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Every Child Matters

**How School Leaders in Extended
Schools Respond to Local Needs**

Contents

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Acknowledgements

1. Introduction

1.1 Background

Extended schools have featured in a range of recent government policies, including the Integrated Service Strategy that is set out in the Green Paper 'Every Child Matters – Change for Children' (DfES, 2004). This referred to the extended school as being the most likely base for a range of services and as key to the five ECM outcomes of: staying safe; being healthy; enjoying and achieving; making a positive contribution; and achieving economic well-being. DfES guidance states that children and young people will have an entitlement to services to meet the ECM outcomes through a universal core offer to be accessed through schools by 2010 (DfES, 2005). The extended schools core offer of services comprises: wrap-around childcare; a variety of activities to extend and enrich learning; parenting support; swift and easy referral to specialist support services; and providing wider community access to ICT, sports and arts facilities, including adult learning. The successful development of a greater range of integrated services is fundamental to the ECM agenda, and as such, the DfES recommended that all schools should become extended, acting as hubs for services (DfES, 2003).

Several implications for school leadership have emerged from this move towards extended schools, children's centres and the five outcomes of the ECM agenda. School leaders have been required to develop a range of skills and approaches to support these changes and a fundamental reconsideration of the ways in which schools operate is taking place (Coleman, 2006). School leaders are embracing a future where schools will be more outward facing and develop stronger partnership with other schools and external agencies in order to fulfil both the extended schools core offer of services and realise the ECM agenda (NCSL, 2006a; 2006b; DfES, 2005). Similarly, as the recent PricewaterhouseCoopers (PwC) report states, the implementation of ECM, amongst other initiatives, has required school leaders to develop a new set of skills which includes greater collaboration between schools, as well as partnership working across the children's services sector (PwC, 2007).

The use of distributive leadership and the need to demonstrate a clear moral purpose and beliefs in the benefits of extended schooling have been identified as key to sustaining this model of schooling (Coleman, 2006; Cummings et al, 2004; PwC, 2007).

Schools are taking a wider view of education – moving away from a focus of purely raising educational attainment to a broader perspective that considers the whole needs of the child. A recent Demos report 'Taking the Wide View' (Craig, 2005) addresses this shift. A wider view was reported to focus upon relationships rather than individuals, capacity-building for all and making a difference locally. It considers the views and needs of all professionals and community members in any given area, and the report suggests that the formal framework of the ECM legislation can be supported and co-ordinated informally by these principles.

Contemporary school leaders are required to align the ECM agenda and the extended schools core offer of services with the standards agenda. They must simultaneously raise the attainment and achievement of young people whilst providing a range of services and activities for their pupils, their parents, and the wider community. However, a recent Ofsted publication 'Extended Services in Schools and Children's Centres' (Ofsted, 2006) reported that extended services were most effective when senior leadership and management teams were totally committed to providing extended services and shared a vision for the five outcomes for children and for improved standards. Furthermore, PwC (PwC, 2007) reported that the standards and ECM agendas are linked. This was based on evidence from Cummings et al. (2006) who found evidence to suggest that extended provision led to improvements in student attainment.

School leaders will also inevitably interpret ECM in different ways given their local context and individual school. Indeed, Ofsted (Ofsted, 2006) reported that successful leaders had a clear understanding of the features of extended provision and how it would work in their contexts. The current study looks at the way in which responses to ECM and the core offer vary between

schools in different communities and provided opportunities to explore Ofsted's findings in greater depth. Cummings et al (2005) also reported that the models of extended schools that developed during the first year of the DfES Full Service Extended Schools (FSES) Initiative (2003-4) were varied and fluid. The schools were seeking to embed the principles of the FSES model, however they defined them, within their existing school culture and local context.

A longitudinal study, carried out by the NFER Northern Office for CfBT tracking the progress of six extended schools over a two year period, has also explored the nature of leadership and management in different contexts (Wilkin et al, 2007). The models of leadership explored in the research were heavily influenced by contextual factors, such as: the type of school; the community it serves; existing staffing structures; and the attitudes, beliefs and conviction of school leaders (including those with a dedicated extended school remit). The impact of ECM was also explored in this study. The findings suggest that leaders' commitment and attitudes towards extending their schools were affected by the implementation of ECM as the agenda provided much needed support and encouragement for their endeavours.

A recent report analysing local authorities Children and Young People's Plans (CYPPs) (Lord et al, 2006) explored the five outcomes of ECM and associated issues for local authorities and schools. Variations and nuances in interpretation of, and investment in, the outcomes framework were evident and this suggested that school leaders' interpretations may vary too. Plans to meet the extended schools core offer of services were evident across the five outcomes, demonstrating the clear integration of ECM and the extended schools agenda. In sum, looking at the interrelationship between ECM and the leadership and driving of the extended schools agenda would seem highly pertinent.

1.2 Aims of the study

The overarching aim of the research was to explore the issue of how leaders contextualised the principles of ECM and the leadership of extended schools for their local area.

This aim was to be achieved through the following associated objectives:

- To explore how school leaders align the ECM and Standards agendas.

- To examine the ways in which school leaders interpret ECM and adapt it for their own context.

- To investigate whether responses to the principles of ECM vary according to the socio-economic levels of the community a school serves.

Specific research questions commensurate with these objectives included:

- To what degree do schools find ECM serves to complement efforts to raise achievement?

- What processes support school leaders in interpreting and adapting ECM for their own context?

- How significant are personal beliefs in determining the services on offer?

- To what extent are services provided customer led?

- To what degree do leaders feel constrained by the core offer?

- If responses vary according to socio-economic levels of communities, why does this occur?

1.3 Methods

The advisory group for the research comprised representatives from NCSL, DfES, ContinYou and a large secondary school in Leicestershire. The group were involved with the research as it progressed and also helped inform the selection of the case study schools.

A total of six extended schools (two primaries, three secondaries and one special school) were selected for in-depth case study work. This allowed for a range of models of leadership to be demonstrated, whilst ensuring that detailed insights could be provided. A range of schools were initially identified by the advisory group as examples of schools that were already pursuing the extended schools agenda. From this list, the six case study schools were chosen to reflect a range of characteristics. These included:

- geographical area and type of authority ie London borough, metropolitan etc

- type of school, primary, secondary etc

- socio-economic and demographic characteristics eg schools serving different socio-economic communities, schools in urban and rural locations etc. The six schools selected included those with relatively high levels of deprivation, in terms of unemployment and the percentage of people in the local area with no qualifications, as well as those where levels of deprivation were relatively low

- size of school, according to numbers of pupils

- an example of a children's centre co-located on-site

- an example of operating within a cluster or federation of schools.

The final six schools involved in the study were committed and innovative in their approaches, providing insights into how schools that are mature in relation to the delivery of this agenda are contextualising it.

Two-day visits were conducted at each school during January and February 2007. Face-to-face interviews took place with the following staff:

- the headteacher

- the extended schools co-ordinator, where in post

- a curriculum manager

- a member of support staff

- a governor, either a governor with responsibility for the school's extended approach or a parent governor

- a group of pupils from the school

- one to two non-teaching professionals from other agencies involved in extended school provision

- one to two community partners or representatives of community groups

Focus groups were also conducted with pupils, although arrangement were flexible according to individual schools' circumstances.

In addition, schools were asked to identify a local authority representative who would be willing to be interviewed in order to contextualise the school and wider local authority approach to the ECM and extended schooling agendas. These interviews were either conducted face-to-face or over the telephone.

Table 1.1 summarises the total number of interviews completed during the study.

Table 1.1 Interviews completed during fieldwork

Interviewees	Number of interviews
Headteachers	6
Extended schools co-ordinator	5
Governors	6
Pupil groups	7
Service providers and community representatives	17
Associate and support staff	12
Curriculum managers	7
Local Authority representatives	5
Other (Parent Teacher Association Representative)	1
Total	**66**

Source: NFER interviews January- February 2007

Interviews focused on perceptions of the following issues:

- The extent to which decisions at school level are influenced by the local authorities approach to ECM as evidenced in its Children and Young People's Plan (CYPP) and the priorities, actions and targets expressed within it.

- The way in which schools within the authority align the ECM and standards agendas.

- The extent to which ECM is perceived to facilitate and complement the work of extended schools in raising achievement.

- The extent of links and collaboration between schools and partners in providing extended services in school settings.

- School and local factors that might have a bearing on schools' approaches to ECM and extended school provision including school ethos, leadership and management issues.

- How school leaders interpret ECM and adapt it for their own school and local context. For example, the extent to which their understanding or vision for an extended school is shaped by their own experiences, attitudes and purposes and how that personal vision maps to that of the school.

- Views on the degree to which school leaders feel constrained by the core offer.

1.4 Report structure

The report draws on data from the case study visits and each chapter considers implications for leadership. Following this introduction:

Chapter two provides an overview of the case study schools, and outlines the relationship that they had with their local authority. It moves on to address interviewees' perceptions of how the extended schools, ECM and standards agendas were aligned.

Chapter three focuses on the factors affecting case study schools' approaches to extended provision and ECM and, where appropriate, how ECM had impacted on the approaches taken by the school. It explores: leadership structures; leaders' visions for extended services; how leaders encouraged buy-in to their vision or approach; and the impact of school ethos on schools' approaches to extended services and ECM.

Chapter four explores the way in which the case study schools tailored their extended provision to meet the needs of their school and the local community. It outlines how the need was identified, as well as how needs and socio-economic levels in the community have impacted on the approaches taken to ECM and extended provision in each school. The influence of the core offer, and how ECM has impacted on the schools' relationship with their community, is also addressed.

Chapter five looks at the challenges experienced by the schools in interpreting and contextualising their approach to ECM. It also looks at the support available for schools in doing this.

Chapter six sets out the conclusions for the report.

2. Context

Key findings and implications for leadership

- **Key finding 1:** Different models of influence in the relationships between schools and local authorities will affect how they work together. It will also affect degrees of local authority involvement in ECM and extended schools' policies and activities. Whatever their relationship with the local authority, the case study schools were able to contextualise ECM and extended provision to best suit the needs of their school.

  Implication for leadership: School leaders could consider taking their own approach to ECM and extended schools, regardless of their relationship with the local authority. The model adopted by the local authority will not always be appropriate for individual schools.

- **Key finding 2:** Every interviewee in the study felt that the ECM, extended schools and standards agendas overlapped, and very few tensions between the agendas were reported. Where tensions did exist they were usually based on early misconceptions about the implementation of extended schooling. An indivisible link was made between the ECM and extended schools agenda, reflecting the fact that extended schools are regarded as one of the local delivery points of ECM. As the agendas were felt to align so closely, implementing the ECM agenda was a relatively smooth process in the case study schools.

  Implication for leadership: The view that the ECM and the extended schools agendas were inextricably linked meant that ECM confirmed, rather than drove, activity and aspirations in the case study schools. Nevertheless, school leaders in other contexts may find it useful to make explicit how extended provision and ECM complement each other.

- **Key finding 3:** All interviewees took the view that delivering ECM goals would ultimately impact on standards of attainment.

  Implication for leadership: Where possible, school leaders need to gather evidence to reinforce the argument that ECM and extended schools can lead to increased attainment. This link should also be promoted widely in the school and wider community, securing commitment to this approach by all staff in school.

This section of the report provides an overview of the case study schools involved in the research and outlines the relationship they had with their local authority. It also addresses how interviewees perceived the alignment of the extended schools, ECM and standards agendas.

2.1 The case study schools – an overview

There were six case study schools involved in the research: three secondary schools, two primary schools and one special school.

2.1.1 Introduction to the case study schools

Table 2.1 provides an overview of the case study schools involved in the research.

Table 2.1 The case study schools

School 1	**A primary school in a metropolitan authority in the north** This school is located in a metropolitan area in the north. It is approaching extending schooling as part of a cluster of 11 schools and has a co-located children's centre. The school has been newly built to ensure safe community access and to accommodate extended use of the facilities. Approximately 250 pupils are on the school roll and 99 per cent of pupils are of Pakistani origin. The school was involved in the 2003 DfES extended schools pilot and currently has Healthy Schools status. The school is geographically distant from where the majority of its pupils live. A local authority extended schools co-ordinator is line managed by the school. The school is located in the most deprived area in the case study sample .
School 2	**An urban primary school in a London Borough** This school, located in an outer London Borough has approximately 376 pupils on roll. Pupils are predominantly white. The school serves a deprived area, 75 per cent of pupils live in an area of disadvantage defined by postal codes. A small proportion of pupils are in the early stages of learning to speak English, some pupils are refugees, come from travelling communities or are in public care. Pupil turnover in the school is high. The school is located in the third most deprived area in the case study sample.
School 3	**A secondary school in a county authority in the midlands** This school is a 14–19 secondary school and community college. It is in a suburban location on the outskirts of a city and over half of its pupils are from minority ethnic groups. There are over 2,000 students on roll. The school is a Leading Edge school with International School status. It also holds Healthy Schools status, Training School status, Specialist School status and Vocational Secondary Specialism status. A high school and primary school are co-located on the school site. The school is located in the fourth most deprived area in the case study sample.
School 4	**A secondary school in a county authority in the north** Located in a semi-rural authority in the north, this 11–18 secondary school works alongside its feeder primary schools in an extended schools cluster. A local authority extended schools co-ordinator for the cluster is based on the school site. The majority of the 1,800 students on roll are white. Although the school is not in a deprived area, it serves pupils from pockets of rural deprivation. The school has Training School status, Healthy Schools status, Specialist Technology and Engineering status and is a Schools Sports Co-ordinator Partnership school. A Lifelong Learning Centre is based at the school, as well as a large leisure centre with wide community use. The school is located in the fifth most deprived area in the case study sample.
School 5	**A secondary school in a county authority in the east** This is the only 11–18 secondary school in a rural town location within a county authority in the east. It is a community school and has approximately 1,800 students on roll. Over 90 per cent of the school population is white with the main minority ethnic groups being Pakistani, Indian and Bangladeshi. Adult and community learning is based in the school. The school was part of a Children's Trust Pathfinder and works as a cluster of schools to extend provision. A member of the senior management team is funded by the local authority to develop extended schools across the cluster of schools for one day a week. The school is located in the least deprived area in the case study sample.
School 6	**A special school in a county authority in the midlands** A 2–19 special school in a county authority in the midlands. The school draws its 198 students from a wide geographical area. The school is a Specialist Science College and is a Sportsmark Gold school and a Schools Sports Co-ordinator Partnership school. The school provides for pupils with a wide range of ability, from those with severe and moderate learning difficulties to pupils who take GCSEs and A-levels. The school is located in the second most deprived area in the case study sample.

[1] Further information on the socio-economic levels of the areas from which the case study schools drew their pupils can be found in Table 4.1

2.1.2 The relationship between the school and the local authority

Different approaches to the extended schools and ECM agendas had been taken in the six local authorities where the case study schools were based. One of the authorities was involved in the DfES pilot of extended schools and had been developing its provision since 2002–03. Other authorities had embarked on the development of extended provision more recently. Three of the six authorities had joined schools together in clusters and three had funded extended schools management posts to drive the agenda forward.

