



what is happening on extended schools and Youth Matters?

annual survey of trends in education 2007

This is one of a series of papers reporting the findings from the Annual Survey of Trends in Education 2007, carried out by the NFER on behalf of the LGA. During the summer term of 2007, 347 primary schools and 854 secondary schools in England took part in the survey covering a range of topics: extended schools and youth matters were two of the topics explored.

1 What are extended schools?

Many schools offer a range of services that extend beyond the school day, including after-school clubs, study support, arts and sports activities. The Department for Children, Schools and Families (DCSF) wants more schools to develop extended services for pupils, their families and the wider community. The Government's prospectus for extended schools, published in 2005 (DfES, 2005), outlined plans for every school to provide access to a core set of extended activities by 2010. Extended schools are seen as key points of delivery for achieving the five Every Child Matters (ECM) outcomes and raising standards of achievement.

Part of the initiative, launched in 2003, was for at least one school in every local authority (LA) area to become a full service extended school (FSES), providing a range of extended services on one site. The recent evaluation of the first FSESs (Cummings *et al.*, 2007) showed that they were having a positive impact on pupil attainment as well as other outcomes for pupils, such as greater engagement with learning, family stability and enhanced life chances. But areas that, in some cases, had caused difficulties for schools related to sustainability and partnership working.

The updated extended schools prospectus (HM Government, 2007) indicated that the Government plans to increase funding over the next three years to continue to support the coordination and sustainability of extended schools.

Given the 2010 target for all schools to provide access to a core offer range of services, the Annual Survey of Trends aimed to identify the range of services and activities currently provided in schools and to determine the number of schools that were planning to develop their offering.

2 What is happening in schools?

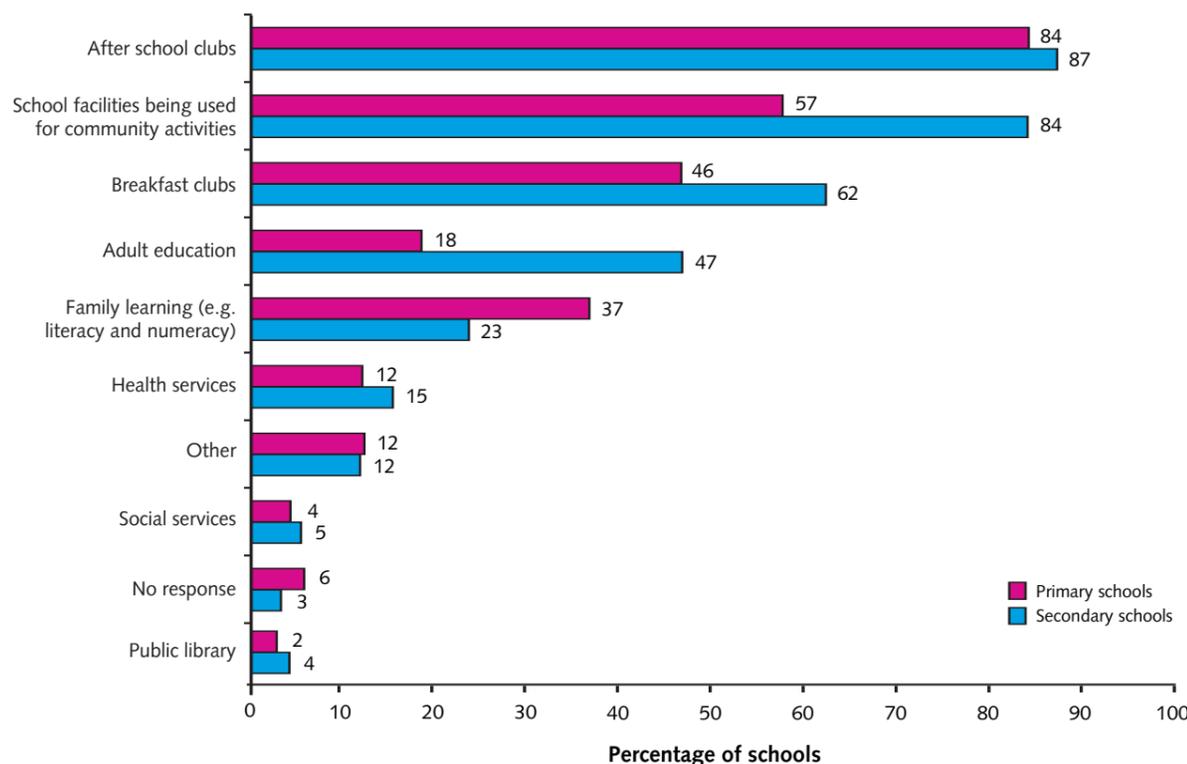
2.1 Which services/activities are currently provided by schools?

