered on a number of key objectives. He added that discussions would be taking place with the Government in the near future on the improvement plan.

In response to a question Members were also informed that the Hot 50 was being looked at by the Members Performance Group to review the number of key performance indicators to be monitored and that there would be an annual report submitted and a regular quarterly report submitted to the Performance Review Committee on the Hot 50 starting from the April meeting.

The Chair thanked David Cruickshank for his presentation.

152 SUPPORT FOR NEW TENANTS (Item B2)
The Chair informed the meeting that the Scrutiny Initiation Document (SID) had now been prepared and the Assistant Director of Housing, Eamon McGoldrick, laid round a draft proposed work programme. The Assistant Director of Housing outlined the proposed work programme. The Assistant Director of Housing added that present that evening were four members of the shadow ALMO board, Jessie White, Eddie Niles, Barbara Coventry and William McGarvey to give the Committee their views as to the service supplied to new tenants.

Jessie White stated that the Council should support existing tenants as well as supporting new tenants. She added that she objected to a proposed visit to Circle 33 and questioned whether the Lyon Street office should be visited as it was run by Hyde/Northside. In addition, she enquired why Holland Walk had been chosen and stated that the Boleyn Road office should be visited.

Jessie White also referred to the need for the Council to ensure that tenants should be made to adhere to their tenancy agreements and to ensure that tenants maintained their flats in good condition.

The Chair responded that this particular scrutiny was directed at new tenants and added that Hyde/Northside had been selected specifically as it was not a Council run office but there would be no problem in adding Boleyn Road office to the proposed scheduled visits.
Eddie Niles expressed the view that with the number of 16/17 year olds being given tenancies, this should be looked at, together with support for new disabled tenants. The Chair responded that the Scrutiny Initiation Document had specifically identified hard to reach groups amongst those to be interviewed during the scrutiny process.

William McGarvey referred to the problems encountered by ex-offenders moving into Council accommodation and problems of harassment which often appeared to be ignored by Estate Managers.

Barbara Coventry referred to the decoration allowance given by the Council to new tenants which was a good idea. The Assistant Director of Housing referred to the presentation he had made with regard to tenancy arrangements at the previous meeting and undertook to circulate this to shadow members of the ALMO board present.

Councillor Derek Sawyer enquired what the situation would be if the tenant could not carry out the decorating and also referred to the fact that the allowance appeared not to take account of the condition and size of the property. Councillor Sawyer added that a visit to the Peabody Trust to look at how they supported new tenants would be beneficial. In addition, Councillor Sawyer enquired how the focus groups would be chosen.

The Chair responded that it was hoped to select a broad cross section of tenants which included 16/17 year olds and ex-offenders and whilst the groups would be as representative as possible they may not always be perfect.

Jessie White referred to the 1995 Housing Act and the fact that there was now a need to rehouse youngsters from care and ex-offenders. She stated that the Council should not rehouse these groups amongst elderly tenants as they were often the cause of anti social behaviour and added that it was wrong for confidential details to be ‘leaked’ of ex-offenders to other tenants.

The Assistant Director of Housing referred to the fact that a fixed amount of decoration vouchers were allocated but additional vouchers were given according to the number of rooms. He added that sheltered accommodation, bedsits and some other accommodation were decorated and if a tenant was unable to decorate the situation would be looked at. The Assistant Director of Housing further stated he could include a visit to Peabody in the visits schedule.

Barbara Coventry expressed the view that the Council should do more to soundproof properties, especially when they become vacant.

The Assistant Director of Housing stated that the focus groups would be chosen on a random basis and tenants would be offered a small incentive to attend and these would include 16/17 year olds. He added that he was concerned to learn about the issues of harassment and confidentiality raised previously and if such matters occurred in future they should immediately be referred to him for investigation.
Councillor Barnes expressed the view that before tenants vacated their properties they should be inspected and that this did not appear to happen. He added that in addition when tenants viewed flats they should be accompanied by estate officers in order to respond to any questions and assist tenants in completing forms, such as housing benefit forms.

Councillor Barnes also referred to the need for a 6 week visit to be undertaken at the property to ensure everything was alright and regular visits should be undertaken to problem tenants. The Assistant Director of Housing responded that a housing support services officer was available to assist tenants if this was required.

Councillor Stacy referred to the supporting people initiative which included assisting children moving out of care and ex-offenders and it would be useful to obtain evidence from Peter Bedford Trust or Shaftesbury in this regard. The Assistant Director of Housing informed members that the majority of lettings were now allocated to the homeless and that there would be a great deal of information already known about these new tenants and existing tenants. The Deputy Chief Executive stated that, as part of the assessment process, the vulnerability of homeless people was checked but obviously there were things that were not always established from this process which would only become known at a later date.

In response to a question Jessie White stated that whilst welcoming the review, it was vital that new tenants were made aware of the terms of their tenancy agreements and that decoration allowances should actually be spent on decoration and not used for other purposes. She added that new tenants should be made aware of their responsibilities and that measures should be put in place to safeguard other tenants from instances of anti-social behaviour.

Discussion then took place in relation to possible visits and that these should include authorities where best practice was being implemented.

**RESOLVED:**
(a) That the approved Scrutiny Initiation Document be noted and the Chair, in consultation with officers, establish a more detailed work programme for the scrutiny review and inform Members thereon.
(b) That the shadow ALMO Board members be invited to attend and participate in the scrutiny process, if they wish to do so.
(c) That the HoSDS be requested to circulate copies of the Tenants Handbook to Councillors Sawyer and Barnes for information.

**EXTENDED SCHOOLS FOR THE COMMUNITY (Item B3)**
A copy of the revised recommendations and draft report were laid round for Members.
Councillor Stacy stated that he felt that the review was extremely well written and informative and congratulated the Committee on the report. He referred to the BSF and PFI initiatives set out in paragraph 4.11 and 4.12 of the report and that he felt that this and the recently agreed procurement code should be referred to specifically in the recommendations, given that this was one of the largest BSF/PFI programmes in the country.

The Assistant Director (Regeneration and Education) referred to the fact that events had taken place throughout the scrutiny review investigation which had necessitated changes to some of the evidence originally received.

Councillor Sawyer expressed concern at the recent comments made by Councillor Kempton that extended school facilities could be used in place of other community facilities. Councillor Sawyer also referred to the new secondary school and that the Council should be exercising more emphasis on providing extended school facilities. The Assistant Director of Education (Regeneration and Education) responded that whilst the Council were putting forward proposals as to what should be on site, the school was being funded by DfES and the CoE Diocese and the Council could not insist on things being included.

Councillor Barnes expressed the view that the new secondary school was only being built in order to attract children that were currently going out of the borough in an effort to increase the performance of Islington schools. He added that schools in Islington were not oversubscribed. The Assistant Director (Regeneration and Education) responded that for the first time Islington schools were full and the Greater London Authority were forecasting rising school numbers in the future. Councillors Barnes also expressed the view that in future reports should not have roman numbering.

Councillor Valery stated that she thought the report was excellent and thanked the officers and the Chair for their hard work and effort in producing the report.

**RESOLVED:**
That, subject to an additional recommendation being included in the report to reflect Councillor Stacy’s comments referred to above in relation to procurement and BSF and any other minor amendments, as authorised by the Chair, the draft report be approved and submitted to the Executive for consideration.

The meeting ended at 9.45 p.m.
• The priority of the school will continue to be the education of pupils – the extended community uses must fit in around this.

• The school has a lot of surplus space and this provides great opportunity for community use. The school also operates effectively and pupil behaviour is good.

• Extended community use is not a new concept. The Headteacher has experience of this in 30 years of teaching in various schools. Extended use has however been given added impetus and support by recent changes including the introduction of Sure Start. Hargrave Park is not in a Sure Start area although the initiative provides a model.

• The funding from extended uses cannot guarantee long term and reliable income as community groups often move between facilities, have funding difficulties themselves and require accommodation only temporarily.

• As well as supporting the local community, extended use of the facilities can be an important source of funding for the school. There is a balance to be struck between these two priorities.

• Sometimes the school’s facilities are unsuitable for interested community organisations’ needs. Eg. Theatre groups find the halls too small for performances but some rooms can be good for storing costumes. There can be some ‘dual use’ eg. computer facilities, playcentre facilities.

• The school will consult parents on plans and ideas for further extended use of the schools facilities. The impetus of additional funding through PFI may create further opportunities.

• The Whittington Park Local Agenda 21 Group is based within the school. Its work includes joint activities with local schools to promote environmental awareness.

• The school already provides ‘wrap-around’ care for pupils. There is a successful breakfast club in operation used by over 25 pupils from 8am. There has also been a drawing club before the start of the school day and care can be provided until 6pm through the Council playcentre.

• There is currently a homework club for pupils which operates every evening. Other activities will shortly replace the homework club on some nights to ensure that not just schoolwork-based activities are offered.

• Choir and recorder clubs are also provided although it is a constant struggle to keep up attendance levels.
• Work experience placement students can help with the extended community use - eg. by assisting with reading clubs etc. This is also beneficial to the placement student.

• Adult Spanish lessons for children have been run successfully on a trial basis - £1 per lesson. Tai-chee lessons for adults may soon also be offered for adults in the evening - the instructor is a member of the Whittington Time Exchange.

• Basic skills training for adults are also offered - this can help people access FE courses and other educational opportunities.

• There are also plans for developing the gardening activities. There are links with Sunnyside Garden and City Farm. The school football squad is being further developed.
PERFORMANCE REVIEW COMMITTEE

NOTE FROM SUB-GROUP VISIT TO HARGRAVE PARK SCHOOL
WEDNESDAY 5th NOVEMBER 2003

MEETING WITH WENDY MEREDITH (HEAD TEACHER)

PRESENT: COUNCILLORS BAKER & KASPRZYK

- Revisit to school following redecoration and reorganisation of rooms which improved the use of space. Mixed funding from a number of sources.