Across the schools, the degree of local authority influence on decision-making around ECM and extended provision in the schools varied. The extent of local authority influence depended upon its involvement in and its relationship with the school. Broadly speaking, three models of working could be identified: a mutual working relationship; an independent but supportive relationship; and an approach in which the school worked completely independently of the local authority.

For example, in two of the case study schools, the local authority was described as having a 'healthy influence' on the approach that the school took to ECM. In these cases, the headteacher and local authority worked closely, helping to inform the approach taken at both authority and school levels. Examples of this collaborative working relationship included the secondment of school-based staff to the local authority. The headteacher in one of the primary schools and the previous headteacher from one of the secondary schools had been seconded to the local authority (in one case for one day a week) to drive the extended schools agenda forward. The local authorities were learning from these schools' experiences of extending provision and the schools and their local authorities were described as learning alongside each other in a 'mutual relationship'.

Two of the other case study schools worked more independently of the local authority. For example, one of the secondary schools line-managed the local authority's extended schools co-ordinator, who was responsible for extending provision in the secondary school and its feeder primaries. The local authority here encouraged schools to take an independent and bottom-up approach to ECM and this was reflected in the views of the co-ordinator. The local authority was described as having a 'minimal influence' as the school had embraced the agenda and, alongside the co-ordinator, had developed it to suit its own context and in response to identified need. Similarly, the special school worked independently of the local authority in developing extended provision, but felt well-supported in its approach. Interviewees reported that the authority provided advice and guidance when needed, but that the schools worked relatively autonomously.

In the two remaining schools, the local authority was reported to have had no influence over the approach they had taken to ECM: "They know nothing about what we are doing. They don't have any impact on what we are doing and I don't know whether we have any impact on what they are doing either," said a headteacher.

In this case, the headteacher felt that the local authority was failing to recognise the diversity of approaches necessary in order to contextualise provision to best effect. In the second school, the authority was supportive, but the school had accelerated its development far beyond that of the authority. The extended schools co-ordinator said:

"They are looking more to us about how it is going, what they can learn from us, rather than giving us any sort of leadership or steer. I would prefer it this way because it has empowered us. The worst thing the local authority can do is to take the big brother approach. It has to be sub-ordinate, to say, how can we support you?"

Interviewees in each of the six schools felt that, although in some cases they were working hand-in-hand with the authority and were well-supported, they were one-step ahead of the authority, or were trailblazing an approach that other schools might be able to learn from. In this way, the case study schools were manifesting the national policy emphasis on school autonomy. For example, in the two schools where there was a close and reciprocal working relationship, the schools were models for the approach that the local authority encouraged other schools to take. In the schools that worked more independently of the local authority, there was a feeling that the authority was too slow to respond to the changing needs of schools under ECM. As a result, they adopted their own solutions where support was not available. To summarise, two of the schools worked closely with the local authority, two worked more independently and in two the authority was said to have had no influence over their approach to ECM.

Interestingly, the relationship with the local authority did not result in differential outcomes in each of the extended schools. Each school was recognised nationally for its innovative and good practice and each was perceived to be at the forefront of the extended schools agenda. This factor had more influence over the approach taken by school leaders to ECM than their relationship with the local authority. Similarly, the different relationships that the school leaders had with the local authority did not lead to any differences in the leaders' role in the ECM agenda. However, it did impact on the extent to which the leaders felt supported in their approach. Again, given that the case study schools were more mature in their contextualisation of the ECM agenda, the level of support they received had a minimal impact on their approach to ECM.

2.2 Alignment of the ECM, extended schools and standards agendas

The research sought to ascertain perceptions of how ECM, extended schools and standards agendas were aligned. It was a notable finding that every interviewee from the case study schools felt that ECM, extended schools and standards agendas overlapped, including headteachers, curriculum managers, associate staff, governors and service providers. The three agendas were variously described as "integrated", "complementary", "interlinked" and as going "hand-in-hand". The views of some interviewees are detailed below:

"By developing extended schools you are allowing ECM more scope and the aim of them all is to try and raise standards." (Governor)

"I think ECM, extended services and the Standards agenda are all intertwined. It all hinges on there being an ethos in the school that is focused on the development of young people. You can draw on many projects and areas of support to make sure that happens." (Extended Schools Co-ordinator)

"Extended services allow us to be outstanding in our provision of ECM and this links in with standards." (Curriculum Manager)

"They are complementary." (Service provider)

Ascertaining perceptions of how the agendas align provides an insight into how the schools view ECM agenda. As the quotes above suggest, ECM agenda was considered to be linked in with both the standards and extended schools agendas; addressing one agenda facilitated the implementation of another. It also demonstrates the responses to recent government policy and the implications this has for school leaders and their schools. Interviewees considered recent agendas to be "joined-up" and "more complementary" and therefore easier to implement. As the agendas aligned so closely, this could help to explain why implementing the ECM agenda was a relatively smooth process in the case study schools.

2.2.1 How ECM has facilitated the development of extended schools

As well as considering the extended schools, ECM and standards agendas to be complementary, interviewees expressed a strong opinion that there was an indivisible link between ECM and extended schools agendas; they were not seen as separate. This reflects the fact that extended schools are one of the local delivery points of ECM. Again, every interviewee (including headteachers, curriculum managers, associate staff, service providers and governors) believed that the agendas overlapped and intertwined as ECM had facilitated the development of extended schools. This indicates a perception that there has been a degree of coherence or joining-up in national policies. It was reported to have increased levels of support for extended schools and to have consolidated school leaders' plans for extended provision. In summary, ECM was viewed as instrumental in advancing the case study schools' recent approaches to extended provision:

"We can't work in isolation from the ECM agenda because anything we do fits in with one category or another."
(Extended Schools Co-ordinator)

"Extended schools, without ECM agenda, would really struggle. ECM agenda has paved the way for extended schools. You have all of your services, your agencies, wanting to work within the extended school as it meets everybody's objectives. It would have been very difficult without ECM. ECM is the gel that holds it all together."
(Extended Schools Co-ordinator)

It was said that ECM has encouraged schools to channel their thoughts and plan for extended provision to address the five outcomes of ECM. It had also raised awareness that extended schools were about more than lengthening the school day to offer traditional after-school clubs. It broadened the model of extended provision to encompass a range of services and to reach parents and the wider community. ECM was reported to have diversified people's vision of extended schools and led to a wider scope of provision, as well as underpinning and guiding plans for extended activities.

### 2.2.2 Impact of ECM and extended schools on standards

As interviewees considered the extended schools, ECM and standards agendas to align, they believed that extended provision would impact on levels of achievement. Furthermore, every interviewee believed that ECM facilitated the work of extended schools in raising standards. This supports the recent findings from the PwC 2007 report which suggested that schools offering full extended services believed these services were effective in raising pupils' achievement. However, in the current study, it was common for school leaders or other staff to report the difficulty in demonstrating impacts on achievement in the short-term. For example, a local authority representative suggested that the impacts might be evident by 2010, but currently, they relied on individual examples of improved achievement. Although this was acknowledged as evidence, it was felt that data on overall increases in attainment levels across a cohort would be more powerful. Other research (Wilkin et al, forthcoming; Cummings et al 2004) suggested that demonstrating the quantifiable impact, rather than qualitative or anecdotal evidence, of extended schools on standards continues to be challenging.

However, some interviewees reported that extended provision and responding to the principles of ECM was already raising achievement in some of the case study schools. For example, a reading programme in which secondary-aged pupils listened to primary-aged pupils read was having impacts on the literacy skills of the primary-aged pupils. Furthermore, two of the secondary schools attributed raised examination results to extended schools and were in the process of gathering hard evidence to demonstrate this link. It was also noted that perceptions were shifting as to the potential contribution that extended provision can make to standards in schools.

An extended schools co-ordinator said:

"A couple of years ago governors might have said, 'We will run with extended services but let's not take our eye off the ball about what it's all about', which is GCSEs and A-levels. I think there's a shift now which is moving more towards: 'Well actually, perhaps the increase in academic standards is about a whole range of support that goes on, not just in the core area in the classroom'. That whole conglomerate of additional support and activity is the thing that's having the impact, as well as teaching and learning. All of this put together is helping the achievement levels of the students."

Interviewees felt that ECM would facilitate extended schools in raising standards in a range of ways: these are set out in Table 2.2. Interestingly, these were not always related to educational experiences or to the 'Enjoy and achieve' ECM outcome. Rather, interviewees felt that addressing any of the ECM outcomes would ultimately impact on achievement.
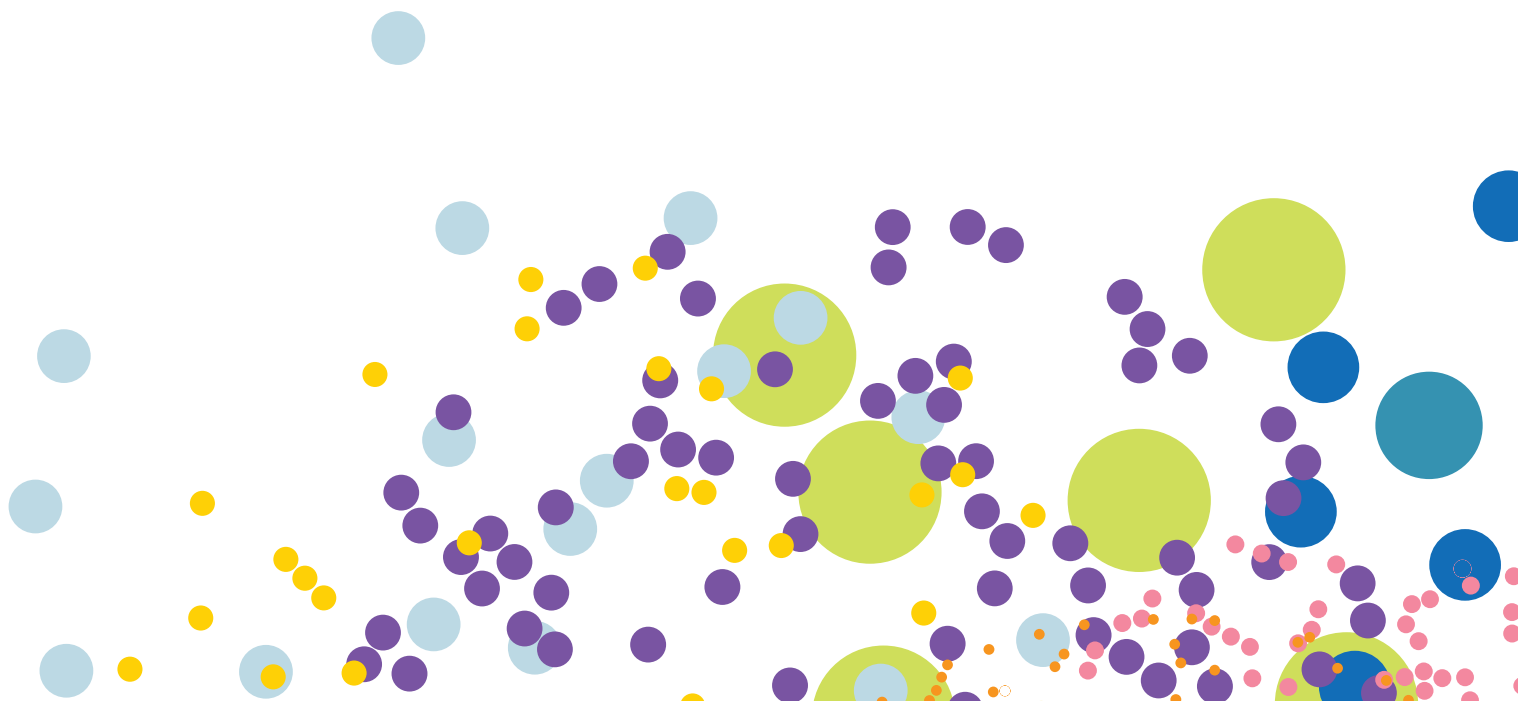
Table 2.2 How ECM facilitates the work of extended schools in raising standards

ECM facilitates extended schools in raising standards by:	
Providing a framework and criteria to work towards.	By meeting these criteria, interviewees felt that pupils are more likely to reach their potential and succeed: "If they're not healthy, if they're not well fed, if they're not feeling happy, then they can't learn." (Local Authority representative).
Encouraging schools to meet the needs of every young person and to provide support for them in a more integrated way.	"Support has got to help with achievement. If you have a child with certain problems, if you have some support, it has to help." (Governor) "Our multi-agency working is leading to more kids succeeding and I have no doubt about that.." (Headteacher)
Signalling a move to a more personalised curriculum.	Some schools expected this to raise standards: "We are moving towards a proper professional consideration of where each child is, what each child needs and what each child should be working towards. Of course, it will raise standards." (Headteacher)
Encouraging young people to participate in decision making.	This also gives young people ownership of the school. A bottom-up approach in one of the schools is hoped to facilitate extended provision in raising standards: "The beauty is that bottom-up approach. It's been based on their needs and it is what they want. It is not the top-down delivery that we have been used to in the past and we know that that is important to young people." (Extended School Co-ordinator)
Stressing the importance of enjoyment in learning.	Providing enjoyable activities for children and young people through extended schools offers the opportunity for them to pursue new interests and to enhance the quality of their school experience. Interviewees believed this will impact on attendance and ultimately on achievement. For example, the breakfast club in one primary school had impacted on attendance.
Offering enjoyable activities.	It was hoped that this will increase levels of confidence and motivation, something that was particularly important in the special school: "You give a child increased confidence, increased experience, they learn more. A child will always achieve more the more experiences and opportunities they have." (Assistant Headteacher)
Encouraging schools to work with parents and families.	In response to high unemployment levels amongst their families, one school provided a range of adult education and family learning opportunities: "If you can skill parents in literacy and numeracy, then at least they have the skills to be able to help their children at home." (Headteacher) By educating parents and encouraging them to help their child at home, it was hoped that attainment would increase.
Encouraging young people to support their community.	In one of the case study primary schools, extended provision was said to be breaking down cultural barriers and enhancing community cohesion. It was also developing closer links between the community and the school, and increasing parental involvement. It was hoped that this would signify the importance of education to the pupils, ultimately leading to raised achievement.

It should be noted that, despite the efforts of staff in one of the primary schools, extended provision did not appear to be impacting on levels of achievement. The school had previously been identified by Ofsted as having serious weaknesses due to reasons 'beyond the control of the school'. For example, due to the fact that many of the children spoke no English on entry, their levels of English acquisition developed very slowly and attendance had previously been an issue because of pupils taking periods of extended leave. The quality of teaching and learning was not an issue at the school. Levels of attainment had increased but the school's results in national tests were still below those of similar schools. Although extended provision could not be linked to increasing levels of achievement within this school, it was felt to have impacted on pupils' levels of confidence and aspirations. It was hoped that the school's work with the community and other work focusing on differentiating the curriculum to improve retention of learning would impact on levels of attainment within the school. This approach clearly reflected the ethos of ECM.