Schools were asked to indicate, from a list of services and activities, those that they currently provide on their premises (see Figure 1). The key points to emerge were:

- The activities and services available in the majority of schools were after school clubs (84 per cent of primary schools and 87 per cent of secondary schools) and the

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Figure 1 Extended services and activities provided on school premises



More than one answer could be put forward so percentages do not sum to 100. A total of 328 primary schools and 829 secondary schools gave at least one response to this question.

use of facilities for community activities (57 per cent of primary schools and 84 per cent of secondary schools).

- Other common services and activities being offered by primary schools were breakfast clubs (46 per cent) and family learning (37 per cent); and in secondary schools were breakfast clubs (62 per cent) and adult education (47 per cent).
- The least frequently offered services were public libraries (two per cent of primary and four per cent of secondary schools) and social care services (four per cent of primary schools and five per cent of secondary schools).

Overall, secondary schools were more likely to indicate that their facilities were being used for community activities, that they were providing breakfast clubs and adult education, than primary schools. Primary schools, however, were more likely than secondary schools to offer family learning.

Other types of provision

The main other types of provision that were outlined by schools were:

Primary schools	Secondary schools
<ul style="list-style-type: none"> • childcare/nursery/ crèche • school holiday club/ holiday play scheme • children's centre 	<ul style="list-style-type: none"> • sports centre/activities (e.g. regional gymnastics centre) • school holiday club/ holiday play scheme • youth services.

Differences between groups

Significant differences in the responses from different types of schools showed that schools in more disadvantaged areas are more likely to be offering extended services. For example, primary schools with higher levels

of free school meals (FSM) eligibility were more likely to provide breakfast clubs, family learning and adult education than other primary schools. Similarly, primary schools with a higher percentage of speakers with a first language other than English (EAL) and those with lower levels of attainment were also more likely to offer social care services than other primary schools.

At secondary school level, those schools with higher levels of FSM eligibility or lower levels of attainment were more likely to provide breakfast clubs, family learning and health services. Furthermore, secondary schools with more than 50 per cent of pupils with EAL were also more likely to offer family learning than other secondary schools.

Other factors that may influence the development of extended provision are the size and location of the school. In comparison with secondary schools in other authorities, schools in London boroughs and metropolitan authorities were more likely to offer breakfast clubs than schools in other types of authorities. Breakfast clubs and adult education were also more likely to be offered in larger secondary schools than in those with fewer than 600 pupils. Among

primary schools, larger schools and those in metropolitan authorities were more likely to offer breakfast clubs. Those in metropolitan authorities were also more likely to offer family learning, while those in London boroughs were more likely to offer social services than other primary schools.