- School’s in-use rooms and facilities now based on 2 floors. Surplus space is sealed off.

- The school had gained useful, practical knowledge of how to operate a dual-use school from its own experience – for example they have found it best when different community groups share a room that they each have their own storage facility to hold their own equipment.

- The school now has a very able PTA Association. They are currently active organising a fundraiser to assist the school in proving a dance studio on the top floor. It was suggested that this could also be used for other activities, e.g. Judo.

- As well as redecorated classrooms and better use of space – there is now an improved staff room facility.

- The space and facilities at Hargrave Park would make it a good venue to house a Children’s Centre – this facility need not be profit making but would at least need to break even.

- Computer facilities at Hargrave Park are located in dedicated rooms – its better from a both a teaching and dual-use point of view to have a number of terminals in dedicated rooms rather that 1 or 2 computers in traditional classrooms.

- School’s have a number of possible roles: its ‘traditional role’ which remains the main priority but also an extended school role (e.g. breakfast clubs), as a venue for a children’s centre and also as a learning centre (defined by Headteacher as other activities, such as LA21).

- There are special issues surrounding ‘dual-use’ that need to be carefully considered but these are not insurmountable – it is possible to have pupils and other adults using the schools facilities at the same time as long as there are security procedures in place.

- Possible use of school’s facilities to house a Councillor’s surgery – this may be a good way of accessing residents who would not attend a surgery elsewhere.

- The school is at full capacity – they have recently had to turn down prospective pupils.
HUNGERFORD VISIT – 11th JULY 2003

PRESENT: Councillor Graham Baker
            Brian Bench (Acting Headteacher)
            Kathy Walsh (Out of Hours Schools Co-ordinator)

The following main points were made:

- Hungerford applying to become an extended school jointly with Holloway – scheme in infancy at present but looking as possible health links/senior citizens facilities.

- Interested in community involvement.

- School had lost play centre due to building work being undertaken and there being no available space – had provided out of school provision from 3.30-6.30.

- Still a need for after school activities to assist skills development and extra support other than the traditional play centre/childcare roles.

- Now running some after school clubs funded by EAZ – some were run voluntarily, some staff were paid. Attended mainly by pupils from Hungerford.

- In current year had funding for a football coach – this was opened up to other schools.

- In Autumn term had Arsenal study centre weekends, taken groups to the National Gallery on a Saturday etc.

- Had the potential to be a 7 days a week school, however funding constraints were problematic – somebody would be needed to lock and unlock the school – also were security issues.

- New Bridge School would be able to provide secure site to have out of hours facilities – possible use of Sure Start and play facilities site provide which also be used as a family centre.

- Adult English classes were held at the school and there had been no problems as yet.

- Had applied to become an extended school and wanted to have more involvement with health given the close proximity to the health centre and provide more health facilities on site.

- Parents need to feel more comfortable coming into school.

- Need to raise expectations of what children can do.

- Hoped to be able to provide physio/nursery type support at outset if become extended school.

- Could also provide housing, legal and general citizens advice on site.

- French club would be starting in September. Turkish homework club already in existence.

- Link with Holloway – nearly 50% of pupils in year 6 were going on to Holloway – this is higher than usual as pupils tended to go to Camden schools.
• 45% of pupils received free school meals – would probably be higher but some parents were not inclined to complete the necessary forms or renew the forms every 6 months.

• After school activities also included use of Islington Boat Club and the Tennis Centre but children did not often use Astroturf facility at Market Road.

• Initial indications from DfES on extended school provision was positive – CEA @ Islington were assisting in the process.

• If become extended school, school site would be unrecognisable in 3 years – Bridge School, Sure Start Centre, medical centre open 24-hours 7 days per week.

• School rolls currently 425 but would be demographic changes in the area with the proposals for Market Estate and the new developments in the Kings Cross area.

• Multi media centre currently in construction.
MONTEM SCHOOL VISIT
TUESDAY, 2nd SEPTEMBER 2003

PRESENT: Councillor Graham Baker, Sue Siefert (Headteacher)

The following main points were made during discussion on the visit:

- Lack of funding limits extended school activities – not enough money to pay staff/outside assistance to run activities – at present relies on goodwill of staff
- Extended schools not a new concept
- Playcentres and after school clubs were vital to working parents
- Montem developed a nurture room for most ‘damaged’ children which provided play equipment and counselling for children 3 days per week – this had been paid for by outside funding rather than by the Council
- Nurture rooms were not provided at other schools in the borough
- Breakfast club provided – started at 8.00am, but children came in from 7.30am – free for children at present but if more attend may need to charge
- Community room was being built in the playground and breakfast club would be run there
- Number of after school clubs and lunchtime clubs – drawing club, French club, choir club, recorder club, ICT, games club, cards, football, basketball, cookery, gardening, art
- Going to have a wildlife garden and a fruit club – buying a shed to house tools etc., funded jointly with Trees for London
- After school clubs finished at 5.00pm as teachers who ran the clubs had to then prepare classrooms and work for school the next day
- Experience at Thornhill School of extended school activities not organised by the school was not good as school was left untidy and were problems of vandalism and security issues
- School ran second language classes for parents during the day and had run a Design and Technology project with parents and children in the evening which had been well attended
- Very little weekend activities – however were occasional trips and regular Saturday morning football sessions at Market Road for children. Also used library and Sobell Centre
- Headteacher expressed view that weekend activities at school organised for children would not work as children did not want to be at school at weekends
- Community room had been built without any financial assistance from LEA – school had received no assistance for funding from LEA – community room could be used by parents or community groups as it was in the playground and therefore less security aspects to consider
- School open in the Easter holidays for use as playcentre – run by L.B.I. for children up to the age of 11 – LEA pay for any damage done – in Summer no play activities as this time needed to be used for redecoration, building works etc

- If funding was available would like to revamp buildings, run more clubs and pay staff or outside assistance properly – would not like to see teachers running weekend clubs as this would limit their ability to be ‘fresh’ to teach children during the week

- Most children at the school were from the local area – 65% had English as a second language, 50% free school meals, pupils went on mainly to IAMs, Mount Carmel, St. Aloysius

- Midwives visited school to see pregnant women and discuss problems – could be parents or teachers

- Dentists also visited school

- Social workers would be able to use community room and would be trying to arrange law centre advice and MP’s surgery in the community room

- Regular visits also from local Police, Sure Start and childminders to discuss things with parents

- Should be more emphasis on using schools more advantageously when they were open, not necessarily in the evening or at weekends.
• EXTENDED SCHOOLS FOR THE COMMUNITY
POOLES PARK PRIMARY SCHOOL
7TH OCTOBER 2003

PRESENT: Councillors: Graham Baker, Donna Boffa
Katharina Deeks – Assistant Head

The following main points were raised during the discussion –

• school offered more than just curriculum – worked with local organisations to provide extended facilities – important to link in with local community

• worked in liaison with City and Islington College to provide computer courses, English classes for adults

• English courses held twice a week and course was oversubscribed – once become more competent can move onto City and Islington College

• would be advantageous if crèche could be provided – had persuaded City and Islington College to secure 12 crèche places at a scheme on the Andover Estate – difficulties in providing crèche at a school due to OfSTED inspection restrictions and difficulties in employing good staff

• difficulties in finding tutors for certain subjects, such as cookery

• started to run teaching assistant course and had 3 temporary teaching assistant posts which were hoped to become permanent in January and filled with people who could fully represent the school community

• also had received funding to enable book authors to create stories, using ICT skills, which could be in a first or second language

• hoping to establish in near future a sewing club – difficulty in finding tutor

• also setting up group of parent buddies who were volunteers and represented ethnic groups – they assisted in interpreting in admissions and in ‘flyers’, met new parents in the playground and assisted in much more parental involvement

• information was translated into four languages – workshops for children and parents on numeracy and literacy for key stages 1 and 2

• 70% of children had English as an additional language – need to enable and work with parents to assist children at home – had arranged a coffee morning regarding parenting skills – working with Sure Start and they can offer parenting courses which parents had been sent to

• a breakfast club was operated for the children – 8.15 a.m. – 9.00 a.m. – trying to make this more interactive – school started at 9.05 a.m. – 20 children usually attended – cereal and toast provided – funded through NoF and out of school learning money

• would be establishing a quiet games and quiet reading club

• last year started a girls football club at lunchtimes – ICT club for children – also an arts club, dance/drama which were open to neighbouring schools
also ran a music centre which was also attended by pupils from Christ the King, Montem, Ambler and Pakeman

endeavoured to build links with community through community workers who worked across the schools

mother tongue classes also arranged for children – currently 370 pupils in school – numbers fluctuated – recent reduction in numbers due to closure of asylum seekers hotel in Seven Sisters Road – most of the children at school walked to school and came from the Andover Estate

Pooles Park feeder school mainly for IAMs – parents used Somali Club held at IAMs and were drama links

Pooles Park had three sports halls and there was also the Arsenal double club and the support centre

a number of parents had requested an exercise class but there were problems of funding – nearly all funding was only for one year – need funding over a number of years

if had funding would like to look at skills in the locality and utilise these

CAB had run coffee mornings previously and Islington Advice Project now came into the school every 3 weeks and parents could get appointments

With regard to the role of CEA @ Islington it was felt that their role should be to advise the school – CEA @ Islington had assisted on submitting bids, especially in relation to the community arts centre – needed to be recognised that extended schools would require access to funding on a year by year basis

No easy disability access at school – school had no wheelchair pupils but did have downstairs disabled toilet and wheelchair access in the cyber café.