To summarise, interviewees identified a range of ways that ECM helped extended provision to raise standards. In this respect they were in agreement with those policies that emphasise the whole child, including those that emphasise social and emotional aspects of learning, for supporting attainment and achievement.

2.2.3 Tensions between the agendas

When interviewees were asked whether there were any tensions between the extended schools, ECM and standards agendas, very few were identified. However, although the agendas were perceived to align, three other issues (largely concerned with implementing the agendas) were identified by interviewees. Firstly, interviewees were concerned that extended schools might detract from the perceived core function of education; secondly there were misconceptions about time implications of extended provision; and thirdly, bringing in new ways of working across different services was identified as challenging.

For example, it was reported to be taking time for staff in some schools to recognise the role that extended schools can take in improving the perceived core function of education. A service provider from a secondary school commented that:

"Sometimes the tensions are around people's views of what should be going on in school. It is taking quite a lot of time for that shift to happen and for people to grasp what extended schooling means – that it doesn't forfeit what the core offer of the school is about and that it is supplementary and complementary. There are some views that this is taking over and that we have forgotten what the core function of the school is, with the education of the child at the heart."

Interviewees also reported that there were initial misconceptions amongst teaching staff as the extended schools agenda was implemented. For example, some staff expressed concern that this would lead to working extended hours. The headteachers in the case study schools worked hard at dispelling these misconceptions. Similarly, the headteacher in one of the primary schools noted that headteachers from other schools often failed to recognise how extended schools and ECM could impact on achievement. They felt under pressure to raise standards and could not see how they would have time to extend their provision as well. This involved a shift in thinking about the agendas, from one where they were fragmented, to a more holistic one that recognised how they overlapped.

The remaining tensions concerned bringing in new systems and ways of working across a range of services, including education. As the agendas overlapped, they necessitated closer working with a range of agencies, each with different remits and working practices. Some interviewees also reported that the three agendas should be integrated into one policy as it was difficult to focus on all three at once and had resulted in initiative overload amongst some of their teaching staff. These tensions highlight some implications for leadership, including the need to dispel any misconceptions about the agendas, as well as developing the skills and knowledge required of multi-agency working.

3. Factors affecting approaches to extended provision and ECM

Key findings and implications for leadership

- **Key finding 1:** When describing their vision for extended schools all leaders reflected their huge personal drive and commitment to that vision. All espoused a holistic child, parent and community-centred approach. Leaders' responses additionally reflected a range of perspectives which could be broken down into three types of vision: aspirational or entrepreneurial, where the vision was to expand and trailblaze extended provision; grounded or historic, where vision built on previous values and traditions; and pragmatic or restrained, where the vision was directly influenced by funding opportunity.

  Implication for leadership: It should be noted that these approaches were not mutually exclusive and that at any one time leaders might reflect a range of visionary approaches. However, the types of vision identified within this study might act as a useful starting point from which leaders can appraise their own approach to or vision of extended provision and ECM.

- **Key finding 2:** An aspirational or entrepreneurial vision focused on pushing the boundaries of what was viewed as extended provision and what an extended school should look like. A grounded or historic vision focused on citing a tradition of extended services, such as community education, as underpinning their approach, as well as emphasising the child and family-centred aspect of their vision. A pragmatic or restrained vision reflected the need to provide services within the constraints of the funding available, as well as a practical focus on the beneficial outcomes for parents and children. It should be noted that leaders' responses often incorporated more than one of these perspectives.

  Implication for leadership: The most advanced aspirational vision is clearly leading to a profound reassessment of the role of a school; what constituted a learner and the relationships with its community, customers and service provider colleagues. Such radical reinterpretation may require leaders to debate and agree fundamental issues.

- **Key finding 3:** Leaders had adopted a range of approaches to encourage staff to buy into their vision which reflected their own drivers. One of the most successful strategies used and reflected in leaders' aspirational vision for their schools, was in transforming the roles of support staff. This included targeting staff who were receptive to change, seeking professional development opportunities and who could take the vision forward. This clearly links in with the remodelling agenda and workforce reform. Leaders need to be able to identify suitable members of non-teaching staff who are seeking these types of opportunities.

  Implication for leadership: The embedding of leaders' and other staff's vision within school systems is essential in order to ensure sustainability. Deliberate and detailed consideration of strategies to ensure this may be an important aspect of the leadership role. This also links with remodelling and workforce reform as school leaders are increasingly managing a broader workforce with a wider range of skills. Employment contracts as well as terms and conditions for support staff need to reflect their increasing levels of responsibility within schools.

- **Key finding 4:** The workload of the leadership team in schools may have increased as a result of ECM. Leaders in the case study schools reported that they held increased responsibilities for monitoring and evaluating the impacts of ECM and for reporting back to the rest of the staff. The increased workload was minimised where distributed models of leadership were in place and where staffing structures delegated responsibility for certain aspects of ECM, or extended provision, across a number of dedicated staff members. Similarly, school leaders reported that having a comprehensive staffing structure in place, with clearly delineated roles and responsibilities, had enabled them to embrace the ECM agenda and ensure they had the capacity and means to meet the five outcomes. Where this was not in place, or where capacity was lacking, school leaders felt that schools might struggle to meet the core offer and the five outcomes. Where these were in place, the schools were better equipped to embed the principles of ECM.

Implication for leadership: School leaders need to ensure that the implementation of these agendas does not place additional burdens on staff but provides opportunities for those seeking them.

- Key finding 5: The governing bodies of the case study schools appeared to have embedded the principles of ECM into their procedures smoothly and without difficulty. It is important to note that these governing bodies were well informed about the principles of ECM and had been working with these principles in mind for some time. However, ECM may not present any major changes to schools' governance arrangements.

Implication for leadership: School leaders can see ECM as an opportunity to provide governing bodies with a useful framework for evaluating school outcomes.

- **Key finding 6:** ECM was felt to have consolidated partnership working by giving schools and other agencies a framework of common objectives.

Implication for leadership: Leaders need to develop strategies for seeking out new partners within the community, recognising that many voluntary organisations and other agencies need to work with schools to fulfil their own targets for meeting ECM outcomes. Leaders also need to develop a repertoire of skills for working with other professionals that operate within a different professional culture.

This chapter focuses on the factors affecting case study schools' approaches to extended provision and ECM. Where appropriate, it looks at how ECM has impacted on the approaches taken by the school. It explores:

- The leadership structures in place within the case study schools, including the impact of ECM on leadership, decision-making and governance within the schools.

- Leaders' vision for extended services, including the impact of ECM on that vision, and how leaders' vision maps on to other interviewees' vision for extended services.

- How leaders encourage buy-in to their vision or approach, including strategies for embedding their vision within school structures and systems.

- The impact of school ethos on schools' approaches to extended services and ECM, including partnership working.

3.1 Leadership structures

The leadership structures (see Table 3.1) within the six case study schools reflected each leader's vision for extended schools and the importance attached to the agenda within the school. All the secondary schools had a member of the leadership team responsible for extended provision, for example a vice principal or assistant headteacher. One of the secondary schools had employed a director of extended services from a non-teaching background specifically to manage extended services within the school. He was responsible for all the extended services business units within the school, including catering, finance, premises, central services, leisure and sports facilities. Headteachers from the primary schools had given staff (teaching and non-teaching) responsibility for developing aspects of extended services or for one of the ECM outcomes. In one of the primary schools, an extended schools sites manager and a pastoral and community manager (developing work with families) were also part of the management team of the school, reflecting the importance attached to their roles. At the special school, where the headteacher was relatively new in post, he was closely supported by the deputy and assistant headteachers who had taken on some of the responsibility for developing extended services. The school was very much at the planning stages regarding extended services and, as the headteacher's vision was coming into fruition, he was personally managing the extended provision on offer. However, a children's centre manager was due to be employed to develop work in that area and the headteacher had plans to delegate more work as his vision became more embedded.

Leadership and management structures also affected the schools' approaches to ECM. Having an enthusiastic and passionate headteacher, who was committed to the principles of the ECM agenda, was reported to influence the approach taken to ECM. Furthermore, as all of the case study schools had been working towards the ideas behind ECM and the extended schools agendas for some time, leadership and management structures were already in place to support the formal implementation of ECM. In this sense, the schools were already successfully working towards meeting the five outcomes and the implementation of ECM was seen as a smooth and almost seamless transition process.

Headteachers noted that some schools were more able to respond to the extended schools and ECM agendas due to the management of their school buildings. For example, where school sites were already managed beyond the school day by dedicated staff, they were able to meet some of the ECM outcomes before those schools that needed to establish different systems of site management in order to open up their facilities to the wider community.

Table 3.1 provides an overview of the leadership structures in place within each of the case study schools, including the management of extended provision within each school. The table shows that, within the secondary schools, responsibility for the development of extended services was usually delegated to a member of the senior management team. In contrast, extended provision at the primary level was overseen by the headteacher.

Table 3.1 Leadership structures within the case study schools

School 1 Primary	• headteacher (extended provision overseen by headteacher) • assistant headteacher • three staff with teaching and learning responsibilities (TLR) each with responsibility for an ECM outcome • local authority extended services cluster project manager based in the school • extended services sites manager and pastoral and community manager part of the management team • children's centre in place • school improvement plan written to focus on the five ECM outcomes • pastoral and community manager and teaching assistant responsible for running many of the extended activities
School 2 Primary	• headteacher (extended provision overseen by headteacher) • two deputy headteachers (responsible for Key Stages 1 and 2) • PE and music co-ordinators responsible for developing extended services • social inclusion manager (post currently vacant) with responsibility for running some of the extended services
School 3 Secondary	• principal • three vice principals (one with responsibility for extended provision) • three assistant principals and an administrator (bursar) • associate staff grouped into faculties with faculty targets linked to student achievement and ECM and extended schools agendas • student governors access leadership and management team meetings on a monthly basis
School 4 Secondary	• headteacher • deputy headteacher • assistant headteacher • director of extended services on the leadership team (with deputy and assistant headteachers), responsible for all the extended provision and managing all associate staff • associate staff have a clear management structure within the school • local authority extended services cluster co-ordinator based at the school
School 5 Secondary	• headteacher • two deputy headteachers • two assistant headteachers (one with responsibility for extended provision and pupil welfare and inclusion) • assistant headteacher with responsibility for extended provision employed as extended schools co-ordinator for the cluster one day a week • two management groups: pastoral and curriculum. The pastoral management group has a non-explicit focus on ECM related outcomes and issues
School 6 Special	• headteacher (extended provision overseen by headteacher) • deputy headteacher with some responsibility for developing extended provision • three assistant headteachers with specific responsibilities • children's centre being developed

3.1.1 Impact of ECM on leadership

Overall, ECM did not appear to have had any single overarching impact on leadership structures within the case study schools. This supports recent findings that ECM agenda has not yet led to significant changes in the leadership roles or structures of schools (PwC, 2007). As a senior manager from one of the secondary schools observed: "We didn't feel the need to reconfigure our leadership team on the basis of ECM." Impacts observed were unique to individual schools. These individual examples of the impact of ECM on leadership identified by interviewees included the following:

- One of the primary schools had begun to view its leadership team as part of a wider context and had adopted a more community-focused approach.

- One of the secondary schools had developed closer partnerships between its leadership team and external agencies.

- Staff in a different secondary school reported that the workload of the leadership team had increased in response to meeting the five outcomes of ECM.

- Staff in secondary schools also reported that the leadership team had increased responsibility for monitoring and evaluating the impacts of ECM and extended schooling, and for reporting back to the rest of the staff.

Although ECM had not altered leadership structures, within each case study school, governors and curriculum managers reported that ECM had informed developments and underpinned the approach of the leadership team: *"I don't think it's changed the structure of responsibility. I think it's what they do and how they approach it that's changed."* (Governor)

Within two of the secondary schools, associate staff reported that they had noticed changes in the leadership of the school as a result of ECM. In both of these schools, associate staff had taken on different roles with responsibility for particular aspects of extended provision. As a result, they worked more closely with the leadership team and felt they contributed more to the leadership of the school than they had prior to ECM. ECM had provided an opportunity for the roles of associate staff to be further developed as they clearly linked into the ECM outcomes. However, the headteachers in three of the case study schools felt that ECM had not impacted on the leadership team as the principles of ECM had long been entrenched in their approach. Therefore, in comparison to headteachers, it was senior leaders, governors, and associate staff who appeared to have experienced changes in leadership responsibility more directly, to have developed a different focus or observed changes in leadership.

3.1.2 Impact of ECM on decision-making

ECM was reported to have affected the decision-making processes in three of the extended schools. In one of the primary schools, all staff were aware of the ECM agenda and this affected the types of extended provision they implemented. Furthermore, as staff began to take responsibility for different aspects of ECM, they became involved in meetings where decisions were made as part of a wide team, including a range of service providers who had been brought together under the ECM agenda. Similarly, in one of the secondary schools it was noted that a wider range of professionals were involved in decision-making as a result of ECM:

"It has certainly impacted on who is making the decisions – they involve more people … if you are involving more people they come with other views. Some of the decisions would not have been made if you involved a purely teaching workforce." (Deputy headteacher)

In this sense, decision-making had become more inclusive and collegiate in these three schools as a result of ECM. This may not have been noted as an impact in the other three schools, as they already had large and inclusive decision-making bodies.

3.1.3 Impact of ECM on governance

ECM was also felt to have impacted on the governing body within schools, albeit in quite subtle ways. Most often, a greater awareness of the five outcomes had developed within governing bodies and these were borne in mind in planning, for example, where School Improvement Plans were linked to ECM outcomes. Efforts were also made to ensure that opportunities were extended to address a wide range of needs in each school. More specifically, in one secondary school the underlying ethos of the governing body had changed to address concerns around health and safety and child protection. Similarly, in one of the primary schools, roles and responsibilities had been redefined and governors were beginning to take responsibility for certain aspects of ECM, such as child safety or health.

Overall, this would suggest that governing bodies are able to embed the principles of ECM into their procedures smoothly and without difficulty.

3.2 Leaders' vision for extended provision

School leaders were asked to describe their own personal vision for extended schools. What was evident from all the interviewees was their huge personal drive and commitment to that vision. All espoused a holistic child, parent and community-centred approach.

A child, parent and community-centred approach

"My vision for extended schools starts with the young person, family and their context. What extended services or schools means to me is looking at a child, student or pupil holistically and understanding that the school is one of many agencies that will contribute to enabling the child and the family to be most effectively supported in order to maximise all that they are capable of achieving in a school context, but to make their life experience as good as it can possibly be." (Headteacher)

Leaders' responses additionally reflected a range of perspectives which could be broken down into three main variations in vision. Some interviewees did not like the term 'vision' and so these might be termed 'conceptual drivers':

- aspirational or entrepreneurial
- grounded or historic
- pragmatic or restrained

It should be noted that leaders' responses often incorporated a combination of these drivers. The above categories relate specifically to the initial responses of school leaders when asked to describe their vision for extended provision.