2.2 Which schools are planning to develop their range of extended services?

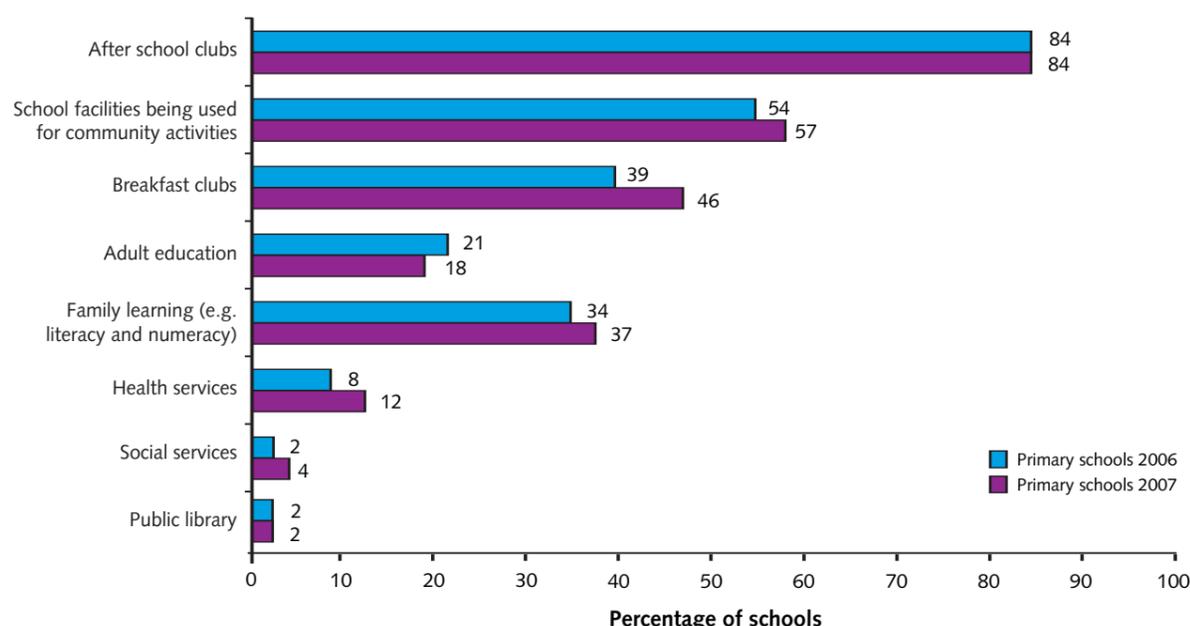
Schools were asked if they were planning to develop their range of extended services and to comment on the reasons for their response.

About two-thirds of primary schools and three-quarters of secondary schools indicated that they were planning to develop the range of services available on school premises. Primary and secondary schools with the lowest levels of FSM eligibility were the least likely to be planning to develop their range of services than other schools. Furthermore, in comparison with other secondary schools, schools with the highest levels of attainment were least likely to be planning to develop their range of extended services.



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Figure 2 Comparison of the extended provision in primary schools in 2007 and in 2006



Schools that indicated that they were planning to develop their range of services gave the following explanations of why and how they were proceeding:

- comments explaining why the school was planning, or should plan, to develop its range of extended services (frequent comments included a commitment to making better use of facilities; serving the needs of the wider community; and meeting the Government's and LA's agenda)
- a description of the services that were being planned. (The main services being considered in primary schools were breakfast clubs, additional after school activities and various family services. In secondary schools the planned provision related mainly to family services, family learning and adult education).

In addition, schools that indicated that they were planning to develop their provision gave a number of reasons explaining why plans may not have materialised. These reasons were identical to the reasons advanced by schools that had no plans to extend their provision:

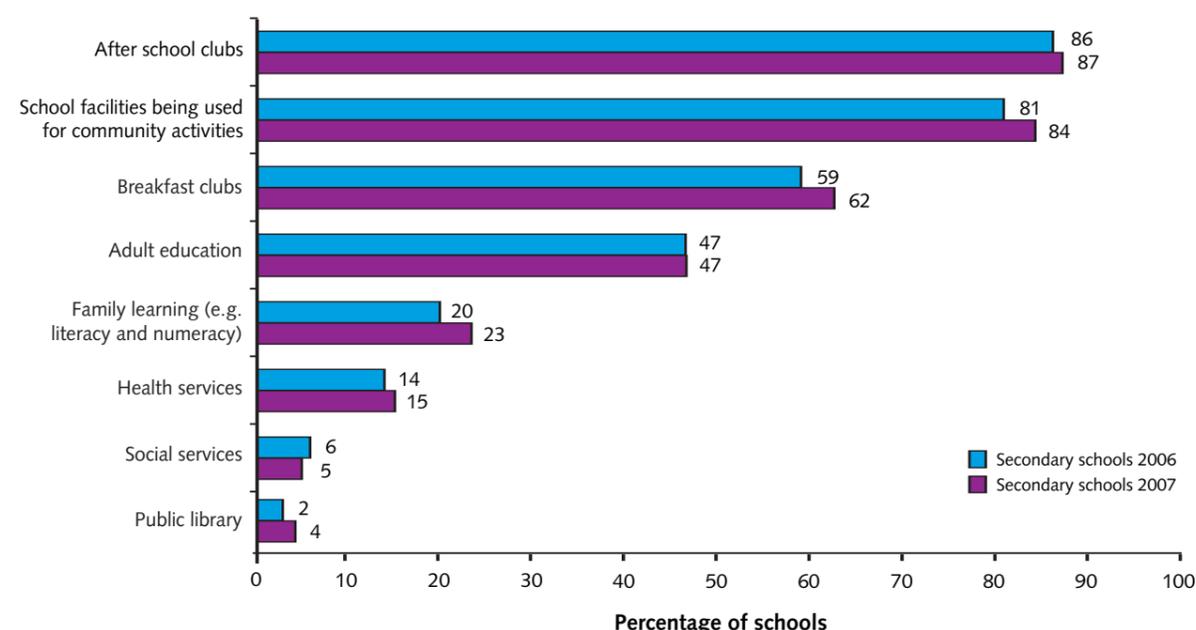
- practical constraints to expanding provision, such as budgetary, building or operational constraints
- other reasons preventing expansion of the provision, such as a lack of demand, the initiative being a low priority, or concerns about an adverse impact of extended schools on pupils and teaching.

2.3 Has the provision of extended services changed?

The findings of the 2007 survey showed little change in the level and pattern of extended services available in schools in comparison with the previous annual survey (Chamberlain *et al.*, 2006). The only noteworthy change was an increase of seven percentage points in 2007 in the proportion of primary schools offering breakfast clubs (see Figures 2 and 3).

There was, however, an increase of ten percentage points in 2007 in the proportion of primary and secondary schools who said they were planning to develop their

Figure 3 Comparison of the extended provision in secondary schools in 2007 and in 2006



range of services. The reasons given by schools in 2007 to explain why they were, or were not, planning to develop their services were similar to those advanced in 2006.

3 What is Youth Matters?

Through Youth Matters reforms the Government wants to ensure that all young people have access to positive leisure-time activities. The recent ten-year strategy *Aiming high for young people: a ten year strategy for positive activities* (HM Treasury, 2007), set out the Government's commitments for transforming leisure-time opportunities for young people over the next 10 years and strengthening the youth services reforms, working with LAs and their partners. More specifically, the *Education and Inspections Act 2006* (England and Wales. Statutes, 2006) requires local authorities to publicise information about positive activities and related facilities in its area and to keep this information up to date. Local authorities will need to work with schools (as well as other institutions and agencies) in order to direct young people to the information available.

In this context, secondary schools were asked whether they felt sufficiently well informed about the youth provision on offer in their area and whether they were involved in promoting this provision.