PM3.162
PERFORMANCE REVIEW COMMITTEE

NOTES FROM SUB-GROUP VISIT – EXTENDED SCHOOLS FOR THE COMMUNITY

MEETING WITH MANJIT DULAY– WINTON PRIMARY SCHOOL

8th OCTOBER 2003
PRESENT: COUNCILLORS BAKER AND BOFFA, SOPHIE BLUME (EDUCATION, LEARNING PLUS)

- The concept of extended schools: Using the schools’ facilities for the benefit of pupils, pupils’ families and the wider community.

- There is a breakfast club in operation every week-day, which operates before school opens in the morning for about 15 children. It is supported by a primary helper and learning mentor. It was originally supported by NOF money. The school itself now funds it.

- There are a number of other lunch and after-school clubs in operation.

- There is also an on-site play-centre open in the evenings until 6pm. Although, some school staff work in the centre, it operates independently from the school and is managed by the Play & Youth Service. The play centre usually operates during the Easter and Summer vacations although this was not possible recently due to the building of new sports facilities.

- The school does not currently open or operate at weekends.

- Sport England are funding the building of a sport hall on the school’s roof. This may provide greater opportunity for ‘community use’.

- School is very diverse: over 60% of the children are from ethnic minority backgrounds. Half of the pupils have special needs and around 50% are also entitled to free school meals.

- There are already links with existing schools. Pupils in years 5 & 6 visit EGA to learn German.

- Sophie Blume outlined her roles: As Learning Plus Primary Schools’ Advisor & UFA Partnership Manager she works with schools on out of hours activities, assists schools with bid applications and provides other support.

- There is a ‘Parent House’ on-site which is managed by the school and provides an opportunity to involve pupils’ families and allows parents to meet together. Various training, workshops and courses are run.

- The computer courses have been very successful, 2 of last years intake have returned to teach this year. There is some overlap between the courses ran by the Parent House and nearby Platform 1, so the House needs to ensure that they offer something different to survive.
• There is a Bengali Women’s Group who use the facility and the House is looking to start a sewing group.

• Parents are keen to attend lessons with their children that will allow them to help them with their homework.

• The Parent House operates during the school day and utilises volunteers from CSV and other agencies.

• It is a registered charity with a Board of Trustees and managed by the school.
The following main points were raised –

- Cardwells situated in one of the most deprived areas in the country

- Headteacher appointed 2 years ago – when appointed huge challenges – diverse community, poor area – over 60% free schools meals, 42% ethnic minority intake, quality of teaching was poor, and poor repair of building

- School site cleared and work done to improve building, school was given some IT equipment, developed positive behaviour improvement strategy as childrens behaviour was poor – school needed to develop respect and celebrate achievements which was now being addressed

- Headteacher presented Cardwell Community Wheel – vision of developments taking place and envisaged for the school and outlined, inter alia, the following main points –

  - parents/community development with school
  
  - parents advice shop, health visitors to talk to parents, increased nursery places, Sure Start, NNEB work experience, emphasis on language and social skills, trying to increase one form entry at nursery school to a two form entry, parenting classes successful
  
  - school funded for family relationship counselling – family therapist had been employed (consultancy basis) and parent time also available
  
  - school had PHSE targets – school tried to work closely with other agencies
  
  - if young parents were studying for NNEB qualification tried to offer them a placement
  
  - drugs were part of the curriculum and a member of staff was undertaking an M.A. on this topic – there was a family addiction counsellor, physiotherapy for adults, tried to work closely with social services and ‘pool’ information
- exclusion/attendance – need to develop out of school learning, classroom assistants assist children to stay on task during lessons, reduced exclusions

- range of activities provided for out of hours learning – summer youth activities, playcentre, study support, local sports club, cyber café – also adult ICT classes, adult literacy classes, family literacy projects, books for babies, bookshop/library, homework club

- funding agreed to develop playground for 7-11 year olds

- 27 languages spoken in the school

- discuss with year 6 pupils about University to raise aspirations

- staff development important

- teaching of French to key stage 2 would be commencing next term

- should develop more preventative role in addressing mental health problems, both for children and parents

- GP’s came into school to visit and an advice fair was held

- pupils would shortly be wearing school uniform

- if wished to provide more extended facilities bigger premises would be needed

- possible development of adjoining church and property could enable more facilities to be provided on site to assist community

- trying to provide breakfast club facilities for children.
HENWICK SCHOOL – L.B.GREENWICH
VISIT – MONDAY, 14TH JULY 2003

PRESENT: Councillors: Graham Baker, Catherine West
Governors Charles Lamb/Ecclesbourne Schools
Wendy Meredith, Headteacher, Hargrave Park
Chair Governors – Hargrave Park

The following main points were made –

- maximum of 15 children a session and children can attend two sessions per week
- the playroom catered for under 3’s and 100 parents attended per week – crèche worker paid for by Sure Start – nominal payment of 50p per session
- 1½ form entry but school were trying to get L.B.Greenwich to increase to a two form entry
- playroom developed from coffee morning once a week – applied for grant to convert premises previously used for a swimming pool
- playroom open 5 days per week – tried to involve community – ran family literacy classes and other adult classes
- helped children become more confident and also assisted parents
- worked with health visitors
- Sure Start was in third year and funding was available until 2004
- improvements had been found with childrens language and behaviour when entering the nursery and had assisted with support from parents at home
- leaflets advertising provision were advertised in health clinics in a number of languages in addition all the children born in the area were included on a database, however nursery was oversubscribed
- childminders also attended with children – tax officials invited to assist them in completing tax forms
- toy library held once a month – children could borrow toys for up to a month and also larger garden toy equipment
- in school holidays buildings had no out of school activities being held except once every 4 years a summer school was held at the school – mainly term time Monday to Friday activities
- activities in school holidays would involve premises manager having to be on site
- lot of racial issues on estates in the area – worked with Charlton F.C. Race Equality Project to produce primary matters booklet dealing with this and other issues
- community was quite stable – most children walked to school – staffing was also fairly static
• school was 10th in league tables in Greenwich for SATs results last year despite high percentage of free school meals

• nearby school closure had resulted in school having to admit 16 additional year 6 children, 14 of which were on the SEN register which would mean lower results

• no agency staff employed – extra curricular activities were good which made staff remain at school – all teachers had laptops so that they could plan work and make paperwork easier.

• part of premises used by Greenwich Leisure for out of school activities which had led to problems

• a number of parents had attended the school when they were children

• upper school had over 61% free school meals, 65% one parent families

• if developing extended school facilities on a new school site would wish to see integration of playroom facility through proper long term funding,
  - possibly link with private nursery to help self finance playroom and enable longer opening hours
  - provide after school activities for older children up to 13/14 years old

• L.B.Greenwich had funded breakfast club – open to all children – there were 50/60 regular attenders – older children liked it as it was a social gathering – opened at 8.00 a.m.

• after school club and lunchtime clubs, P.E., French, ICT, science courses run by staff paid out of New Opportunities Fund money

• Deputy Head ran cricket, netball but was not paid – she was also a teaching deputy

• important that Headteacher co-ordinated out of school activities

• extra curricular facilities have been beneficial to school – however NoF funding would cease in future and some initiatives may have to be stopped.
VISIT TO HOLLOWAY SCHOOL
TUESDAY, 15TH JULY 2003 – 9.00 A.M.

PRESENT:  Councillor Graham Baker  
Dr. John Hudson  
Peter Murphy

• Noted the discussion document circulated by John Hudson entitled ‘EXCELLENCE FOR HOLLOWAY ….. a Campus of the Future for the new Millennium …’ (copy available if requested).

• Noted the point made by John Hudson that extended use of schools had been pioneered in Leicester and Cambridge and as far as he knew were still flourishing.

• John Hudson had started at the school in 1997 and with his management team had striven to make the school popular in the community.

• EPIC had started on 5th November 1999 and involved 3 Islington Primary Schools and 3 Camden Primary Schools.

• Noted the arrangements for the Arsenal Study Support Centre

• The SHINE Academy was a great success also the arrangements for KS4 with EGA and City & Islington College.

• Other activities included the YAMAHA Music School, other organisations who use the school are the Old Camdenians Club, Old Peoples Christmas Day Party and the Rotary Club.

• Noted the linkage that the school had with the community.

• Noted the proposals for building works and the links to the Bridge School.

• The school also had links to the local GP Trust and offered facilities for healthy living and fitness training.

• Noted the school’s view that careful thought would have to be given if it was proposed if things like dental facilities or some aspect of social services were to be provided at the school.

• The main drive was to improve educational standards at the school.

• The need to recruit local children was a priority as was fostering a feeling of ownership of the school by the community.

• Security at the school was taken very seriously, but not through the use of barbed wire and fences.
- exclusion/attendance – need to develop out of school learning, classroom assistants assist children to stay on task during lessons, reduced exclusions

- range of activities provided for out of hours learning – summer youth activities, playcentre, study support, local sports club, cyber café – also adult ICT classes, adult literacy classes, family literacy projects, books for babies, bookshop/library, homework club

- funding agreed to develop playground for 7-11 year olds

- 27 languages spoken in the school

- discuss with year 6 pupils about University to raise aspirations

- staff development important

- Teaching of French to key stage 2 would be commencing next term

- should develop more preventative role in addressing mental health problems, both for children and parents

- GP’s came into school to visit and an advice fair was held

- pupils would shortly be wearing school uniform

- if wished to provide more extended facilities bigger premises would be needed

- possible development of adjoining church and property could enable more facilities to be provided on site to assist community

- trying to provide breakfast club facilities for children.
MOUNT CARMEL VISIT
WEDNESDAY, 9TH JULY 2003

PRESENT:  Councillors:  Graham Baker & Catherine West
Chris Eisen, Headteacher – Mount Carmel

Main points of discussion –

• always been out of hours school activities in many schools – trade union militancy in 1980’s in Islington which was carried over to the 1990’s, had resulted, particularly in sport, as a deterrent to out of school activities

• no out of school activities at Mount Carmel 10 years ago

• need to define community – whether it is local community or school community – intake of Mount Carmel drawn from over 70 primary schools and different boroughs

• out of school activities – University of Third Age used computers on a regular basis, transition projects with other schools such as Kokai and Duncombe – links through EAZ

• main feeder schools – Duncombe, St. Marks, St. Johns, Christ the King – majority of intake Roman Catholic

• links with Harborough School who used science facilities, gym etc.