3.2.1 An aspirational or entrepreneurial perspective

An aspirational vision for extended provision

"I see the school as competing in something a bit like the football leagues. I think as a school, certainly from extended services, I think we're in that top area of the premiership and I want to keep us there. It's a bit like the Manchester United and Chelsea's of this world – people are all aspiring to be as good as them. I think if we could be one of those benchmarks for people to come and look at and aspire to be as good, if not better, it will raise the game for everyone else." (Deputy headteacher)

An aspirational or entrepreneurial vision for extended provision was evident in two of the secondary schools in particular, where headteachers focused on expansion and continuing growth. Responses from leaders in all the other case study schools also reflected some aspirational and entrepreneurial aspects in their approaches to the development of extended provision, including a distributed style to leadership. These aspirational perspectives saw their school as the flagship for developing extended provision and wanted the school to be the market leader in this area, helping to raise standards for all.

Aspirationally-focused interviewees spoke of their vision as 'pushing the boundaries' of what was viewed as extended provision and what an extended school should look like. They felt they were constantly moving the goalposts regarding the development of extended provision, pushing out into the community to meet identified needs and offer those facilities 52 weeks of the year. This vision also had a strong focus on ensuring that the extended facilities provided were self-financing and thus sustainable. One headteacher commented:

"We made the decision that our extended services would have to fund themselves. All of them [sports, catering etc] operate financially as units that must be self-financing, they must break even. The target for the sports is to break even and to form a sinking fund: we have a range of facilities and in the next five years they will need major upgrade. Each manager has their own income target. They are not for profit, but they break even."

These leaders also spoke of the need to be entrepreneurial in their approach and to reach out to the business community by providing resources which, it was felt, would attract the commercial sector in to their school.

An entrepreneurial vision for extended provision

"At school x we set up a business centre. If you were a local business in that area, rather than send people down to London for £400 for a day's training, we could be much more bespoke, working with Business Link to help set up courses locally for people and we also provided self-help groups. Again that was good because the businesses contributed a lot to the school. The business centre became very successful and was used a lot by local businesses and the local community. That was the vehicle for getting the funding in, getting good accommodation and for changing the ethos in the area so that the school was seen as a resource for education…There's still a lot you can do, whether it's at the business level or the community coming in. So I'm trying to develop as much as I can that community sense of purpose." (Headteacher)

This aspirational focus equally highlighted pushing and blurring the boundaries of teaching and learning, transforming the roles of teaching and non-teaching staff and students within the school as well as developing structures to support the approach taken. The key role played by support staff within all the case study schools was vital to the successful delivery of services and was reflected by two of the schools calling their support staff 'associate staff'. It was felt that the term 'support staff' did not adequately reflect the responsibilities held by staff fulfilling these roles. When describing their vision, leaders from two of the case study schools also made reference to the blurring of boundaries between teaching and learning. They described their vision as a mutually-beneficial learning triangle of: students, parents and the community, and school staff. At any time, each could be learning from and teaching the other.

Those leaders with an entrepreneurial vision identified themselves as risk takers and encouraged other staff to take risks as well. One headteacher described the culture as being one of "positive dissatisfaction" and "magnificent failure: we'd rather people aimed at the stars and not quite make it".

Leaders who voiced an aspirational vision also had a strong preventative focus. The secondary leaders highlighted within their vision the need to work with primary and pre-school children, for example through voluntary agencies such as Home Start, to ensure the best outcomes for students:

"I don't think I am working necessarily just for the benefit of the young people at [name of secondary school]… I am doing work with pre-school children and families. For me it's prioritising some of those young people, children and families, as to how we can work with them with other agencies in order that they become better students when they eventually come to us… So it's investing in the future and it's about prevention rather than cure." (Deputy headteacher)

Primary school leaders' aspirational focus for extended services dwelt more on extending the opportunities available for their own pupils and extending pupils' experiences beyond their own community.

"If we didn't organise activities like this, then the majority of children in our school would speak to a white child for the first time at high school.." (Headteacher)

Extended provision was seen as an opportunity for the school to be outward looking to all communities within the local area, raising the profile of the school within the wider community and contribute towards the development of community cohesion. Therefore, the vision for the provision of extended services was not just about working with the immediate school community served but about working in wider contexts.

3.2.2 A grounded or historic perspective

A grounded or historic vision for extended provision

"There's a long tradition [of community education] in the county from Henry Morris in the 1830s. The agenda, certainly in the sense of the schools being at the heart of the community, was clearly part of the Henry Morris view. If you were a designated community school when extended schools came out you thought 'well, that's what we're trying to do anyway' in a sense of opening hours and the community using the site. Also that your educational views were wider than just the pupils within your school and I would say that is key to the [county] vision and to the extended schools agenda. We take some sort of responsibility for and try and work on the learning of people beyond the age range that we're teaching." (Headteacher)

Leaders' responses also reflected an historical or grounded approach to their vision for extended provision. This focused on citing a tradition of extended services, such as community education, as underpinning their approach. This was particularly highlighted by one of the secondary leaders interviewed, although all the secondary schools had a history of providing community education, and in the special school. Leaders' views drew on a tradition of community education where the school was at the centre of learning for the community. It focused on a belief that school leaders had responsibility for the education of the community they were in as much as for the pupils and students in their school. Leaders' grounded vision also focused on a strong tradition and ethos of inclusion within their respective schools.

A historic vision was reflected in some interviewees' child and family centred approach to the provision of extended services, particularly within the special school included in the study. The school was seen as one of the many agencies contributing to meeting the needs of the child and family within a holistic framework focusing on school and life outcomes. This school had a history of providing extra-curricular and extended activities for its pupils but the provision had been lost when the residential part of the school was closed. Embracing the extended schools agenda was seen as a way of replacing those lost services. This vision also looked at linking in with the wider community and other agencies in terms of the particular opportunities they could offer special school students.

3.2.3 A pragmatic or restrained perspective

A pragmatic vision for the development of extended services was articulated by the two primary headteachers in particular. Their responses focused first on the funding constraints the schools were operating under in the delivery of extended services. Leaders expressed a desire to be able to access sufficient funding to be able to consolidate the activities on offer, as well as the need to ensure that the provision offered was sustainable. For example, one of the primary schools provided all extended activities, apart from the breakfast club, free of charge to children and families so that access was open to all. However, this approach did raise issues regarding the sustainability of such provision.

A pragmatic vision for extended provision

"I would like to see activities and events which were more consistent. What I find difficult is the short-term nature of a lot of what we do and that's a funding. The things we do might have a very short lifespan because the funding is limited for a given period. I don't feel we're in the position where we can say something's been consolidated and the nature of the funding generates how things can be. I feel as though we're dipping into things rather than getting to the bottom of anything." (Headteacher)

This pragmatic viewpoint was also reflected in leaders' accounts of the outcomes intended by the provision of extended services. As one primary headteacher observed, extended activities such as the breakfast club fulfilled an important role in enabling parents to return to work in a relatively deprived neighbourhood. Furthermore, the view was that the school was trying to provide children with as wide a range of activities as possible, as cheaply as possible: "In an area of deprivation extended schools is about giving them better opportunities in life, not just paid childcare," said one headteacher.

All interviewees noted that the school leaders' personal beliefs and experiences were central to determining the services on offer within their schools. In particular, leaders' past experiences, previous headships, roles within the local authority, experience of community and adult education, and contacts made in previous roles, were all felt to shape the services on offer. An overview of interviewees' insights into how school leaders' personal beliefs and values shaped the services on offer is as follows:

- It was felt that past experience of working in adult and community education, and youth work, gave leaders important insights into looking at schools from the outside and an appreciation of how others viewed schools and their services. This helped promote the view that the school was a provider for the community as well as its students.

- Leaders' commitment to a distributed and shared approach to leadership provided opportunities for staff and students to develop their own vision for the services on offer.

- Leaders were seen as inspiring a 'can do' approach to the provision of services but also providing staff with the skills, resources and information so they could implement them as well.

- Leaders had a commitment to the importance of giving others, staff and students, the autonomy to run with their own ideas and of recognising the potential in people even if they do not recognise it themselves.

- There was a view from one leader that extended services on the school site should be managed by the school rather than by external agencies. This allowed the school to retain control over funding decisions and how services were developed

- One leader's previous experience of working in the local authority provided the school with links and contacts for the provision of a wide range of services.

3.2.4 Other interviewees' vision for extended provision

In addition to school leaders, the remaining interviewees were also asked to describe their vision for extended schools and responses tended to reflect those of the leaders within their school. Where leaders took an aspirational and entrepreneurial view to the provision of extended services, this was also reflected in the responses of staff within the school. These responses particularly focused on the school as the centre of the community and providing services to ensure that it fulfilled this role effectively.

Aspirational view of service provision

"We need to make sure that this school is the centre of the community. The services that we can provide for adult education, the parent drop-ins, the sports facilities, the health facilities, it is really burgeoning and rapidly growing. My own personal vision is providing student services to parents, students and staff and that we are all working together as network. Now I am on the leadership team I see the importance of creating something for the community to bring parents, guardians and carers in. My vision has gone from just providing student services to seeing that we need to provide for the community with as much as we can, and that it goes beyond teaching and learning, but benefits teaching and learning."
(Head of Key Stage 4)

"An open-all-hours concept, being accessible to the very small young nursery kids right through to the senior citizens in our community, and providing them with a range of activities that are suitable to them. It is really matching provision and providers to needs within the community. So, it is assessing the need and being able to provide it either directly ourselves or working in partnership with agencies around the community. Creating partnerships has been the platform from which our successes in sport, health and physical activity areas that extended services have come over the last 18 months." (Curriculum manager)

Similarly, staff from the special school reflected the headteacher's historic vision for extended provision with a child and family-focused approach. Again interviewees felt that extended services could provide opportunities for students which were lost when the school's residential activities were closed. They also highlighted the opportunities that extended activities provided for the wider community to continue to access their facilities and for the school to be seen as a community resource.

Grounded vision for extended provision

"I really see extended schooling opening up those opportunities again for some of our youngsters and when I say 'our community', I think about other special schools as well and out into the wider community. The gym will be user-friendly for people with disabilities. I see extended schools as involving more people from the community. We have always been linked with the community as much as possible, but what I think we need to do is have the resources for the community to take benefit from those resources." (Deputy headteacher)

Service providers within the special school highlighted a vision that incorporated an opportunity to expand the respite care they were able to offer parents. This would allow parents to access employment opportunities, for example:

"My vision would be that we have a day service where they can come and drop their child off and then go back out to work like any other mainstream family." (Service provider)

This more pragmatic view of extended services tended to be voiced by other service providers within the case study schools and interviewees from the primary schools in particular.

Pragmatic approach to service provision

"Ideally, we would like to have appropriate rooms to deliver the activities. Being based in a primary school, it's quite difficult doing adult learning classes. Sometimes we have spaces and places to deliver training for parents but we don't have the space to deliver a crèche or vice versa." (Extended schools cluster co-ordinator)

"It [breakfast club] helps parents that need to go to work." (Associate staff)

Some distinctions could be made between types of interviewee and their response when asked to describe their vision for extended services. Service providers and more junior staff were more likely to offer a pragmatic vision, although staff in schools where leaders voiced a strongly aspirational vision were more aspirational in their views. For some service providers, extended services were seen as providing an opportunity to expand their customer base and work with new clients, including hard-to-reach groups. All the governors interviewed across the case study schools felt that extended services provided opportunities for community support and to place the school at the centre of the community.

3.2.5 Impact of ECM on vision

From interviewees' responses it was evident that ECM had three different types of impact. For some, it had formalised and consolidated their plans for extended provision, for others, it had diversified their vision, and for the remainder it had resulted in no impact. Where ECM had not impacted on vision, this was largely because the principles behind ECM were already embedded in the school.

Most interviewees were likely to report that ECM complemented the ways in which they already conceived education and therefore the ways in which they worked:

"ECM was an agenda that teachers always had – it was always there in schools – if anyone had asked us what we wanted for children we would have said many of those things [in the five outcomes]." (Deputy headteacher)

As such, ECM consolidated their vision, formalised schools' approaches to extended provision, provided a focus and clarity to their approach, and fine-tuned their plans. As Chapter 2 noted, it was not uncommon for interviewees to explain that they considered ECM and extended schools to be agendas that went 'hand-in-hand', again reflecting the fact that extended schools are one of the local delivery points of ECM: "the only way to focus on ECM is through extended schooling" (Headteacher). This view was held by most service providers, reflecting the remit for their service, which was often structured around the delivery of the five ECM outcomes. ECM could be seen as a way of bringing school and service providers' agendas closer together.

ECM had encouraged some interviewees to diversify or widen their vision of extended schools, and as such, they broadened the scope of provision:

"What ECM did for me was to think – there are these areas, which ones are strong and which ones need to be developed? That enabled me to identify new areas for development." (Curriculum manager)

In two of the secondary schools and one primary school in particular, new activities were provided in the light of ECM and provision was offered to a wider range of clients. For example, work with local partners increased; a clearer focus on health was adopted and closer attention was paid to health and safety issues. This enabled schools to tick the boxes required for the ECM agenda.

For some interviewees, ECM had no impact on their vision of extended schools. Just under half of these interviewees came from the special school in the study:

"In this particular case, I don't think it did have any impact. The child was already seen as a whole. This is very much the nature of our school, our vision statement and our aims statement, it has always been about the child as a whole, the child as part of a family and I don't think it actually impacted on where we wanted to be."
(Assistant headteacher)

3.3 Encouraging buy-in

Leaders had adopted a range of strategies to help staff buy-in to the developments in their schools and staff also identified a number of approaches used by leaders to engender their ownership of the approaches taken. Table 3.2 provides a full overview and examples of how school leaders encouraged staff to buy-in to their overarching conceptual approach or vision. Table 3.3 provides an overview of some of the strategies identified by staff which they felt encouraged them to buy into the leaders' approach or vision.

Overall, transparent financial investment, staff investment in shaping the vision, promoting the agenda and outcomes of extended provision were highlighted. Transforming associate staff roles and ensuring communication and partnership work with services was also highlighted. Transforming these roles also clearly linked with the remodelling agenda and workforce reform.

One of the most interesting approaches to encouraging buy-in was to target particular individuals who were receptive to change and seeking professional development opportunities. By focusing on 'what's in it for me', leaders could convey to staff the benefits associated with buy-in ie professional and career development. This bottom-up approach meant that senior managers encouraged buy-in by influencing those staff who they felt were receptive to change and targeted those who were in a position to influence others and take their vision forward.

School leaders noted that to encourage buy-in, they needed to be able to identify potential within their staff to take responsibility for ECM and extended activities. It was hoped that this would encourage others to be involved as well. This was about identifying the right people, then getting them to run with their ideas and providing them with opportunities to lead.

Those school leaders espousing a particularly aspirational vision specifically referred to two distinct but inter-related strategies:

- **Transforming the roles of associate staff**, including affording greater responsibility, encouraging creativity and independence, and delivering activities to take the agenda forward.

- **Making structural changes** to the way the school was run, including accountability.

Financial investment was commonly cited as one way in which to encourage staff buy-in. Some leaders specifically referred to appointing professional managers of services in order to protect staff, whereas others cited investing in school staff directly. This included providing responsibility allowances where staff were paid for the additional extended service activities they were directly responsible for.