3.1 Do secondary schools feel well informed about the youth provision in their locality?

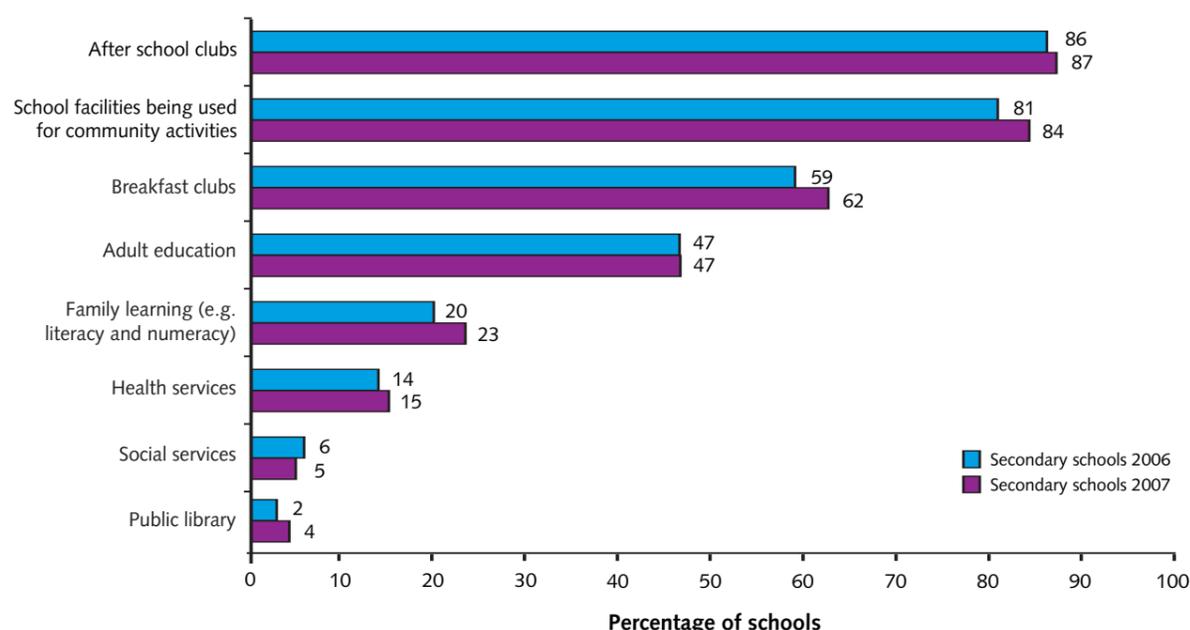
More secondary headteachers indicated that they did *not* feel well informed than indicated that they *were* well informed about the youth provision in their school's locality: 46 per cent of secondary respondents said that they did not feel well informed, compared to 39 per cent who felt well informed and 14 per cent who were not sure.

3.2 Are secondary schools involved in promoting the youth provision available locally?

Schools were asked about the promotion of youth provision that they were undertaking. The responses (see Figure 4) indicated that 44 per cent of secondary schools were

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Figure 4 Are secondary schools involved in promoting youth provision?



More than one answer could be put forward so percentages do not sum to 100. A total of 825 secondary schools gave at least one response to this question.

promoting the provision available within their school, 32 per cent were promoting provision on offer in their locality and 27 per cent were not involved in promotional activity.

4 What are the implications for local authorities?

4.1 Extended schools

The surveys indicated that the majority of schools are currently providing some extended services, notably after school clubs and the use of school facilities for community activities. The overall level of provision, however, had not increased over the previous year, although there was an increase in the proportion of schools that said they were planning to develop their provision.

The findings also showed that schools in more disadvantaged areas were more likely to be offering extended services and were more likely to be planning to develop their range of services than other schools. This might be expected because the FSES initiative predominantly targeted schools in disad-

vantaged areas. But with the target for all schools to provide access to a core set of extended services by 2010, all schools need to develop their provision appropriately.

The key challenges for local authorities are to ensure that:

- plans to develop extended services progress beyond the planning stage and are put into effect.
- pupils and families take up the opportunities offered by extended schools.

4.2 Youth Matters

Nearly half of secondary schools indicated that they did not feel sufficiently well informed about the youth provision on offer within the school locality, although about two-fifths said that they did feel well informed.

Just over a quarter of the secondary schools were not involved in any promotion of the youth activities on offer, but about a third were involved in promoting activities within the locality and 44 per cent were promoting activities on offer within the school.



LAs may wish to consider the most appropriate ways to support secondary schools in obtaining information about, and promoting, youth provision on offer within schools and their localities. As many schools are already involved in some promotion, it may be that good practice could be shared across schools, with facilitation from the LA.

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