• had a range of facilities for community use – resourcing and planning needed to be organised

• would wish to expand link with parents however were staffing implications in doing this

• main thrust of out of hours activities directed at pupils

• school had better ethnic minority achievement than that of white working class pupils – lot of pupils went on to City and Islington College, Camden School for Girls, Woodehouse College, St. Charles

• schools held careers evenings, role models came to the school – school discussed options with parents that best suited their children’s needs

• lack of funding prevented more evening and also weekend opening

• would need to be careful research done with community to see what they wanted

• no adult education classes as no funding and separate management would be needed

• 93% attendance of pupils at school

• lack of space would limit provision of health service facilities, crèche etc.

• would be safety issues to be considered in having extended out of hours activities

• needs to be a more coherent strategy for redistribution of regeneration monies
Schools Council –

- helpful if extended school facilities could be provided in ICT, foreign languages, cookery - there were no cookery facilities in the school

- sexual health and hygiene advance would be advantageous

- agreed that schools council representatives would consult other pupils and let Peter Moore know of any additional ideas
The following main points were raised during the discussion –

- school had funding crisis due to withdrawal of elements of government funding that had been accessed due to the school being the most disadvantaged in the borough

- School was being allowed to run a deficit in the current financial year

- GCSE 5 A-C’s results had improved from 20% to 50% as a result of increased staffing due to additional funding – if no additional funding made available targets would need to be renegotiated downwards

- Out of Hours Schools Co-ordinator had had to have her hours reduced due to funding situation

- agreed with concept of extended schools, although this was not new, and concept fitted in with the idea of a community school

- extended school provision would only be successful if necessary funding was provided

- needed to be more ‘joined up’ working between health, education and social services – Sure Start and Connexions had been a start but had been added on rather than a planned integration

- great deal of work at Holloway been undertaken on aspects of extended schools however annoyed that EGA had not been consulted or considered in the bid to the DfES for funding for extended schools given that it was in the forefront of extended school provision.

- number of out of schools hours/lunchtime clubs available to help raise attainment and encourage children to associate with the school – drama, music, art clubs, also sport, music was probably the ‘flagship’ club of the school and children had been involved with performances at the Barbican and with the London Philharmonic Orchestra

- whole school performance of ‘The Wiz’ - involved over 380 students

- school PE staff visited primary schools and this had culminated in an indoor athletics championship being held at EGA

- year 10 pupils would hopefully be visiting primary schools to teach languages – mainstream European or community languages

- over 60% of EGA pupils were bilingual which was one of the reasons school applied for a specialist language college status

- it was proposed to allow adults to be included in GCSE Spanish classes on family learning project and hoped to start adult Spanish classes
• after school clubs finished at 4.30/4.40 p.m. – some were curriculum related and some were not – however the school closed at 5.30 p.m. and some children did remain on site until this time

• if more funding was available for clubs and teaching staff could be paid they would probably be willing to undertake more extended provision, however Headteacher was of the view that this could adversely impact on teachers ability to prepare and mark work

• Platform 1 at EGA provided community learning in a new build facility

• Platform 1 was open until 7.00 p.m. and could be open until 9.30 p.m. if funding was available

• Platform 1 was flagship built on the vision of EGA endeavouring to raise achievement – helped by being in a regeneration area – felt need to raise community regeneration aspirations in order to help raise achievement

• Platform 1 funding came from a variety of sources which necessitated meeting certain targets which were currently being met – Platform 1 building open since February and there was good community use

• Summer school run by EAZ and EAZ provided link to primary schools

• since last OFSTED in 1998 emphasis had been on raising learning skills - the increase to 50% 5 A-C’s pass rate had not been achieved at the expense of exclusion

• 20% of school cohort were refugees and asylum seekers

• 30 children from EGA and Holloway attended City & Islington College in order to increase vision and raise aspirations

• students from UCL and LSE would be mentoring students – also Saturday University at UNL

• upward bound activities were organised

• outward bound activity week organised to bring positive changes in behaviour and attitude of students

• Easter and February half term revision courses organised – some Saturday revision and university visits organised

• Windsor Fellowship course for black underachievers for girls in years 8 & 9 in order to raise vision of pupils

• Hoped regeneration of area would benefit indigenous population

• Breakfast club targeted for year 11 students

• Guardian/CSV mentoring – 15 mentors from Guardian Newspaper come to school on a weekly basis to mentor students

• Half Term February revision for English, Maths, Science for year 11 target group

• Easter revision in core subjects and some option subjects
• Not much involvement at present with EC1 New Deal – may seek to re-open links in future

• 83% of pupils were from ethnic minorities

• Essential that LEA supported and bid for extended schools funding

• Extended school provision was about normal curriculum enrichment as well as out of hours provision

• Reference made to Building Schools for the Future and that vision was to rebuild the school in 2005 to provide school for learners and not teachers – envisaged health and social care facilities being on site – some social services support/facility at Royal Northern Hospital available at present
EXTENDED SCHOOLS FOR THE COMMUNITY – 
VISIT TO BENFIELD SCHOOL, NEWCASTLE 
THURSDAY, 25TH SEPTEMBER 2003

PRESENT: Councillors: Graham Baker, Stefan Kaspryzk 
Angie Gibson (Newcastle LEA), Lee Brumby (Headteacher), Kate Kelly

The following main points were made during the discussion –

• A full service school brings together –
  in a single team, professionals from a range of services including the provision of education, family support, and health education and promotion services

• it focuses on all the needs of pupils at the school and engages with families and the wider community

• provision can also be made for a range of pre-school services, study support schemes out of school hours and during holidays and a focal point for the community to engage in all aspects of lifelong learning. It can also act as a base for other Council services such as community libraries and leisure facilities and external services such as health providers

• Newcastle LEA is seeking to develop full service schools as part of the citywide ‘Going for Growth’ regeneration strategy providing and developing schools, wherever possible, at the heart of their communities

• it is firmly believed that the provision of full service schools will raise attendance and cut truancy, which in turn will help raise standards. The multi-agency approach will also help to develop the whole child. Increased community provision and support will help to develop the whole family and the perception of the school as the heart of the community

• in November 2001 Newcastle City Council, together with 6 other local authorities, was designated by the Local Government Association as a pathfinder for the development of the full service school concept

• Montagu Primary School with North West Partnership providing capital funding for a purpose-built facility from which a wide variety of services would be delivered, was subsequently developed, and in October 2002 also gained Department for Education and Skills Pathfinder status (one of only 25 in the country).

• in May 2003 the Department of Education and Skills (DfES), through the Behaviour Improvement Programme, allocated funding for three years for the development of a further full service school. LEAs were invited to submit proposed for one school, via the Excellence in Cities Board.

• all schools in the City were then invited by the EiC Partnership to outline plans as to how they would develop the concept in accordance with the criteria set by the DfES showing the linkages to the Behaviour Improvement Programme.

• Benfield School was subsequently selected for submission, and on the 11 July, formal approval was granted to their proposals by the DfES

• Benfield is an 11-18 mixed comprehensive situated in the east of Newcastle. The catchment area is largely to the south and west of the school.
• the school draws significant numbers of pupils from the Monkchester, Byker and Walker wards. All three wards feature in the ‘top 100’ of most deprived wards in England, shown in the index of Multiple Deprivation 2000 (DETR Indices of Deprivation 2000)

• the Ofsted Inspection report November 2003 clearly identifies the need to support Benfield in order to continue to raise standards and sustain the already good rate of improvement

• currently (Jan 2003 form 7 figure) the school has a 43% free school meal entitlement

• the school occupies a large site with extensive playing fields that are used during school hours, after school and at weekends. The school building is 36 years old and externally is reasonably ‘sound’. Improvements over the last 12 months have largely been as a result of sports developments

• Sports College Status continues to be a unique feature of the school. Its influence extends way beyond the boundaries of the East End of Newcastle and two activities developed this year have confirmed this. The school sports co-ordinator initiative involves primary schools in the West of the city.

• Benfield co-ordinates this and has used its staffing expertise and facilities to establish a really well organised sports programme for those primary schools involved. The school has also led the organisation of the citywide Sporting Masterclass Programme, which has seen the most talented sporting youngsters from all over the City’s secondary schools attending extra curricular classes at Benfield and other venues across Newcastle.

• Benfield is confident that the provision of a full service school will raise attendance and reduce truancy, which in turn will help to raise standards

• the Benfield site lends itself to the development of the full service school concept. It is at the centre of the community that it serves with the flexibility to expand its provision by modification of current accommodation. The school is committed to the expansion of the community programme and to working with other partners to further expand provision

• the Benfield Full Service School project will focus on the needs of pupils, parents and the wider community

• in collaboration with a number of partners a wide range of activities and services will be provided. These will cover early years and childcare, health, and social care, study support, family learning, lifelong learning, parenting support, sports and art and ICT.

• Noted that school tried to limit number of exclusions by providing inclusion unit at school – EWO’s and staff visited children’s homes in evening to address absenteeism.