In the main, the methods cited by school leaders for encouraging buy-in were comparable with the methods reported by school staff (see Table 3.3). Other interviewees noted the following ways in which school leaders encouraged buy-in to their vision:

- **Ensuring a democratic, whole-school approach –** where associate staff were "fully integrated into the school" and pushing the agenda forward "it's not just a case of what does it mean, it's a case of discussing it together." (Associate staff)

- **The recruitment of good, high quality staff –** it is "good recruitment, at all levels…we want people that can add value to the organisation." (Associate staff)

- **Charismatic leadership –** school staff noted that they had been encouraged to buy into the conceptual focus of the school as a result of strong and motivational school leadership: "It is really enthusiasm from the head to keep the school always up and coming and always going on and always moving forward." (Governor)

Finally, in one of the secondary schools, it was noted that leaders specifically encouraged students to buy into the conceptual focus of the school. For example, school staff were encouraged to take students to conferences, enabling students to cascade the ideas and information learnt back to the rest of the student community. This suggests that buying into a school's conceptual vision is not restricted to just school staff but can and should, encompass students. This also serves to help embed vision within the school community (see Table 3.4).

Table 3.2 Strategies used by school leaders to encourage buy-in

Buy-in strategy	Examples
Identifying individual staff potential and receptiveness.	"The way I think we've moved forward is by me influencing individuals who I think are receptive to change and to new ideas…So, if I've noticed a member of staff who wants to develop his career and I was able to entice him in to do some activities, a certain area of work, which he's done exceptionally well, that will be a springboard for him to get a career development' (Deputy headteacher)
Transforming roles of associate staff and encouraging them to take the agenda forward.	Associate staff actively taking on managerial roles in developing and delivering services. "Middle [associate] managers are totally there, driving it [the vision]. They like this as it gives them scope. They are running things, setting things up, having new ideas. The sports and catering services are having to hit £35,000 a month so they are challenged. They are taking responsibility for developing the service." (Headteacher)
Helping staff to identify the benefits of extended provision for students and families.	"You get people to buy-in by helping them to realise the benefits that it can bring to the students, children and families that they are working with. If they can see a direct benefit, they will sign up to it. (Headteacher)"
Involving staff in shaping the vision.	One primary school headteacher held a visioning evening with all staff to plan the school's future and to allow staff to take ownership of the vision for the school. This involved all members of school staff, including teachers, governors, learning support assistants, caretakers and office staff.
Encouraging a positive school ethos and promoting the extended schools agenda.	"You have to keep presenting the vision, you have to be positive and embrace it, and present it in an enthusiastic, positive way'." This includes providing information around school about the activities provided "hopefully that'll be a way of encouraging staff and getting an interest in what we're doing" (Headteacher).
Ensuring regular and formal communication with senior managers and key members of staff.	"There are very clear managerial systems within the school about how information is passed down'." (Deputy headteacher) "If I never met with the adult learning co-ordinator I'd be sending a message out [about the status of adult and community education within the school], but I'm meeting regularly with her'." (Headteacher)
Ensuring financial investment.	"You asked how I make staff more supportive of the things I'm doing and one of the things is wherever I put the money in as a head. So, I think ICT's really important and we should invest more in ICT but if I don't increase the capitation then people will think it's not that important' (Headteacher).
Appointing professional managers of services and outside agencies to protect staff time.	"[The recruitment of suitably qualified managers] brought in the right calibre people and has ensured that staff are committed to their services and to the development plan for the school. This has also meant that there were no additional pressures on school staff to manage new services." (Extended services coordinator)

Table 3.2 Continued

Buy-in strategy	Examples
Making structural changes, including accountability, or providing the culture within school for staff to feel empowered to make the changes themselves.	This included leaders creating structures and cultures that encouraged staff to take responsibility for the development of their own vision. For example, one headteacher was described as "unleashing the energies of staff who have ideas" (Deputy headteacher). Associate staff in this secondary school had bought into the school leaders' vision by taking responsibility for organising themselves into faculties and setting targets linked to achievement, extended provision and ECM outcomes (see Appendix for further details). "What we have at that senior management associate staff level is accountability. Each of the managers is accountable for the role they have to do." (Extended services coordinator)
Increasing time and support for staff to be involved in activities.	Staff given time for additional responsibilities or activities, ie reduction in timetabled hours and support provided by senior members of staff.
Encouraging true partnership working, encouraging external agency buy-in.	"The key to understanding this [extended services steering] group is that it has developed in a very organic way – it doesn't have an agenda, it doesn't have minutes. It is brilliant to see how over two and half years this group has developed and hardly a meeting goes by without someone from one agency realising a really useful link with another agency – this makes the whole greater than the sum of the parts." (Headteacher)
Providing services that other schools want.	For example, sports and performing arts facilities provided by one of the secondary school was meeting a need for the primary schools within the cluster by providing "well-managed facilities with health and safety regulations built in, as these have all been built with ECM and child protection in mind" (Extended services coordinator).
Highlighting benefits for school staff in terms of resources for teaching and learning and for the school in general.	"The commercial activity that we are involved in is keeping the teaching and learning going, eg computers in every classroom, projectors in every classroom, staff are seeing tangible benefits. More importantly, they are seeing local schools involved and we are on budget. They [staff] are seeing that extended services are not at the expense of the school." (Headteacher)

Table 3.3 Ways school staff thought school leaders encouraged buy-in

Buy-in strategy	Examples
Providing and encouraging attendance at focused and dedicated meetings.	"I always get invited to that [extended school co-ordinators meetings] … you hear how different people are tackling different problems. We have different speakers every time and it really opens your eyes." (Associate staff, head of Key Stage 5)
Identifying individual staff potential and receptiveness.	"Even as a support member of staff you get the same kind of opportunities as a teaching member of staff." (Associate staff)
Making structural changes, including accountability, or providing the culture within school for staff to feel empowered to make the changes themselves.	"What is amazing is how much autonomy [the headteacher] gives you and how much s/he recognises potential in people – s/he has recognised something in me that I didn't know I had." (Associate staff)
Encouraging associate staff to take the agenda forward.	"We can all communicate through to senior management and we take on things normally done by senior staff. That offers you opportunities if you want them and it's up to you to take them'." (Associate staff)
Encouraging partnership working.	"Governor wise, we have a special committee called the Community and Public Relations Committee. Part of that committee's remit is around extended schools. From that we then report back to the full governing body about what we do on extended schools as well as the other community projects that we are doing. Here is a great ethos in the community and the committee is all about identifying local businesses and other interested parties within the community and getting them involved in the school."(Governor)

3.3.1 Embedding vision in school structures and systems

Many of the strategies used by school leaders to encourage staff to buy into their vision also served to embed their vision within the school. For example, through transforming the role of associate staff and encouraging students to be involved in the development of the school's vision. Table 3.4 provides an overview of leaders' strategies for embedding their vision for extended provision, which inevitably reflected the strategies identified for encouraging buy-in.

The main strategies used by leaders for embedding vision, as evidenced in Table 3.4, were:

- Incorporating their vision within the roles and responsibilities of key stakeholders within the school, for example senior managers and associate staff and linking this to staffing structures within the school.

- Linking their vision to school development plans, such as the School Improvement Plan, helped ensure sustainability and that approaches became embedded within the school. This also ensured that the agendas were firmly linked to, and were seen as an integral part of teaching and learning within the school.

- A distributed approach to leadership was seen as necessary in terms of managing the demands of the extended provision for leaders and ensuring sustainability. Similarly, developing partnership networks helped ensure that the vision was embedded.

Table 3.4 Main strategies used by leaders to embed the vision

Roles and responsibilities of associate staff.	• Associate staff held the following posts: Key Stage heads; heads of vocational learning; managers of sports provision including leisure centres; were on the leadership team with responsibility for, and ownership of, outcomes, for example, meeting income targets. Thus, the vision was embedded within the role and within the institution when staff left. • Teachers with learning responsibilities linked to particular ECM outcomes.
Recruitment of staff.	• Employing staff who share their vision. • Incorporating their vision into the recruitment process for new staff, for example, asking new staff to highlight how their role links to the extended services and ECM agendas.
Staffing structures within school.	• Associate staff having their own staffing and management structures within the school. For example, associate staff structure and targets linked to ECM and extended services outcomes and the overall school's corporate plan.
The role of students.	• An expectation that students will be involved in embedding vision via the dissemination of ideas and the roles played within the school, for example as student governors, reviewing teaching and learning, acting as teachers themselves etc.
Distributed approach to leadership.	• Giving other staff roles within the school with responsibility to implement the vision.
School development processes, plans and reviews.	• Vision embedded within the school improvement plan (SIP). For example, one headteacher had linked the SIP to the five ECM outcomes.
Developing structures and networks with external partners.	• Vision embedded within the school's approach to partnership working.

3.4 Impact of school ethos on schools' approach to extended services and ECM

Interviewees from all of the case study schools felt they had a school ethos that was conducive to the ECM agenda before it was officially implemented. Headteachers in each of the schools had been working as part of multi-agency partnerships and had recognised benefits of working with their wider community. Through the extended schools agenda, they had begun to pay closer attention to the health and safety of their pupils and community members on the school site. They had already dedicated available space to aspects of extended provision, had begun to work closely with a range of agencies and had sought to welcome the community into their building. Again, this ensured a smooth transition to meet the outcomes of ECM and helped to demonstrate why no major impacts on leadership were identified in the schools in the light of ECM. For example, in the special school, ECM was described as being "in the fabric of the school" as they had always responded to their pupils in individual ways. The headteacher felt that ECM would be difficult to implement in schools without this ethos.

Particular factors linked to school ethos that were felt to have determined the approaches taken focused on:

- A strong ethos of inclusion.
- A strong emphasis on preventative work.
- A tradition of community and adult education.
- A dynamic approach to the delivery of teaching and learning.
- A commitment to, and a history of, partnership working.

A strong ethos of inclusion meant that school five allocated the bulk of its extended schools funding, 80 per cent, to its inclusion work supporting vulnerable students and their families. This approach developed from the previous headteacher's commitment to inclusion and funding as a Children's Trust Pathfinder.

This work was instrumental in the development of the school's approach to extended schools and ECM focusing on one element of the core offer, swift and easy referral, which included parenting and family support through this inclusion work. An inclusive ethos to provision was also key to the approach taken by school six. As a special school, it was felt extremely important that the extended activities it provided were as inclusive as possible and that all users were able to access the provision available.

Linked to an ethos of inclusion was a strong emphasis on preventative work. For example, school five's inclusion work focusing on vulnerable children meant that the involvement of other agencies and services was already a strong part of their approach to providing support when the extended schools and ECM agendas were introduced. As a secondary school, school three had established links and partnership work with Home Start because of its focus on preventative work with families and young children. Furthermore, it was felt that organisations like Home Start did not have the same stigma attached to them as schools, which meant that they were in a position to work with families who would not engage with schools.

All the schools in the study had a tradition of community and adult education and working with the local community, which influenced the approaches taken. For example, school one had a tradition of working with parents, particularly mothers, teaching them about their children's learning and how schools operate. All the secondary schools had a history of providing community education, which formed the basis for their extended services.

School staff within the case study schools also had a dynamic approach to the delivery of teaching and learning, and senior management teams who were able to inspire other schools' development of extended provision. This reflected school leaders' aspirational vision for extended services. For example, school five's inclusion work was adopted by its feeder primary schools to the extent that primary headteachers were now willing to fund the work themselves.

This work came about because of the existing strong links and good relationships between the secondary school and its feeder primaries. The vignette below shows how one of the secondary schools worked with its feeder primary schools to help them embrace the extended schools and ECM agendas.

School ethos determining approach to extended provision: embedding vision

One of the secondary schools was a specialist school which meant that it had a community plan with funding linked to the plan's implementation. Rather than imposing the community plan on its feeder primary schools, each primary school received £6000 if it was able to identify a project with the following three targets:

1. The project must be outside of curriculum time.

2. It must meet one of the core offers for extended schools, normally study support or out-of-hours learning.

3. It must meet one of the ECM outcomes.

By taking this approach, the school felt that it was saying to the primary schools that it not only valued their contribution, and was willing to give them funding to reflect that, but that it valued the ECM and extended schools agendas. It fulfilled an aim for the primary schools as they were able to meet their expected outcomes for extended provision and ECM. It was also seen as helping to change their mindset to think more about embracing the two agendas in the future and the positive contribution they could make to their delivery of teaching and learning.

Schools in the study also highlighted how their history of **partnership working** and collaboration, often before the implementation of extended schools and ECM agendas, had influenced their approach. The development of partnership working was seen as relatively easy because the links were already established, although challenges were still noted. All schools in the study had strong relationships and a history of working with their local primary and secondary schools. The extended schools agenda had been used to reinforce or develop existing links established by the schools. One respondent felt that partnership working took place on a number of levels and there was a need for senior managers within schools to look at who (as potential partners) they can get on well with and who can support them in their work. Some partnerships will be particularly strong and lead to the development of joint projects and funding, whereas others will be on a needs only basis.

In all but one of the case study schools, partnerships were said to influence the approach that the school had taken towards implementing ECM. It was common for school leaders to build upon existing partnerships or natural links that the school held with external agencies or community groups. Furthermore, ECM consolidated these partnerships by giving the school and the agency shared objectives: "It helps to be able to point to shared objectives via ECM with other agencies and services. It gives a clarity of purpose to the partnerships," said one headteacher.

As well as building upon existing partnerships, headteachers were keen to build relationships with agencies where a gap had existed prior to ECM. Headteachers also reported that more voluntary and community organisations were recognising that working with schools would help them to meet the outcomes of ECM. This had resulted in the development of additional partnerships with voluntary and community organisations and therefore affected extended provision at schools. One headteacher stressed that the drive to establish more partnerships must not be externally imposed: "Artificially imposed templates, or templates stuck on areas saying that you've got to work together don't work. They only work where there is a genuine desire and recognised need on the part of those parties to work together."

Leaders also noted the need to develop a repertoire of skills for working with professionals from different professional cultures. It was felt that this had implications for the skills and knowledge that effective school leaders are required to have. Leaders felt that they needed to have knowledge of how partner services contributed to meeting the needs of families, children and communities as a whole and they needed a broader perspective than before ECM. It was felt that they needed to further develop their knowledge of the roles, functions and service outcomes of statutory and non-statutory providers and how they interlinked. Leaders suggested that they could not have the 'helicopter view' that was necessary to fulfil ECM without this knowledge.

Just under half of the service providers reported that ECM had not impacted on how they provided their service in school. Where change was reported, this mostly concerned the level of evaluation or monitoring of the five outcomes. In one school, a service provider altered the way that they worked in school to respond to tightened health and safety regulations, implemented in the light of ECM. In some cases, the service's status was felt to have improved as a result of ECM. For example, two services, both health-related, reported that schools were more willing to work with them.