SPECIFIC AREAS TARGETED FOR DEVELOPMENT

Childcare

• The school intended to extend Childcare provision to enable users to take advantage of the expansion within the development of Lifelong and Family Learning opportunities. Community users will be able to make full use of the additional Study Support, Basic Skills, Sport and ICT provision
Benfield’s current crèche facility is inadequate to meet school and community needs. It attends to collaborate with feeder Primary Schools, Heaton Adult Association and with the Early years Development and Childcare Partnership (EYDCP) to improve the provision. Benfield’s crèche is an approved centre and can take a maximum of 8 children aged between 0-8 years. It is currently only open on a part time basis, subject to staffing. With minimum build requirements the current childcare facility can be extended which will increase pupil intake provision.

Benfield’s Open Learning Centre will provide a designated library resource area aimed specifically at younger children to promote Literacy and Numeracy skills.

Assistant Learning Mentors based within the Open Learning Centre are ideally place to support this initiative.

The extended provision will be available throughout the calendar year.

It will open longer hours e.g. 0800 – 1800

It will be open for use by school staff and all local families, not just those with pupils at Benfield and for use by all family members, not just parents.

**Health and Social Care**

The school would like to develop a Healthcare Centre to include services focused on the day to day care and welfare of Benfield pupils and community users. The provision of a resident nurse practitioner to provide First Aid and the establishment of a teenage drop-in health clinic would be invaluable and extensively used.

Benfield intends to increase the Education Welfare Service provision and appoint an additional EWO to work with specialist staff within the extended Healthcare Centre. Improvements in pupil behaviour, social skills and attendance are the key objectives.

The Healthcare Centre will be available throughout the calendar year and open between 0800 – 1800.

It will be open to all pupils in the school, including pupils with special educational needs and disabilities. This will be an expansion of our current SEN Healthcare provision in which we already provide a Physiotherapy medical suite for disabled pupils. This facility will be made available to pupils from Primary Feeder Schools, their families and the local community.

**Study Support/ Family Learning/ Lifelong Learning/ Parenting Support**

Benfield intends to expand its Study Support programme to include activities within the holiday period. The focus being directed towards increased Sports and ICT provision.

The Open Learning Centre intends to offer courses run by a variety of providers LEA, Learning and Skills Council and other bodies.

The school is already an accredited Basic Skills provider and wish to expand this provision.

It intends to offer qualification and non-qualification based programmes. The key objective is to deliver family literacy, numeracy and ICT based courses.
• In collaboration with Heaton Adult Association, Benfield will apply to become a Neighbourhood Learning Centre.

• The amalgamation of Benfield and Heaton Adult Associations will ensure the continued growth of the community provision providing quality education at the heart of the community that it serves. An Adult Guidance Centre will be established, staffed in collaboration with support agencies to advise community users on Lifelong and Family learning opportunities.

• The Centre will be available throughout the calendar year and open between 0800 – 1800. The specialist provision for children with SEN will be expanded to enable adult learners to take advantage of the fully inclusive approach to education.

Sports and Art

• The continued success as a Sports College is based on the assertion that Benfield has a duty to share its expertise and facilities with other schools and community users. The school is in a position of strength to further develop the already extensive sports community programme. The Sports Centre is already established as a managed facility, which is open seven days a week to the wider community.

• As a Sports College, Benfield is committed to the further expansion of the already extensive community programme.

Proposed new developments include:

➢ Introduction of Primary Basketball
➢ Introduction of Short-Tennis
➢ The establishment of a Table Tennis Centre of Excellence with Community Club and County Squad use.
➢ Fencing to be introduced as an activity both as an after school and community club.

• In support of the schools’ recent accreditation as an approved ASA Swimming Education Centre it is intended to expand the teacher/coach education programme for community use.

• Benfield is continually expanding its Adult Education programme to improve links between the Sports Centre and local clubs in order to encourage adults wishing to learn new sports.

• The school has recently appointed a Partnership Development Manager to take the lead within the School Sports Co-ordinator and Primary Liaison programmes. This will ensure improved Primary Sport delivery across the authority.

ICT

• More and more the future of learning is in ‘wired-up’ communities. The use of ICT and the internet can provide unlimited information for users, but this must be shaped and focused if it is to raise the achievement and the aspirations of our communities. Benfield will look to promote community access to its computer facilities with internet and email services available within a pleasant community café. This would be based in an extended Benfield Learning Support Centre, where the ethos and the learning atmosphere is already right and where building works would offer value for money, releasing as much of the funding as possible for education provision.
• Benfield will endeavour to promote Web-based learning and encourage the use of online learning packages at school and in the home.

• Benfield will work in collaboration with the LEA and Heaton Adult Association to expand the range of ICT courses to suit the needs of its community.

Consultation

• As part of the development process, consultation will be carried out to ensure the needs of pupils, parents and the wider community are met and audits to assess any gaps in provision will also be undertaken with a wide audience, including community groups, existing partnerships, other local authority service developments, Heaton AEC and various potential external partners, including the Primary Care Trust and the Early Years Development Child Care Partnership.

Management of the Development

• a Full Service Development Steering Group is to be established comprising representatives from the School, LEA and all key partners/service providers. This group will meet initially on a monthly basis although once the project is established this could be on a six weekly basis

• a Project Officer will be appointed to co-ordinate the project, regularly meeting with the Head and Senior Teachers, and will carry out the monitoring and evaluation function (in conjunction with individual partners own monitoring and evaluation processes), preparing monthly reports to the Steering Group

• the Steering Group will then report, through the Project Officer, to the Schools Senior Management Team, the Governing Body and the EiC Executive Committee on a termly basis although this could be more frequent if the need arises.
The school is at full capacity – there is a waiting list. Pupils must now live within 2.5km of the school - approximately a third of children are currently from Hackney. The 6th form is currently shared with Highbury Fields School and it will also be shared with Central Foundation from next year.

Boys heavily outnumber girls. This is due to the number of all girls’ schools in the area and an admissions policy which is based on distance and siblings at the school rather than gender. Half of all children are entitled to free school meals.

Headteacher has worked in Cambridgeshire, where extended schools have been developed over a long period of time based on a ‘village-college’ model. In Cambridgeshire, local education institutions play a pivotal role in the community – by providing the library, meeting hall and a centre for various community activities.

The school is operating its ‘Enrichment Programme’ for a third year. The programme consists of a wide-range of activities which are offered to all pupils on a Friday afternoon. These include non-contact boxing, cricket, dancing, swimming, lessons on guitar, dj-ing and steel pan music, study skills, art and pottery.

Due to the school’s relative short lunch-break during the week, compulsory school finishes at 1.15pm on a Friday afternoon and so the ‘Enrichment Programme’ is optional for all. Despite this, there is a very high level of pupil involvement due to the good range of activities offered.

The importance of activities like drama, music and sport to promote confidence, discipline, respect and raise standards was emphasised.

The Enrichment Programme costs around £100,000 per year to operate. The vast majority of this money must be found from the school’s own budget, although a small amount of money has been provided from elsewhere, e.g. £5,000 from the NOF.

The Enrichment Programme is also used to aid recruitment and retention - teachers can finish school at lunchtime on a Friday.

There is also an issue as to what constitutes the ‘community’ and who should take priority - pupils, pupils’ families, local children/adults not connected with the school?

The school has undertaken some multi-agency sexual health work. So far, there have been no pupil pregnancies.

Using the school outside of hours can be a useful revenue earner eg. renting the car park on Arsenal match days. There are also additional costs though such as additional security and the pay of a premises manager.
• A good relationship with community organisations is very helpful. eg. Arsenal donated some gymnasium equipment to the school.

• If a new school is to be built in the borough, the community use aspects should be integral to the design eg. additional security features and zoning.

• The school's facilities are ‘dual use’ to a limited extent outside of school hours eg. swimming club, use of sports hall.

• Highbury Grove also houses a City Learning Centre, which is shared with another school and contains modern ICT equipment.

• It is difficult for individual schools to learn from each other – there is not the time to share best practice and knowledge on extended schools.
The following points were made during the discussion –

- in previous years Government funding for pupil credits had been received (£60,000 in 2002/3) which had been used to extend the school provision up until 6.00 p.m. – sports provision such as cricket, arts, youth theatre, music, dance, choir, history clubs – had to account for use of monies to CEA @ Islington and DfES – monies used to fund teachers to run classes or fund coaching staff

- due to funding situation monies now being used (as part of standards fund money) to assist to make up shortfall in schools budget

- some NoF monies used to fund breakfast clubs – open from 8.00 a.m., attended by 70/80 children – one third of children at school came from outside the borough

- after school clubs had been very successful – main aim had been to extend the day for children which helped safer schools and reduce crime – some Saturday morning clubs run for the community e.g. Somali, Polish, Greek schools

- sports facilities were beginning to be used for commercial lets for basketball, cricket – links with Wray Crescent cricket club and Tollington Park Panthers, a basketball club

- sports co-ordinator employed by CEA @ Islington to work with the school and five local primary schools including Duncombe, St. Marks, Pakeman, Grafton, which were natural feeder schools

- Islington Youth Theatre used school

- school had 56% boys and 44% girls – ethnic groups consisted of Turkish, Kurdish, Turkish Cypriot, Afro Caribbean, Indian, Bengali, Pakistani, Kosovan, African

- had been a high take up of children’s clubs – run from 4.00-6.00 p.m. especially years 7, 8 and 9 where there was an 80% take up – over 350 children had stayed on site in the evening – some clubs run by parents such as Kurdish dance – after school clubs were more recreational than educational

- felt that CEA/LBI could have a role in the process in progressing and co-ordinating extended schools facilities – Islington Arts and Media could provide facilities for sports and art

- could be improved links with primary schools – Arts and Media had around 9 primary schools in its catchment area – 70-75% of the intake came from these primary schools – remainder came from around 25 other primary schools

- did not feel that the building of a tenth secondary school would have too much of a significant impact on Islington Arts and Media
school was attracting more interest from middle class parents although examination results may need to be raised more before middle class parents allowed their children to attend the school
EXTENDED SCHOOLS FOR THE COMMUNITY – IRVINE ROYAL ACADEMY
2ND OCTOBER, 2003

PRESENT:  Councillors:  Graham Baker, Stefan Kasparyzyk

Stirling Mackie (Headteacher), Jim Walker (New Community School Adviser),
I. Lees (Arrick Primary School – Headteacher), J. Millar (Loundown Montgomery
Primary School), I. Campbell (Development Officer, Social Services), Colin Traynor
(Youth Worker), Bobby McGhee (Development Officer, Community Leading and
Development), Evelyn Martin (Home Link Tutor), Karen McKillop (Behaviour and
Learning Support Teacher), Mandy Hickman (Health Improvement Officer), Gill
Smith (Development Officer, Public Health Nursing).