Similarly, other service providers reported that their status had improved as they were able to demonstrate how they fulfilled ECM outcomes, and could clearly evidence the value of their service. The majority of service providers reported that ECM had not impacted upon the level of consultation to inform their service. This was largely because they were already needs-led and bottom-up services prior to its implementation.

To conclude, all the case study schools had a strong ethos of inclusion which meant that the extended schools and ECM agendas complemented what they were already doing. All the schools used the agendas to meet the needs of the pupils, parents and the communities they served. The individual circumstances and context of each school shaped their approach whether they focused their activities on vulnerable children within the school, community cohesion activities or preventative work. Existing levels of partnership working had been broadened to work with professionals from other services which required leaders to develop a wider repertoire of skills. Partnership working also benefited service providers, giving opportunities to work in school which may not have existed previously. Similarly, such partnership working can provide schools with opportunities to access additional funding streams available to voluntary and community organisations.

4 Responses to local needs and the impact of socio-economic factors

Key findings and implications for leadership

- **Key finding 1:** In all six schools, extended provision was described as being "customer-led" as each school had engaged in consultation with its community, pupils and staff.

  Implication for leadership: It is important that school leaders clearly define, and perhaps debate, the concept and terminology around who they consider their customers to be. It is likely that the customer base of schools is broadening in the light of ECM and extended schools to include pupils, staff, parents, community members, other schools and their pupils and service providers. This reflects a shift in how schools are conceived and articulated.

- **Key finding 2:** In order to identify needs, a range of consultation strategies were used across the case study schools. School leaders considered linking their consultation exercises with other agencies to avoid replication, and in some cases, to access additional funding streams. Joining consultation with other services was also said to help schools to audit provision in their local area and to avoid duplication of service provision.

  Implication for leadership: School leaders need to take flexible approaches to community consultation exercises to ensure that they are appropriate for their local context. This could facilitate consultation with hard-to-reach community groups and to secure the success of any subsequent activities.

- **Key Finding 3:** Pupils were consulted in each of the schools, helping to contribute towards the 'make a positive contribution' outcome. The secondary schools in the study had moved beyond traditional methods of consulting with students and had given a high priority to student voice. In these schools, the students contributed to the management of the school, as well as helping to shape the development of extended provision. Pupils in these schools felt highly valued and able to make a difference in schools.

  Implication for leadership: Schools need to avoid tokenistic consultation and it is important that they can act on identified needs. Schools might need to consider their capacity issues and inform pupils and communities what they can feasibly provide. This would ensure realistic expectations on both sides of what is achievable. The case study schools exemplified how pupil voice can make a real contribution to the management and development of extended schools.

- **Key finding 4:** As the case study schools took a needs-led approach, the responses to the ECM and extended schools agendas varied across the schools. In this way, schools contextualised their approach to best meet the needs of their community. These needs were closely linked to the socio-economic status of the communities, and as such, the schools' approaches to ECM and extended schools also varied according to socio-economic levels.

  Implication for leadership: The findings from this study show that the five ECM outcomes are relevant whatever a school's context. All schools need to engage in dialogue with their communities to meet their needs. However, the provision developed as a result of that dialogue will vary depending on the school's context. This reinforces that there is no blueprint for extended schools. Instead, school leaders should feel able to contextualise their approach to ECM and extended schooling without feeling constrained by other schools' or the local authority's approaches.

- **Key finding 5:** Service providers also contextualised their provision to best suit the needs of the individual schools.

  Implication for leadership: School leaders should feel able to tailor the way in which service providers work with their schools in order to maximise their success.

- **Key finding 6:** As the case study schools had taken a needs-led approach to the ECM and extended schools agendas, interviewees did not feel constrained by the core offer, and reported that it did not dominate their decisions and interpretations of ECM and extended schools. Rather, school leaders had been able to adapt and contextualise the core offer to best meet the needs of their school and the local community.

  Implication for leadership: It is possible that other school leaders may be constrained in how they deliver the core offer, perhaps limited by funding, space or transportation issues. Maintaining an innovative and open-minded approach is crucial to overcoming these barriers.

- **Key finding 7:** The role of the local authority is important in how the core offer is perceived. Difficulties might be encountered where a top-down approach is taken by the local authority and where the needs of a particular setting are not considered in ensuring that the core offer is being met.

  Implication for leadership: Local authorities need to reassure schools that they can interpret ECM and extended schools to best serve their local community. It might be useful to provide schools with opportunities to do this and to assist them in interpreting their approach for their own context.

- **Key finding 8:** It appears that ECM can be a vehicle for developing relationships that schools have with their local communities. This is further enhanced by taking a needs-led approach to the agenda. In meeting the ECM outcomes, if there is a community focus, it is likely that school leaders will enjoy a heightened profile in the community and barriers between the school and its local area may be broken down.

  Implication for leadership: In order to meet the needs of their local community, it is likely that school leaders will need to develop closer partnerships with local agencies and community organisations, and to link with a range of opportunities in the community. This supports the views of Hill (2006) who states that school leaders will need to invest time in building new networks and relationships with other agencies.

This chapter explores the way in which the case study schools tailored their extended provision to meet the needs of their school and the local community. It begins by outlining how need was identified. It then considers how needs, including socio-economic factors, have impacted on the approaches that have been taken to ECM and extended provision in each school. How the core offer influences this approach is also explored. The chapter concludes by highlighting how ECM and the needs led-approach of the schools have impacted on the schools' relationship with their community.

4.1 Identifying need

In all six schools, extended provision was described as being "customer led" as each school had engaged in consultation with its community, pupils and staff. Although a school leader's vision was fundamental in shaping their response to ECM and extended schools, it was widely acknowledged that the provision in each school primarily addressed or responded to identified needs. Schools needed to define who there customers were and then develop appropriate forms of consultation to ascertain need.

4.1.1 Defining who your customers are

Interviewees were asked the question: To what extent are the services provided customer-led? A number of interviewees asked for further clarification of what was meant by the term 'customer'. Did it mean pupils and students, parents, staff, the local community? This uncertainty perhaps highlights the importance of defining who an extended school's customers are, finding a terminology that best captures the concept, and clearly conveying this message to others. Headteachers within the six case study schools took a broad view of who they considered their customers to be. This included members of school staff, other agencies and services, parents, community members including local businesses, pupils as well as other schools and their pupils.

The use of terms like 'customers' may reflect a shift in how schools are conceived and articulated. One school had decided to refer to its students as 'clients' to reinforce the view that they were customers of the school. This altered the balance between school staff and students and had implications for the activities and services that were provided: "If you see them as clients and not just kids, the quality of what you have got to provide is a totally different beast," a headteacher commented. As suggested by the responses of headteachers in this study, it is likely that the customer-base of schools is broadening in the light of ECM and extended schools.

4.1.2 Forms of consultation to identify need

Once schools had defined who their customers or clients were, they developed consultation techniques to identify their needs. Interviewees stressed the importance of using a range of strategies for testing customer needs. This included face-to-face informal discussions to large-scale surveys to ensure that all were appropriately consulted and able to convey their needs to providers.

Consultation was often carried out in conjunction with partner services and agencies. In some cases, service providers had already established strong relationships with certain members or groups in the community and so these relationships were built on in the consultation process. Furthermore, the case study schools linked their consultation exercises to other agencies, for example, the neighbourhood renewal team, so that only one, rather than multiple, consultations took place. This also allowed the school to access additional funding in partnership with the neighbourhood renewal team. Schools were also able to ascertain local need through participating in multi-agency forums. These developed their awareness of local needs for a range of different services. At the same time, the forums helped services to consult with pupils in the school and provided direct links with headteachers or senior managers in schools.

Joining consultation processes with other agencies also helped schools to audit provision in their local area and to avoid duplication of service provision. It enabled them to link with services and agencies that had similar aims and objectives to provide services needed in the community and in the school. In terms of identifying need across clusters or communities, schools in the study had also conducted analyses to identify any gaps in service provision, for example, school five conducted a cluster audit. The ECM framework and the core offer were seen as useful tools for auditing provision and identifying any gaps.

Consulting with participants already engaged with extended activities was also a useful consultation tool. For example, one school provided activities for the community as a result of community consultation exercises, and then used these activities as a forum to further explore needs. A formal needs analysis was not always seen to be the most appropriate form of consultation.

In order for the services provided to be customer-led, customers had to be in a position to define their own needs. For that to be successful, appropriate processes and structures had to be in place to ensure that it happened and that consultees were well-informed. Consultation was seen as an ongoing reciprocal process.

4.1.3 Examples of consultation exercises

The case study schools, sometimes in conjunction with service providers, consulted their pupils, parents and their local community to identify local needs.

Consultation with pupils

In each of the case study schools, pupils had been widely consulted about the types of extended provision they would like in their school. Each of the schools had a student council and this was seen as key to the consultation process as it provided a forum in which pupils could convey their needs to school staff. Questionnaires were used across the schools to gather opinions and to feedback on existing provision. Pupils interviewed during the research felt they were provided with opportunities to express their views and that the schools listened to what they had to say:

"I think it appreciates the voice of students. At the end of the day it's the students who make the school as well so it's in their best interests to do what's best for us." (Secondary-aged pupil)

It was said to be particularly important that pupils, in both the primary and secondary phase, were given feedback on any suggestions that they made so they could track the progress of new developments, or understand why it was not feasible to implement certain suggested activities in school.

In each of the three secondary schools, consultation with pupils or students had progressed to a situation in which pupils contributed to the development of the school, as well as extended provision. This contributed towards the ECM outcome 'making a positive contribution'. Pupils were provided with opportunities to work alongside leadership teams, giving them ownership of the management of the school (see boxed example below). In two of the schools, pupil voice was particularly strong and was given a high priority by the leadership team and governors. Students were encouraged to express their views on and help to shape the extended provision in schools, and were provided with opportunities to influence teaching and learning.

Involving students in the management of the school

In the secondary schools, the school councils linked closely with senior members of staff and students met with senior staff, in some cases with the headteacher, to express the views of the student body. In one school, members of the student council presented at an INSET day to inform staff of the student expectations regarding teaching and learning. Students in this school were also linked to departments and attended departmental meetings, as well as having regular meetings with the headteacher. In a different secondary school, students were involved in a wide range of evaluative and developmental activities. This included: staff recruitment; the evaluation of lessons using Ofsted frameworks; running INSET days; conducting action research and being student governors with full governor powers.

Community consultation

The case study schools used a number of successful strategies for consulting with their local community. These included surveys, discussion forums, evaluation forms and asking people who attended activities how they could be improved, or what else they would like to attend. Interviewees stressed the importance of adapting their consultation approaches to suit the needs of their local community and to ensure the success of extended provision. An example of how one of the primary schools successfully consulted with the whole community, particularly the hard-to-reach, is provided below.

Successful community consultation events

This primary school had done a great deal of work around developing links with its community and had held a number of interesting consultation exercises including families and other agencies or services.

Initial consultation with families, which aimed to identify parent and community needs for extended services, took place as a series of house meetings. This face-to-face consultation was seen as a particularly useful approach for families, many of whom lived at some distance from the school and who, for cultural and religious reasons, might not have felt comfortable coming into school to discuss provision. As a result, school leaders went into the community. Individuals on each of the streets where most of the families lived invited their neighbours to come for a cup of tea. The headteacher and the school's pastoral community manager, who was himself a member of the community, attended these house meetings to discuss with parents what they wanted for their children. A total of six or seven of these visits took place.

The school also conducted a community conversation involving a wide range of key stakeholders to identify needs within the community. This consultation process was facilitated by NCSL. It brought together a range of individuals, services and agencies that had an interest in the children in the school and the development of extended provision. The main groups were: parents, school staff, community and religious leaders, health, social services, police, Sure Start, the local authority and voluntary groups. 'The aim of the day was to enable all participants to gain a deeper understanding of the role of others in the lives of children to ascertain what their aspirations and targets for the future might be and how groups could work together to enable all those involved to fulfil them' (Lindley, 2006). Participants from similar organisations sat together, but then participants visited other groups to find out what they did. Participants were then able to consider what and who they needed to help them develop the extended schools and ECM agenda. The community conversation provided an opportunity for participants to identify tasks across groups that could be implemented and would have an impact on children.

Consultation with school staff

School staff were generally reported to be consulted on an informal basis. Leaders in the case study schools were also said to be receptive to staff ideas: "If you've got an idea you can take it to management and they will listen" (associate staff). Staff shared in the development of extended provision, and often took ownership for particular aspects. As noted in Chapter 3, associate staff in one school consulted with each other to define their contributions to ECM agenda and had produced targets and action plans for each department linked to meeting ECM outcomes (see Appendix). Staff in schools were also consulted and involved in visioning evenings where they were able to help inform the plans for extended provision and ECM. Consultation with school staff ensured that there was buy-in or ownership of the school's approach to the agendas.

4.1.4 Challenges of consultation

In consulting to identify need, the case study schools encountered a number of challenges. Firstly, interviewees expressed concern that 'customers' might not tell schools what they really needed or wanted. Indeed, an interviewee with 30 years experience in community education noted that if you ask the community what sort of adult education they would like this did not mean that if such courses were provided, attendance would be guaranteed. One of the case study schools reported that services had been provided in response to consultation exercises and needs analyses, but take-up had still been poor. Therefore, it was important for schools to ensure that all their communities had access to appropriate information in order to be well-informed consultees and in a position to make appropriate decisions about the services on offer or under development.

Interviewees also identified the need to ensure that consultation is not tokenistic. The issue of tokenistic consultation is also reported by Wilkin et al (2007), highlighting the dangers of communities being disillusioned by the process if consultees cannot see it having an impact. One of the case study schools had to overcome the effects of previous negative experiences of community consultation where the services promised did not materialise: "If people don't see things happening then they think 'what is the point in telling them?' because nothing happen," said an extended schools co-ordinator. The case study schools consulted to identify need but were constrained by capacity; they were not always able to provide what pupils or community members wanted. This was termed as "needs-led, within capacity" by associate staff. This reinforced the need to inform communities or schools about the possible choices available to them to avoid raising unrealistic expectations.

Consultation fatigue was raised as an issue for one school community in particular. However, it undoubtedly has relevance for all schools consulting on ECM and extended schools as well as trying to ensure that their services are customer-led.

4.2 The impact of local needs and socio-economic factors on schools' approaches to extended schools and ECM

As previously explained, most interviewees saw extended schools and ECM as being indivisibly linked. As the case study schools' approaches to ECM and extended provision were driven by need, the responses to the agendas varied across the schools. In this way, schools contextualised their approach to ECM to best meet the needs of their locality. Each school consulted with their community, pupils, staff and service providers, and then provided extended activities to address identified needs. These needs were closely linked to the socio-economic status of the communities; the schools' approaches to ECM and extended schools varied according to these levels. This section therefore moves on to address how identified needs and the socio-economic factors of the case study schools' communities have influenced their response to ECM and extended schools.

4.2.1 The socio-economic levels of the school communities

Table 4.1 provides an overview of the socio-economic status of the communities from which the schools drew their pupils. It is evident from Table 4.1 that school one was dealing with: high deprivation, a high number of people without any qualifications in the local area, and high numbers of pupils from Black and Minority Ethnic (BME) groups. In comparison, school five drew pupils from the least deprived communities, where rates of unemployment were low and qualification levels were high. Levels of achievement within these schools also reflected these differences.