The following main points were raised during the discussion:-

• Community school concept introduced by Scottish Parliament in 1999 – all services based in
  school and driven by an agenda of social inclusion.

• Important to work and plan services with partners and get partners to commit resources at an
  early stage.

• Need to have lead in time to enable partners to be engaged effectively.

• Felt it was more sensible to operate on a basis of a cluster of schools to involve primary head
  colleagues.

• First year of process had been difficult as partners all had different agendas – needed to have
  representatives from partner organisations on planning groups who could commit and make
  decisions on funding.

• £600,000 allocated over a 4 year period – initially staff comprised of school based social
  worker, 2 youth workers, a Home Link Teacher and a health related post – also core team of
  staff integrated within building.

• Not effective Police link at the outset, but became integrated later during the process.

• New approach enhanced work with the community – children may be suffering from health,
  home, drug problems etc., - multi agenda approach reduced barriers and bureaucracy and had
  an impact on health.

• Worked in liaison with local G.P’s who referred patients to the school exercise suite to use
  treadmills, weights – health board funded 0.5 post and £40,000 had been spent on equipment
  - this had proved very successful and there was a waiting list – G.P’s referrals were free.

• Lot of health work carried out with young people – drug, mental health drop ins.

• Was problem of teenage pregnancies but tended to be when girls left Irvine Royal Academy –
  only two in the school the previous year.

• Community school encouraged pupil involvement by way of pupils councils.

• Special educational needs children attended for PE and school contained 3 visually impaired
  children and wheelchair children.
• Funding to support community school concept finished last year and core team working to support community schools were still retained – there were 10 secondary schools in North Ayrshire which were all community schools.

• Important to try to get match funding when establishing community school schemes – important to try to access monies from other sources and plan monitor and evaluate schemes.

• Improvements did not happen ‘overnight’ – some changes may take a generation to show improvements.

• Term full service school was better than community school.

• Clear expectation that all schools in Scotland would be integrated schools by 2006.

• Had been increased attendance during pilot but this had decreased since the pilot had ended.

• Improvements in attainment had not been of significance during the period of pilot, but there had been value added as behaviour had improved.

• Exclusions had fallen dramatically during the pilot.

Primary cluster of schools – Headteachers comments –

• Breakfast club attended by 30/40 children – organised activities – tried to promote healthy eating
  - had resulted in improved attendance and had assisted parents in being able to improve their employment position by being able to drop children off before going to work
  - home link teacher had assisted in improving attendance and assisted in link from primary to secondary school – social services worked in conjunction with home link teacher.

• After schools care provided from 3.15 p.m. – 6.00 p.m. – some teachers involved in after school club.

• Major impact of community schools operating on a cluster basis had been need to work together as a team – nurse facility had enabled pupils health problems to be identified.

• 250 primary 7 children per year attended local sports club – sports coaches provided to work with young people – led to development of additional sports teams – had assisted in diverting children away from anti-social behaviour.

• Supported play schemes organised to reduce anti-social behaviour.

• Study centre in library had been created to assist children and families with a member of staff supporting one day per week.
Development Officer – Social Services –

- Organised virtual baby courses – covered sexual health issues – would be organising parenting skills classes.
- Number of schools had after hours provision - limited number had crèches.
- Social work in school focused on early prevention – worked with parents in their own home and undertook home visits – also had home/school family support workers working in school clusters.
- Teachers would refer cases that they felt required action and needed to be followed up.

Development Officer, Community Learning and Development and Youth Worker –

- Community schools were closely connected to community learning agenda – recognition of need to build partnerships and that different agencies had different things to contribute.
- Recognised need to do youth work and adult learning particularly around behaviour support and more non-curricular issues such as bullying and making new friends in school.
- Organised summer school where drama, arts and crafts, outdoor activities held – children could meet other children that would be attending the school assisting smoother integration.
- Looking into running Easter revision classes – important to develop pupil/teacher relationship and involve teachers to get understanding and the ability to listen to children.
- Parents and children were more open with youth worker as he had a different approach to that of other school staff.
- Most children going onto further education attended Kilmarnock College, however youth unemployment was high.
- Key workers worked with a small number of vulnerable people.
- Work undertaken with Careers Officers and the school arranged trips to further education sites and work experience was organised.
- During the pilot adult learning classes had been held in some of the primary schools.
- Also targeted young people together with their parents to choose suitable subjects – this had been followed by a badminton evening – of the 25 targeted families, 11 families had attended, however this had not continued once the pilot had finished.
- Need for more resources to be directed toward vocational training.

Home Link Teacher and Behaviour and Learning Support Teacher –

• Home link teacher helped to bridge gap between school and home – assisted especially where parents had a negative view of school.

• Tried to address children at risk of exclusion – focus was to try and raise attainment and targeted on children whose attendance was below 80%.

• Attempts made to support family in first instance, tried to assess problems e.g. housing, drugs, alcohol, health etc., and deal with using multi-agency approach.

• This approach had proved beneficial and parents would be more likely to contact the school if there were problems.

• Teachers would refer cases to them if there were problems – in June there had been a caseload of 31 for feeder primaries and whilst this number was relatively small these had been the most extreme cases – more resources would be beneficial.

• Home link had been successful in a number of cases in preventing children absenting themselves from the educational system.

Health Improvement Officer and Development Officer, Public Health Nursing –

• Health had been added later on in the pilot, but there was now full commitment for the concept.

• One post had been allocated between two clusters of schools with the remit to improve health for children.

• Number of areas targeted – teenage pregnancies, healthy eating, mental health, sexual health, bullying, smoking – number of these were organised as drop in centres, but there was a more structured health awareness day also organised.

• Also organised health sessions for staff.

• Parents night was organised to discuss contraception.

• School nurses had taken on health advice role and health improvement – not there to undertake first aid but did do immunisations.

• Looked at health needs of community – worked in joint support teams with social services.

• Majority of self referrals were in relation to mental health.

• Provision of health information to those persons referred by G.P’s.

• Parents are made aware of health initiatives being undertaken.

• Awareness session on asthma for pupils and staff was in process of being arranged.
George Green’s is the only secondary school on the Isle of Dogs.

It has been supported by the London Docklands Corporation and businesses within the Docklands area.

There is a weekly Principal’s newsletter which keeps both pupils and families up to date with what is happening at the school.

Stella Bailey (Assistant Head, Community) is part of the school’s Management Team. Need to have a member of staff to drive forward and co-ordinate extended school activity.

A successful extended school needs to be properly co-ordinated and requires joined-up thinking to make the best of all the partners involved: Youth Work, Elderly Support, Nursery Provision, Sports etc.

Extended Schools are most successful when integral to the school rather than an additional or peripheral activity. George Green’s emphasises the importance of educating the whole child and the importance of family and community in development.

Inclusion is an important ethos of the school. Although the building is not perfect, the school makes every effort to fully involve all pupils whatever their disability.

Attempts are made to include those children who fall pregnant during school, e.g. support with the school crèche.

Most of the ideas surrounding extended schools are not new. Its now often more formalised due to new and different funding streams. These are often time limited though, so there is the constant need to find new money and initiatives, e.g. New Opportunities Fund and Learning Credits.

The school had a history of being a community orientated and an ‘extended school’. This element was cut back on by a previous Headteacher though – successful community use is very much dependant on each individual Headteacher and Group of Governors.

A Police Officer works on site who undertakes conflict resolution and preventative work. It also helps build a relationship between the Police and the local community, which has been a useful source of intelligence. This is funded by the Safer Schools Partnership – DfES & Home Office money.

The Island Sports Trust is based at the school, which is supported by Youth Action & Tower Hamlets. The Trust’s sports facilities are used out of hours by the community.

The School houses Millennium Volunteers Projects provided by DfES via Community Services Volunteers.
• The School has some good links with local businesses, e.g. Morgan Stanley pay £15,000 per annum to fund the school’s breakfast club.

• The school is constantly looking for new projects, initiatives and funding bids – this takes time. The school has a reputation for working on new projects and so it is sometimes targeted for initiatives.

• There are many after-school clubs/activities in place for pupils, between 30 and 40, which operate until 5pm.

• There is an extensive Out of School Hours Learning (OSHL) undertaken, after school and on most school holidays. This is funded through a variety of agencies: SRB, IDCF, NOF and Jack Petchey Foundation.

• The school also houses many after-school activities which are not for pupils, e.g. Adult ICT courses.

• There is also some Adult Learning (ESOL) which is provided by Tower Hamlets College on Saturday morning and ICT during holidays, on Saturdays and in the evenings.

• Constraints on operating an extended school includes funding, time and ongoing building works.

• Extra – Curricular learning does have a measurable affect in raising attainment – 90% of those pupils who attended out of hours learning classes raised their mark by one grade.

• Extra-Curricular activity is a key part of the 6th form education, e.g. Young Enterprise.

• There is multi-agency youth work undertaken on evenings, Saturdays and school holidays.

• There is a sizeable Bengali minority within the school as well pupils of other ethnic groups. In order to help children understand some of the issues surrounding divided communities, some white and Bengali children are taken to Belfast every year to look at some of the issues in Northern Island.