Table 4.1 The case study schools

	% of free school meals	% of people aged 16–74 who are unemployed in the local area	% of people in the local area aged 16–74 with no qualifications	% of households owner occupied, council or privately rented	% of households with lone parent and dependent children	% of white British*
School 1 (most deprived area in the case study sample)	17%	7%	52%	83% owner occupied 5% council rented 12% privately rented	5%	1.5%
School 2 (3rd most deprived area in the case study sample)	35%	4%	29%	61% owner occupied 30% council rented 9% privately rented	12%	74%
School 3 (4th most deprived area in the case study sample)	3%	3%	25%	89% owner occupied 5% council rented 6% privately rented	5%	50%
School 4 (5th most deprived area in the case study sample)	2%	2%	20%	89% owner occupied 5% council rented 6% privately rented	4%	97.5%
School 5 (least deprived area in the case study sample)	5%	2%	20%	83% owner occupied 8% council rented 9% privately rented	5%	91%
School 6 (2nd most deprived area in the case study sample)	24%	3%	34%	73% owner occupied 19% council rented 8% privately rented	8%	88%

Source: NFER Register of schools
* DfES (2007) Achievement and Attainment Tables 2006. http://www.dfes.gov.uk/cgi-bin/performancetables

4.2.2 Contextualising approaches to the ECM and extended schools agendas

Given the variable nature of the socio-economic factors impacting on each of the case study schools, some differences in how they have implemented the ECM and extended schools agendas were evident. Local authority representatives were able to provide an overview of schools' approaches to ECM and extended schools in their authority. Each one noted that schools' responses to ECM varied according to the socio-economic levels of the community they served:

"The nature of the area affects the priority that they take on the different elements really. The prioritisation in the high needs areas is very much on the safe and secure side of things and we see that link in extended schools as well…all the issues coming up are to do with parenting support, family learning for the high needs side. Here [in a relatively affluent community] they are focusing on childcare." (Local authority representative)

It is important to note that the nature of extended provision, ie the activities on offer, was the only variation in response to the socio-economic levels of schools. Although some subtle differences occurred in which ECM outcomes were prioritised, each school was working towards meeting every outcome for their pupils. Their willingness to implement ECM, the way in which the agendas were seen to align, and the influence that ECM and extended provision was seen to have on students did not differ across the schools.

In order to exemplify the different ways that schools responded to the socio-economic levels of their community, some vignettes of practice are provided:

School 2: A primary school with pupils from deprived communities. 35 per cent of pupils qualify for free school meals; 29 per cent of people in the local area have no qualifications; 4 per cent of people are unemployed in the local area.

This school focuses upon providing activities for pupils that they would not otherwise be given the opportunity to experience. They ensure that almost all of the extended provision is provided free of charge so that families can afford for their children to take part. A charge is in place for the breakfast club in order to sustain the provision. There is also a focus upon encouraging parents to return to work and providing parenting support, linked to the 'achieving economic wellbeing' outcome. The school hosts a number of adult education and family learning programmes, and has developed a high quality ICT facility in the school for community use. The school has also developed a family room that has a separate access point to the main school entrance. This room is used for social service visits, a nurture group, a toddler group and will provide the base for the future toy library. A lottery-funded sports hall with changing facilities has also been built. However, community use of the facility is very low, despite extensive advertisement.

School 4: A secondary school in a rural authority in the north. This school was based in one of the least deprived areas that the case study schools were drawn from. It has low numbers of free school meals and low unemployment in the local area. The school has predominantly white pupils from professional families and is a very high-achieving school.

In this school, a focus has been placed on the potential for ECM and extended schools to maintain high levels of achievement, linked to the 'enjoy and achieve' outcome. A number of the extended activities have a curriculum focus, but are linked with leisure activities to ensure that students remain healthy and enjoy attending the activities. For example, revision sessions are held where pupils are also provided with opportunities to use the sports facilities. Parents are keen that their child reach their highest potential and move on to attend university. As such, pupils are provided with a number of activities designed to enhance their CV such as community-focused work and volunteering opportunities. Community members make good use of the extensive sports facilities that have been developed and sports is also seen as vehicle through which students will achieve.

There are few family learning opportunities or interventions aimed at family support. After-school provision is particularly important and provides families with after-school care for their child until they return home from work. Most of the activities incur a charge to service users.

To ensure that extended provision was successful in deprived communities, schools needed to ensure that the neediest young people and their families were not excluded because of cost issues. However, the schools also needed to respond to the funding levels available for extended provision in the local authority. For example, three of the schools were in poorly funded local authorities and they had to adapt their approach to extended provision and ECM to ensure that it was sustainable. For example, school four made the decision that all extended provision had to be self-financing, and all associate staff managers, including the catering manager and the leisure service manager, were given income targets.

As well as responding to needs that were linked to the socio-economic levels of their community, the case study schools also responded to other identified needs. For example, school one drew its pupils from a relatively insular, inward-looking community that was geographically distant from the school. The nature of the community and its location had shaped the school's approach to extended provision, which focused on making links for pupils in the wider community, linked to the 'making a positive contribution' outcome, and providing pupils with as wide a range of experiences as possible. Similarly, the school's approach to provision fulfilled a need for activities that met the cultural, religious and language needs of the school population and their families. This including gender-segregated provision and running weekend activities, rather than just after-school activities when many of the children were required to attend mosque.

Schools were also meeting local needs by offering resources, facilities and opportunities that community stakeholders, service providers, local businesses and universities wanted.

Given the perceived link between the extended schools, ECM and standards agendas, school achievement levels also shaped the case study schools' approaches, and influenced the emphasis that was placed on the 'enjoy and achieve' outcome. In essence, the drive to raise or maintain standards was viewed as a need, and so the schools responded accordingly in developing their approach to ECM and extended provision. The levels of achievement across the case study schools varied. All of the secondary schools were high achieving and one of the primary schools was achieving below the national average for similar schools. The academically high-achieving secondary schools tailored their response to extended schools in one of two ways: either to develop students' achievement in other areas, such as sports or vocational learning which was believed to impact on their overall achievement level; or to target extended provision to improve the achievement and outcomes for their most vulnerable and less highly achieving students.

Where achievement levels were more mixed, in the primary schools for example, ECM and extended provision were being used as a means of impacting positively on levels of engagement, attendance, confidence and motivation, and was not directly linked to raising standards. The emphasis was on 'enjoy' but with learning outcomes. However, they did focus on engaging parents in learning opportunities within the school, which it was hoped would impact on pupils' levels of achievement.

4.2.3 How service providers tailored their response to the socio-economic levels and needs of the schools

Service providers were asked whether they had tailored their provision to make it more appropriate for the individual needs of the case study schools that they were working with. Every provider believed that it was fundamentally important to contextualise their approach in each school, and had worked closely with them to develop an appropriate response to their needs. For example, social care practitioners focused on bereavement issues in one school, but on family therapy and behaviour interventions in a more high-needs school. In this way, they were supporting the schools in developing a needs-led and contextualised approach to ECM: "Flexibility is key, without a doubt. All schools have different need," said a service provider.

4.2.4 How the core offer influenced approaches to ECM and extended provision

As well as responding to identified needs and to the socio-economic levels of their schools' communities, school leaders also had to work towards meeting the core offer of extended provision in their school (DfES, 2005). As such, the research sought to ascertain the influence that the core offer had over the case study schools' responses to ECM and extended provision.

Interviewees from the case study schools did not feel constrained by the core offer, and reported that it did not dominate their decisions about, or interpretations of, ECM and extended schools. Most significantly, headteachers, curriculum managers, governors and other staff felt that they were able to contextualise the core offer to respond to locally identified needs. For example, childcare was not identified as being required or needed in one of the secondary schools. As such, no childcare provision was implemented. Instead, the school signposted to other service providers.

Interviewees also felt that the core offer provided a useful framework, focus, or starting point from which to extend provision to suit their particular needs:

"It has broad principles that can be interpreted in a variety of ways. What we do and continue to do is what fits broadly with that but what is best for our local circumstances." (Headteacher)

"It helps us to focus more. It hasn't dominated our decisions, but it forms part of the natural decision-making process." (Governor)

Schools were less likely to feel constrained by the core offer when management structures were in place to support them in interpreting it for their own context. For example, where staff were available to develop particular strands, it was much easier to implement:

"I don't think leadership, I think the core offer is a big opening." (Governor)

"I think we are quite invigorated by it – as long as the right personnel are in place – we'd have felt constrained if we were doing it all ourselves but this hasn't been the case. We've got good associate staff, have appointed some high level people and we're not doing it all ourselves." (Deputy headteacher)

Interviewees believed that they were less likely to find the core offer constraining as they had been developing their extended provision for some time and placed a heavy focus on responding to identified needs:

"For us, it's almost that each part of the core offer is a conduit to stuff we're already doing. We want to broaden those core offer areas or to be as creative and flexible as we can be to expand it even further." (Extended schools co-ordinator)

However, they recognised that where appropriate structures were not in place, or in schools that were just beginning to extend their provision, that the offer could dominate or put pressure on schools to develop in particular ways. Some interviewees also noted that although they did not feel constrained by the core offer, they felt constrained in how they delivered it.

It was predicted that this would be exacerbated in schools that did not have a history of extended provision. For example, in the special school, staff were more constrained by funding and transport to meet the core offer, than they were by the actual elements of the offer. Furthermore, a governor from one of the secondary schools felt that the core offer could actually overburden schools rather than constrain them: "It's not that it restricts what we do, it is expecting even more of what we do."

Only two interviewees, including one local authority representative, believed that the core offer could be dominating decisions around ECM and extended schools. The local authority representative reported that some schools struggled to implement the childcare element of the offer and that this aspect caused pressure for some. A headteacher from a different authority felt that the local authority may actually exacerbate any constraints felt by local schools: "I feel that the core offer is often, certainly by our local authority, being taken as a list of essentials without reference to the expressed needs and wants of a particular setting."

Overall, it appeared that the elements of the core offer for extended schools were not dominating how the case study schools were approaching ECM or extended schools. This was largely because the schools had adopted a needs-led approach, and were responding to both local needs and the socio-economic levels of their pupils' communities. However, although some of the schools embraced the agendas and used it as a basis from which to extend their provision, a few individuals felt some pressure, particularly where logistical problems impeded progress, or where the local authority was not supportive in allowing schools to adapt the agendas as they saw fit.

4.2.5 How responding to needs has influenced the relationship between the schools and the local community

Given that the case study schools have approached the ECM and extended schools agendas in response to local needs, ECM was reported to have impacted positively on schools' relationships with their local community. By contextualising their approach to ECM to meet the needs of the community, schools were developing stronger relationships with them: "ECM focuses the school on what are the grassroots needs of the community," said a service provider. ECM had also encouraged schools to open up provision to the community and to develop a wider range of extended activities:

"[Before ECM] schools were seen as quite isolated – parents sent their child there fore X amounts of hours, for 38 weeks of the year – but now they are being seen as more interactive with the community."
(Extended schools co-ordinator)

ECM had also encouraged schools to work more closely with community organisations or local service providers, to consult more effectively with community members, and had therefore contributed to a wider range of extended activities. An extended schools co-ordinator believed that: "Without the ECM agenda, I think the links that they [the school] have with their community and other services wouldn't necessarily have happened."

Some examples of the way in which the relationship between the school and its local community improved as a result of responding to local need and the ECM agenda are outlined below:

School 1

This school has a large Black and Minority Ethnic (BME) population; pupils are predominantly from Pakistan, with small numbers from Bangladesh. The headteacher has been developing links over a period of 15 years with its community and this has been enhanced through extended schools and ECM. A pastoral community manager, the extended schools co-ordinator and a support worker (a special educational needs teaching assistant) have been employed, and alongside the headteacher, have worked with the community and developed relationships between the school and the families of the pupils that attend. Through developing a wide range of activities, including: holiday provision; involvement in community events, such as the local gala; and a Saturday club, the school has raised its profile within the community. The support worker is learning Punjabi to try to communicate more effectively with local families, and the headteacher and other members of the school are involved in outreach work in Pakistan. A focus has been placed upon working with parents to raise their awareness of the value of school-based education, and the effects that their involvement in their child's education can have. The school is also exploring the possibility of employing a teacher in the village in Pakistan where many of its families are from. This will ensure that if pupils are taken out of school for periods of extended leave, their education will not suffer.

In order to further enhance community cohesion, extended activities take place in a range of community locations and the school has involved its pupils in a range of community activities throughout the local area. These activities have been successful in developing stronger relationships between the school and the community and also between different community groups.

School 4

This school is a School Sports Co-ordinator Partnership School. Staff from this school believe that providing sports facilities for the local community has improved the school's relationship with local residents. Since the implementation of ECM, this school has actively sought to strengthen community links through sports and to contribute to the 'be healthy' and 'staying safe' ECM outcomes. The school's sports facilities are managed by a professional leisure services manager and are widely used by the community. The sports development manager based at the school has developed a number of community club forums. These allow the school to promote its sports links and to provide members of the community with coaching qualifications and CRB clearance.

The school has ensured that there is community access to the facilities, without compromising the safety of the pupils. By coming into the school it was felt that community perceptions of young people were improving: "We are now getting people through the gates – a lot of people who would previously have no reason to come and visit the school. It has improved the profile of adolescents in the area, people are realising that teenagers are worth getting to know'," said a governor.

School 3

As with many of the other schools, this school has been communicating more effectively with its local community as a result of ECM. For example, the extended schools co-ordinator has developed a community network on the internet. This has links to local services, community groups and clubs, and posts invitations to meetings at the school. A secondary curriculum manager commented: " I think the internet has made a tremendous difference and people have information at their fingertips so easily... you can log onto the support group and see what's available for families, for after school provision..." Meetings with local residents and neighbouring schools are held at the school site, and a wide range of community members or service providers contribute to decision-making.

5 Interpreting and contextualising ECM: challenges and support

Key findings and implications for leadership

- **Key finding 1:** Very few challenges were encountered by headteachers in interpreting and contextualising their approach to ECM, 'achieving economic wellbeing' for primary schools being the only exception. However, logistical issues such as space, funding and transport surfaced as potential barriers to implementation. Training needs also surfaced, particularly around the Common Assessment Framework (CAF).

  Implication for leadership: School leaders should recognise the value of sharing interpretations of certain ECM outcomes; training needs; accessing individuated support from local authorities and utilising networks. School leaders also need to have an awareness of the spaces and sites they can use locally.

- **Key finding 2:** In adapting their approach to ECM, school leaders accessed support from headteachers from other schools, and in two cases, from the local authority.

  Implication for leadership: It may be helpful to school leaders if local support networks for headteachers or forums in which they could discuss their approach to ECM and extended schools are established or embedded. These may also be an arena in which innovative headteachers, such as those leading the case study schools, could share good practice with other school leaders.