• The school tries to employ local people. Those who are employed in the school can help change perceptions within the community.

• There is currently not an active Parent Teachers Association – there was previously a very small PTA but this did not reflect the pupil population.
Bottisham Village College was built in the 1930s and has an extensive history of extended work in the community. It has been used by the DfES as a demonstration project and is a Beacon School.

There are a lot of extra-curricular activities at lunchtime and after school, such as sports clubs, theatre, debating, computing, homework club and gardening.

The college is very well equipped. There are extensive grounds with sports facilities including grass pitches, floodlit astro-turf, gymnasium, sports hall, multi-gym and use of an indoor swimming pool.

Other facilities include a new music block with recording studio; a drama studio; art studios with ceramic workshop and dark-room; purpose built technology block with workshops and food rooms; new maths block; refurbished science laboratories; 4 rooms equipped with the computers and a library and resources centre.

The college’s facilities are ‘dual-use’, so for example the public outside of general school hours uses all the sports facilities, computers, ceramic workshop etc. Some of the college’s facilities would not exist, whilst others would be located elsewhere, if it were not for its ‘extended school’ remit.

The Council recently closed the local library. The College decided to open a library within the school for general community use.

The College is usually open 363 days per year, usually till 9.30pm.

Have taken practical measures to make community use and extended schools easier to operate such as security and heating zoning.

The adults’ evening classes sometimes use the same teachers as the college but not everything at the school can be used by the community, e.g. for the adults’ ceramics classes they must bring their own materials.

Local groups such as the Parish Council and Women’s Institute use the school’s facilities.

There has been very little vandalism of the school or its equipment – this may be because the community does not want to damage its own facilities.

The ‘dual use’ raises some practical issues, such as heating and charges, e.g. VAT is not payable on certain school uses of the sports facilities but it is not always easy to divide the cost of school and non-school use when the facility is ran as one community operation.
• The college is keen to integrate young people and adults. For example, there was a recent joint prize-giving day for pupils and adults with learning disabilities. Some pupils also assist the adult work done on site.

• College has a good relationship with the local health practitioners. The college shares a nurse with other schools. There are also innovative schemes in operation such as ‘nurse texting’ – where a pupil can anonymously text a nurse with a health query.

• There is some rural deprivation in the area and not everybody can travel to Cambridge. For this reason, youth clubs are located around the area and not just at the school building. There is also a strong Community Drugs Policy.

• The County Council develops the community/extended use framework and policies centrally. However, the colleges themselves lead and deliver on the actual provision.

• There is no 6th Form at the college – this is because Cambridge City centre houses some of the best in the country.

• The Headteacher is called a ‘warden’ to reflect his wider community duties. Wardens must spend a proportion of their time overseeing extended and community uses.

• Link between Community Education and Extended Schools.

• The multi-agency extended approach of Bottisham College to some extend reflects the aims of the Connexions Programmes, which have not been particularly successful in the area.

• The Learning & Skills Council praised the wide range of activities and the integrated consideration of Adult and Children’s Services. However, adult and youth provision are now operated separately following a recent inspection.

• Although ‘Extended Schools’ is about far more than improving exam results, the evidence suggests that it does help raise pupil attainment.
PRESENT: COUNCILLOR BAKER & DAVID WAINWRIGHT (CEA)

- ‘Turning the Red Lights Green’ offers training, work, leisure and social activities for disabled people in South & East Cambridgeshire including people with physical impairment, learning difficulties, sensory impairment and people with mental health problems.

- Turning the Red Lights Green is managed by a board of trustees.

- It is vital to employ people who can do the job – excellent training is essential.

- There is the constant need to look out and apply for different funding streams.

- There are currently 13 projects in operation, including:

  - ‘Health for Life’ - a project to give vulnerable and isolated people the opportunity to participate in community learning and leisure activities and to help them regain their health and confidence by encouraging them to join village clubs and classes.

  - ‘Sensory and Wildlife Garden’ – a project to provide work and educational opportunities for adults with disabilities

  - ‘Raising awareness events’ – to raise awareness and understanding and to promote the opportunities available to those with disabilities.

  - ‘FEET’ – a forum for education, employment and training aimed at people with mental health problems. The service includes a range of vocational and personal skills development classes across South and East Cambridgeshire, coordinated by an outreach worker who gives guidance and support.

  - Projects are based all over the area – ‘Aspiration’ is based a Bottisham Village College.

  - Aspiration’s Project is a two-tier programme designed for people with social communication disorders such as Aspergers Syndrome. It aims to reduce isolation, increase participation in educational opportunities and move toward the possibility of undertaking supported employment.

  - For Aspiration, Turning the Red Lights Green is working in partnership with CLASS, National Autistic Society, Papworth Trust and Community Education. Each student will participate for 16 hours per week for two years. Activities include IT, Social Skills, Key Skills, and Independent Study and Work Experience.

  - It is positive that the project is housed at College. The pupils contribute to the project and vice versa.
PERFORMANCE REVIEW COMMITTEE
NOTES FROM SUB-GROUP VISIT TO CAMBRIDGESHIRE
TUESDAY 21st OCTOBER 2003

MEETING WITH JIM BUCHANAN, CAMBRIDGESHIRE COUNTY COUNCIL (EXTENDED SCHOOLS ADVISER) & PAUL CONNELLY (COMMUNITY EDUCATION AREA PLANNING [CEAP] CONVENOR, CAMBRIDGE CITY)

PRESENT: COUNCILLOR BAKER & DAVID WAINWRIGHT (CEA)

- There are 5 Community Education Area Action Planning Groups: Cambridge City, East Cambs, Fenland, Huntingdonshire and South Cambridgeshire. These have now superseded the ‘20 patches’ referred to in the meeting with the Warden of Bottisham Village College. The patches were perceived to be too small to be effective.

- The City schools are part of a network of 6 who work in close collaboration to run extensive youth and adult programmes. They draw down additional budgets for this through the local regional college and City Council. They have been used by the DfES as demonstration projects.

- In Cambridge City, the CEAP Convenor line manages a Senior Youth Worker, Senior Outreach Worker and an Adult and Continuous Learning Manager, who in turn have their own teams.

- The Youth Workers tend to operate on a one to one basis and help contribute to a reduction in school exclusions. Adult and Continuous Learning helps to draw the community into the school.

- The allocated money for extended schools from each school in a particular CEAP is amalgamated and then divided up across the schools to obtain the best provision for the whole area.

- All extended school projects are carefully planned and assessed with criteria including: objectives, measurable targets, numbers participating as well as a staffing and cost breakdown. Staff is usually the largest single cost.

- Individual projects are owned by the schools themselves.

- The Group watched an example of extended school activity, a short fiction film - Netherhall’s ‘After-School Club’ Video Arts Project.

- Other examples of projects within the Cambridge City Zone include:
  - The ‘Song Cycle’ Community Arts Project where year 10 pupils worked with adults to develop a work specifically composed for the college.
  - ‘Shomma Shomma’ a workshop where Asian girls were given the opportunity to get involved in local drama performing as well as visits to London theatres.
VISIT TO CITY AND ISLINGTON COLLEGE  
WEDNESDAY, 17TH SEPTEMBER 2003

PRESENT:  Councillor Graham Baker  
Mary Rimington – Deputy Principal (Curriculum)  
Sue Pedder, Governor and Chair of Curriculum and Quality Committee

The following main points were raised during the discussion –

- Adult learning run by City and Islington in contract with LEA – also local provision in some areas such as Junction

- Substantial provision in schools which attracted adult learners e.g. Islington Green School was used – had good venues in north of Borough to provide adult education 25+ community venues but only Islington Green in the south of Borough

- Long tradition of family literacy and numeracy learning

- City and Islington community was mainly Islington and Hackney residents although some from other boroughs

- Need to ensure quality was maintained if extended provision was provided elsewhere such as in schools

- Need to be strategic overview of adult education, on a similar basis to that currently provided by the 14 to 19 education strategic partnership, to avoid duplication of provision

- Noted that Government focus was currently on growth in 16-18 education and improving basic skills

- City and Islington College would welcome being involved in any initiatives to expand adult provision – however should be noted that it was difficult to maintain quality and manage provision of training that was not mainstream

- City and Islington College were involved with five primary schools in providing family literacy and numeracy which had proved successful – mainly focused on ethnic minority parents and fulfilling Government agenda of provision of basic skills

- Also provided courses at day centres for the elderly e.g. at Drovers and St.Johns, such as drawing for the frail, yoga, living history etc. – usually the same tutors attended the centres to ensure continuity

- Adult learning took place in the evening, daytime and at weekends, mostly at college premises or community venues

- Schools may be able to more easily engage hard to reach groups, however emphasised need for partnership to maintain quality and to avoid duplication e.g. possibility of language provision at EGA

- Was a need to engage disadvantaged men – shortage of courses to attract them into adult learning

- Sixth form college was operated in partnership with 6 secondary schools in the borough that had no sixth form provision – college offered wide choice of subjects
• some young people had been used as resource for mentoring in summer schools, especially as role models for male black ethnic minority students

• upward bound scheme organised with Holloway and Elizabeth Garrett Anderson for children at risk but with potential – also with Kokai school which was a school for disaffected primary age black/afro caribbean children

• lack of vocational qualification courses at levels 1 and 2 or craft based qualification courses

• Islington was a pathfinder – currently looking at vocational pathways and endeavouring to work out the necessary requirements in order to progress on skills levels without any relevant formal qualifications – working more closely with Mohammed Mehmet and Cireen Mitchell of the Regeneration and Education Department

• City and Islington College had limited contact with primary schools, but had more extensive contact with secondary schools
ISLINGTON PCT VISIT  
WEDNESDAY, 3RD SEPTEMBER 2003

PRESENT: Councillors Graham Baker & Donna Boffa  
Sam Page, Peter Fielder, Sarah Rayner, Jane Chapman,  
Marie Sylvester, Dana Moore

The following main points were raised during the discussion –

- noted that services were being developed in a more integrated manner – multi-agency approach
- noted that each primary school had an allocated nurse – ensure regular health checks and immunisations, eye tests, hearing tests – parents were invited to be present at health checks
- if paediatrician required would be called in on request – if nurse had concerns would call one in
- two L.B.Islington secondary schools had contracted to have a permanent health presence on site – this assisted in diagnosing any conditions at an early stage
- parents could also obtain general health advice by accessing the nurse via the school secretary, however were areas where there could be improvements if additional resources were made available
- limitations as school year as only 39 weeks which meant that there were difficulties in recruitment/retention of staff
- school nurse and teaching staff would seek to identify children at risk – be supported by the child protection team who will undertake supervision if there were concerns
- training had been given to school staff on child protection highlighting the multi-agency approach and each school had a named person responsible for child protection
- school first aider would be responsible for administering treatment
- need for more information sharing between health education – need for conditions such as childhood obesity to be family focused
- speech and language therapy service was delivered within primary and secondary schools primarily focused on school site but those with specific speech difficulties were dealt with outside school premises – significant problem amongst children and children supported tended to be the ones with severe or more complex needs – problems often worse in areas where high levels of deprivation – all referrals at primary and secondary levels came through the school – in last year focus had been shifted onto key stage one children, however there was a need for better secondary school provision
- children’s mental health – noted there were in the region of 1,000 referrals per year, the majority of which were in primary schools – want to develop parents groups on a ‘patch’ basis – need to be flexible as to whether service delivered from school setting or health centre – also need to improve advice that teachers/headteachers have access to with regard to mental health problems
• primary schools usually requested assistance to look at out of control children – at secondary school level one day per week provision – needs to be pupil not school focused – days allocated do not match need

• Headteachers each had different views as to what health provisions should be provided at school

• recent PHSE course run at Highbury Grove following which evaluation with students carried out and they wanted to see a health facility provided that they could access during the day to deal with issues such as teenage pregnancies, diet, mental health etc.

• school nurse was available at Pupil Referral Unit – number of initiatives in place to try to access hard to reach young people

• recently launched sexual health facility at the Drum Youth Club in Whitecross Street

• special needs – children now more included in mainstream schools – strategy was to cluster schools - were now children with complex needs in mainstream schools – number of children coming in from outside the Borough as there was good provision in L.B.Islington – visit would take place prior to child arriving at school to assess needs – training course had also taken place to train all staff in primary schools to assess and deal with smaller problems which had resulted in about 20 less referrals per year – also work done with parents to assess children’s needs

• space for health facilities limited at Bridge School – need to have dedicated space

• was a need to move away from school culture and have 52 week accessibility to services

• would be beneficial to have asthma and eczema health advice on school site

• emphasise need for multi-agency approach to service delivery – integration of services increased greatly over last 8/10 years – speech and language therapists felt part of the school.
PERFORMANCE REVIEW COMMITTEE

NOTES FROM SUB-GROUP VISIT – EXTENDED SCHOOLS FOR THE COMMUNITY

28th AUGUST 2003
MEETING WITH DAVID WORLOCK
ASSISTANT DIRECTOR SOCIAL SERVICES (CHILDREN & FAMILIES)

PRESENT: COUNCILLOR BAKER

- Extended schools for the community is not a new idea. Breakfast clubs, after school activities and care arrangements have been in place for many years - the concept has recently been given added impetus and structure.

- The priority of the Children & Families Service is to protect ‘in need’ children and promote well being. Family support, adoption and fostering services are also provided.

- Approximately 250 children are on the Child Protection Register. 460 children are in care – a relatively high proportion. There is a reliance on private fostering agencies which are more expensive than the Council's own provision.

- There are a range of initiatives and services in place for children and young people provided through a variety of organisations, e.g. SureStart, Children’s Fund, Connexions and Extended Schools. However, there is a lack of continuity, joined up working and the ‘bigger picture’. The recent SSI Inspection found there needed to be a more coherent strategy for childcare services in the borough.

- Many children are most ‘in need’ outside of school hours and particularly during weekends and holiday periods. The services provided do not currently reflect this and better provision during these critical periods is required.

- Extended schools may help encourage people to access and use Social Services who would otherwise not because of the stigma attached. School buildings are perceived to be a ‘safe’ community resource that could be used in a number of ways, e.g. Children’s Centres, Family Conferences, Parenting Skills Sessions.

- The first 5 years of a child’s life is generally the most critical in determining future behaviour and so resources are prioritised for this. However, there is still a need to ensure there is sufficient support for older children who are in need.

- Recent initiatives e.g. Connexions have provided support directly to children themselves. There is still a need though for support services to be offered to parents - for example, to those with adolescent children who have not required help before.

- In terms of Social Services provision, a child is considered to be adult at 18, although some support can be provide up to the age of 25.

- The most effective work with children appears to be done by those in multidisciplinary teams, where there is a range of skills eg. Youth Offending Team.

- There is a need for greater support for children with disabilities and their families. Caring for a disabled child can be very demanding and there is a need for more integrated services, e.g. Social Workers, Physiotherapists, Psychologists etc.
APPENDIX ‘C’

LIST OF INDIVIDUALS/ORGANISATIONS CONTRIBUTING TO THE SCRUTINY PROCESS

1. FRANCES CARTER, ASSISTANT DIRECTOR OF STRATEGIC PROJECTS (REGENERATION & EDUCATION) – L.B. ISLINGTON
2. COUNCILLOR JAMES KEMPTON, EXECUTIVE MEMBER – REGENERATION AND EDUCATION
3. BILL CLARK, DIRECTOR OF SCHOOLS CEA @ ISLINGTON
4. BRIAN HERON, BEHAVIOUR IMPROVEMENT SUPPORT PROGRAMME MANAGER, CEA @ ISLINGTON
5. KATE KELLY – LEARNING PLUS MANAGER, L.B. ISLINGTON (REGENERATION AND EDUCATION)
6. WENDY MEREDITH, HEADTEACHER – HARGRAVE PARK SCHOOL
7. JAMIE BROWNHILL – CENTRAL FOUNDATION BOYS SCHOOL
8. CRESSIDA JUPP – CHAIR OF GOVERNORS, CHARLES LAMB SCHOOL
9. STEVE MASON – HEAD OF REGENERATION – L.B. ISLINGTON
10. JOHN HUDSON, HEADTEACHER, HOLLOWAY SCHOOL
11. CAROL SMITH, HEADTEACHER, CARDWELLS SCHOOL, L.B. GREENWICH
12. JANET SAUNDERS, HEADTEACHER, HENWICK SCHOOL, L.B. GREENWICH
13. MR B. BENCH AND MS. K. WALSH, ACTING HEADTEACHER AND OUT OF HOURS SCHOOLS CO-ORDINATOR, HUNGERFORD SCHOOL
14. CHRIS EISEN, HEADTEACHER, MOUNT CARMEL SCHOOL
15. DAVE WORLOCK, ASSISTANT DIRECTOR OF CHILDREN AND FAMILIES – L.B. ISLINGTON
16. SUE SIEFERT, HEADTEACHER, MONTEM SCHOOL
17. JILL COUGHLAN AND ANNA CLANCY, HEADTEACHER AND OUT OF SCHOOLS CO-ORDINATOR, ELIZABETH GARRETT ANDERSON SCHOOL
18. MARY RIMINGTON AND SUE PEDDER, DEPUTY PRINCIPAL (CURRICULUM) AND GOVERNOR AND CHAIR OF CURRICULUM AND QUALITY, CITY AND ISLINGTON COLLEGE
19. REPRESENTATIVES OF ISLINGTON PRIMARY CARE TRUST
20. LEE BRUMBY, HEADTEACHER, BENFIELDS SCHOOL, NEWCASTLE AND ANGIE GIBSON, NEWCASTLE LEA (EDUCATION AND POLICY OFFICER)
21. MS. T. WHITE, HEADTEACHER, HIGHBURY GROVE
22. MR D. EWEN, HEADTEACHER, ISLINGTON ARTS AND MEDIA SCHOOL
23. MR. S. MACKIE, HEADTEACHER, ROYAL IRVINE ACADEMY, AYRSHIRE, 
   MR. J. WALKER (NEW COMMUNITY SCHOOLS ADVISER)
24. MS. K. FREDERICK, MS. S. BAILEY, MS. STRIPP, HEADTEACHER & STAFF, 
   GEORGE GREEN’S SCHOOL, L.B. TOWER HAMLETS
25. KATHARINA DEEKS, ASSISTANT HEADTEACHER, POOLES PARK SCHOOL
26. MANJIT DULAY, HEADTEACHER, WINTON SCHOOL
27. JIM BUCHANAN, PETER HAINS (WARDEN BOTTISHAM VILLAGE COLLEGE), SUE 
   OWEN, PROJECT CO-ORDINATOR, CAMBRIDGESHIRE C.C.
28. ANNE BRAHAM, FAMILY LEARNING AND FAMILY SUPPORT, L.B.ISLINGTON 
   (REGENERATION AND EDUCATION)
29. JANINE BRADY, HEAD OF YOUNG PEOPLES SERVICE, L.B.ISLINGTON 
   (REGENERATION AND EDUCATION)
30. ALISON RUDDOCK, HEAD OF EARLY YEARS, L.B.ISLINGTON (REGENERATION AND 
   EDUCATION)
31. CIREEN MITCHELL, ADULT LEARNING/ON LINE LEARNING, L.B.ISLINGTON 
   (REGENERATION AND EDUCATION)