This section begins by outlining the challenges that the headteachers in the case study schools encountered in interpreting and adapting ECM for their own context. It then moves on to explore the support that headteachers and other school staff received in doing this. Support was provided by the local authority, the schools, other schools and other bodies such as NCSL and the Association of School and College Leaders (ASCL).

5.1 Challenges of contextualising approaches to ECM

Five of the six headteachers reported that there were no challenges in interpreting and adapting ECM for their own context. They felt that they had a good understanding of the agenda and were interpreting it successfully, as well as providing ideas and models for other schools to draw from. This is perhaps unsurprising given that each of the case study schools felt one step ahead of its local authority in developing their approach to ECM and was nationally recognised for its extended provision.

However, the schools each overcame barriers and had to deal with issues that affected the approach they could take to ECM. For example, one of the primary headteachers felt that s/he had encountered two key challenges. The first of these concerned the lack of funding available to support the work that the school wanted to do, and the second was a conceptual issue related to how the 'achieving economic wellbeing' outcome could be contextualised and adapted for the primary setting. Interestingly, a governor at the other primary school had also expressed concern about fulfilling this ECM outcome. It may be that more national guidance on this particular outcome would be useful to primary schools.

Logistical issues also posed some challenges for the schools. Firstly, the availability of space in schools affected the approach they could take to ECM. For example, limited site space for childcare in one of the secondary schools meant that provision was signposted to local providers. A local authority representative also noted that schools need available space to accommodate service providers and that this was not always available. As such, although there were identified needs, schools struggled to implement and deliver some aspects of the ECM agenda on site. Similarly, headteachers predicted that small schools with limited budgets might struggle to meet the five outcomes.

They were less likely to have the staffing capacity, time, space, or funds to extend provision and to personalise their approach to ECM. Transport issues also affected the implementation of ECM: for example, the special school drew its pupils and families from a large geographical area and transport issues had to be constantly borne in mind when setting up extended provision or addressing ECM. One of the primary schools was responding to the challenge of being physically distant from its school community by exploring the possibility of providing a school base within the community where the children lived.

Service providers reported that ECM had resulted in training needs within their own service and in schools. The greatest training need reported to arise out of ECM was related to the Common Assessment Framework. This challenge was already being addressed by one of the case study schools where staff were being trained in how to work with other agencies on referrals, or to support families in need. The swift and easy referral aspect of the core offer was also resulting in training needs for schools and other services still struggling to successfully work in an integrated way due to different working cultures and protocols. Other training needs cited as arising in the light of ECM included: health and safety issues associated with opening up school sites to the community; training for schools as they focused more on health-related issues; and training in curriculum areas and the delivery of accreditation, specifically for the Youth Service.

5.2 Support for contextualising approaches to ECM

Each of the case study schools accessed some form of support to interpret and contextualise its approach to ECM. Four main sources were cited. These were, in order of frequency: the local authority; internal support from within schools; support from other schools; and support from other bodies or agencies.

5.2.1 Local authority support

Support from the local authority was mostly accessed by governors, curriculum managers, and extended schools co-ordinators. However, headteachers from two of the schools also utilised local authority support. An overview of the support accessed by the case study schools is provided in Table 5.1.

Table 5.1 Local authority support

Training	The local authority provided governor training for ECM and extended schools. It also offered training for school leaders and curriculum managers, particularly when ECM was first implemented, on what the agenda was and what it would mean for schools.
Conferences	One authority held a conference to address how schools could interpret ECM for their own context. It also held extended schools conferences twice a year where ECM was discussed.
Information services	Local authority governing body associations provided updates and information for governors as ECM was implemented. The local authority also produced frameworks detailing how ECM linked into other strategies, produced detailed outcome frameworks, as well as annual extended schools development plans.
Practical advice and support	One of the schools called upon the local authority school improvement team in a consultative capacity. In another school, an local authority representative sat on the school's multi-agency steering group. Other schools received support for planning, consultation, budget predictions or for accessing additional funds. Some of the schools also felt that they received general support and encouragement to adapt ECM for their own context from the local authority.

As section two highlighted, the level of local authority support varied across the case study schools. In the two schools that worked independently of the local authority, it was felt that the authority would be unable to provide the support that the schools needed. However, where the authority provided support and worked alongside the school on an individuated basis, staff felt that they were encouraged and supported in tailoring ECM to their own needs: A primary headteacher commented: "[The local authority link] knows that with schools it is not just an overlay job – you can have individual responses, you can tailor it to the school."

5.2.2 School-based support

Interviewees from the case study schools drew support for contextualising ECM from staff within their own schools in three key ways. It was primarily curriculum managers, governors and extended schools co-ordinators who accessed this support. Significantly, none of the headteachers reported that they received support from within school for interpreting and adapting ECM for their own context. This suggests that headteachers looked to outside sources for support rather than drawing it from their own staff. It also implies that school leaders were one step ahead of their staff and so looked to external sources to develop and support their ideas. The three forms of school-based support are detailed in Table 5.2.

Table 5.2 School-based support

Within leadership teams	Members of leadership teams felt supported in adapting ECM for their own context through discussions within their teams or general peer support. For example, the implications of ECM and individual interpretations of it were explored in this forum. Furthermore, after external or local authority training, discussions took place around how to make ECM applicable in their own schools and leadership teams.
From leadership teams	Whole-school training for ECM was delivered to all staff in one school by the extended schools co-ordinator who was part of the leadership team. In a different school, subject leaders were provided with support from the leadership team for fulfilling the five outcomes as part of the school improvement plan. Governors felt that they were well supported by school leaders and in one school, school staff felt supported by the headteacher who shared ideas with them and delegated responsibilities.
From support and associate staff	Where in place, associate staff with responsibility for extended provision or ECM provided support. For example, highly qualified and professional personnel such as sports development officers, finance managers and catering managers were able to offer expertise in areas in which school staff lacked experience.

5.2.3 Support from other schools

Headteachers were more likely to access support from other headteachers than from staff within their own schools eg from local headteacher networks. These provided the opportunity to negotiate responses to ECM through cluster arrangements, or to meet with other headteachers who faced the same or similar contextual issues. One deputy headteacher was also very keen that the school consulted with other schools in order to learn from good practice:

"We are quite consultative as a school. We don't go it alone – we find out what other people are doing… we just ring them up. Around the school there is a lot of documentation that we have got from other schools and used."

Similarly, one of the case study secondary schools had established a national support network for extended schools co-ordinators and support staff. This is summarised below:

Support networks for extended service managers: The dream team

This was a group established by the extended schools co-ordinator in one of the case study secondary schools. It was set up to provide support to extended services managers nationally, where they could meet to identify and share good practice. The team focussed upon the role of extended school co-ordinators and leaders and provided an opportunity for blue sky thinking. The team also set up links for colleagues to visit each others schools to act as a critical friend. This was a valuable form of support for staff. Associate staff commented: "You hear how different people are tackling different problems… it really opens your eyes." This forum allowed schools to discuss their approach to the ECM agenda and how they were tailoring it for their own schools.

5.2.4 Support from other bodies

Headteachers, governors, curriculum managers and extended schools co-ordinators also accessed other bodies or agencies for support in interpreting and adapting ECM for their own context. Interviewees from two schools had received support from the ASCL in the form of conferences, documentation and advice. Interviewees from three different schools accessed guidance from NCSL. The College provided initial guidance on what ECM meant, conferences on the ECM outcomes, consultancy sessions and other forms of direct support, for example, acting as a critical friend or helping with community consultation exercises. Finally, governors reported that they used the DfES guidance on extended schools, particularly the guide for governors.

To conclude, headteachers reported very few challenges in interpreting and adapting ECM to their own context. Given that they did not feel constrained by ECM or the core offer of extended schools, they were able to adapt the agendas to suit their own context. In doing so, each of the case study schools accessed some form of support, most frequently from the local authority. Headteachers were most likely to access support from other schools, rather than from the local authority or from staff in their own schools.

6. Concluding comments

The six case study school leaders in this study have exemplified highly committed, advanced and innovative ways of conceptualising and implementing extended school provision. Their views on the impact of ECM and its inter-relationship with the standards and extended schools agendas clearly indicate there is no tension between these three policy imperatives. Indeed, the three agendas are felt to be entirely congruent – reinforcing and complementing one another. This also reflects the fact that extended schools are one of the local delivery points of ECM. Hence, in these schools, ECM was not a driver of extended provision or the core offer, but rather a confirmation of previous and well-established principles, vision and practice. It may be of value to promote this positive sense of congruence to the wider school community, including those that have less confidence in adopting these current policies.

For some of the schools in the study, adopting those principles, now so clearly embedded in ECM and extended school provision, had involved a radical reappraisal of the very function of a school, including for example: the roles of learners and teachers; the contribution of and responsibility towards the students, community and other services; and the leadership styles, structures and practices to manage such innovation. ECM provides a climate that encourages partnership with external agencies, who themselves recognise the school as a valuable resource to help fulfil their remit. The evidence suggests that the case study schools themselves aim to be trailblazers and maximising such commitment and energy would be a valuable resource for other schools and those who seek to support them.

Responding to local needs was a key driver for the kind of extended provision and approach adopted in each of the case study schools. Nevertheless, there was evidence that funding constraints affected the vision and aspirations as well as the extent of provision. Can more be done to directly encourage and model entrepreneurial approaches and thereby raise aspirations despite concerns of funding limitations? It may be the differences between such aspirations need to be acknowledged and addressed in future support for leadership.
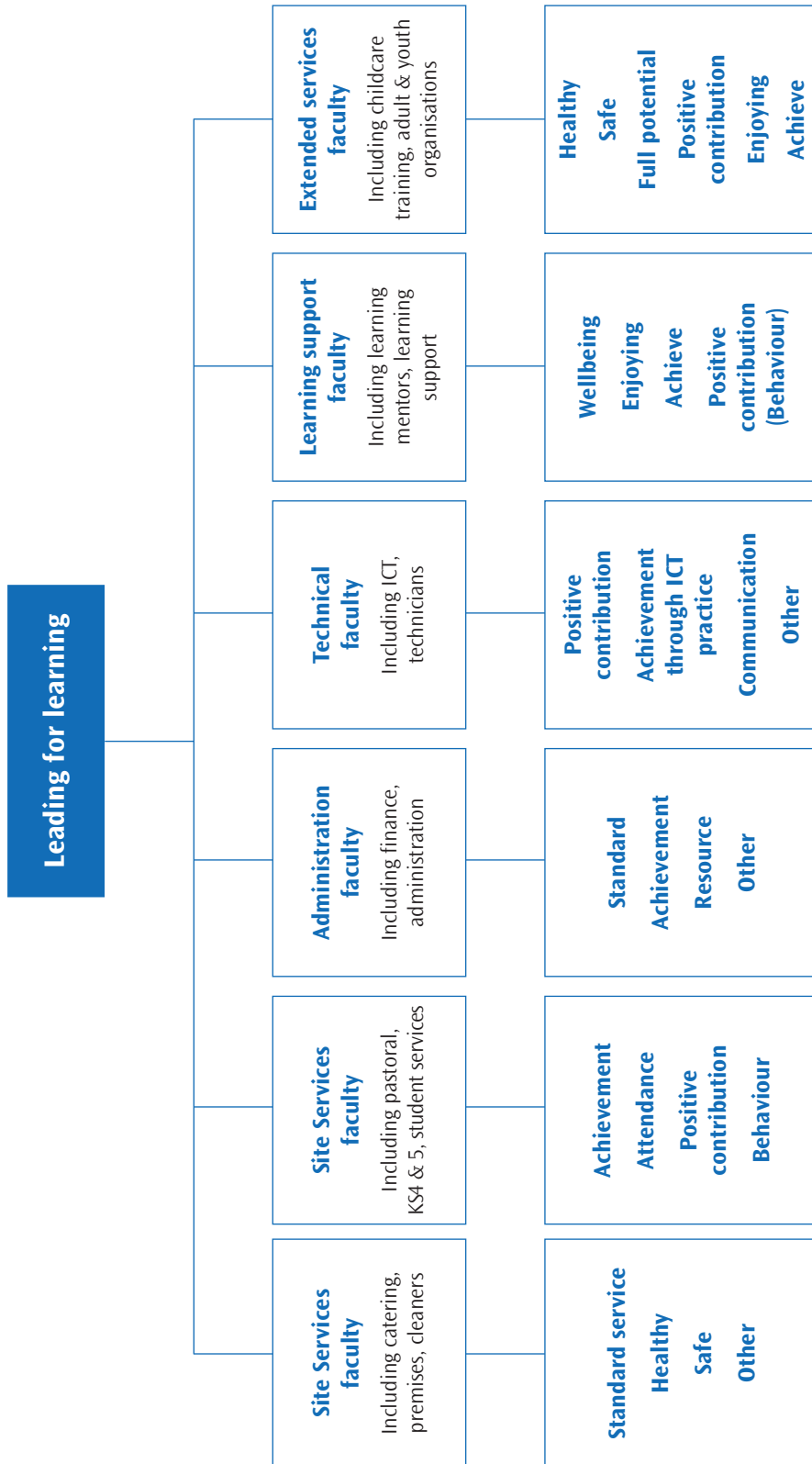
Recommendations for leadership and leadership development

- There is a need for leaders to be able to identify the impact of ECM-related interventions through, for example, targeting and monitoring the progress of individual pupils involved in particular interventions.

- Participants from the case study schools were aware of the inextricable links between the ECM, extended schools and the standards agendas. It might be useful for school leaders to reinforce this message with their staff, paying particular attention to the impact that ECM and extended schools can have on attainment.

- School leaders might usefully draw on the visions for extended provision identified within this report to appraise their own and their staff's vision for extended schools and ECM.

- The remodelling of staffing structures within the case study schools, reflecting a distributed approach to leadership, and the transformation of the roles of support staff could provide useful insights for other schools wishing to take such an approach to ECM and extended schools.

- The professional development opportunities provided by ECM and extended schools, particularly for support staff, could be usefully replicated across a wide range of schools in a variety of socio-economic circumstances. Support for leaders in identifying and promoting staff within this context might be beneficial.

- A key message was that, even for high achieving schools, ECM and extended provision could be seen as a way of impacting on achievement.

- Exploring partnerships with voluntary and community organisations can provide opportunities for schools to access additional funding and broaden the activities on offer within the school. It might be useful to disseminate the experiences of schools that have successfully been involved in such partnerships.

- The need for schools to tailor their responses to local needs was seen as crucial. The responses of schools within the study highlighted the benefits of a wide range of approaches, including: the concept of a community conversation; the role of students in identifying their own needs and shaping the provision on offer; and the role of support staff in shaping the provision available, setting targets and monitoring outcomes. Schools need to be in a position to stimulate demand for their services by providing high quality activities that their customers want; they are then more likely to be able to identify additional needs.

- There is a need to ensure that schools move away from a deficit model of communities and reinforce the positive contributions made. School leaders involved in the study highlighted what they could learn from their communities, both in and out of school.

Appendix: Associate faculties and ECM outcomes

Leading for learning

Site Services faculty	Site Services faculty	Administration faculty	Technical faculty	Learning support faculty	Extended services faculty
Including catering, premises, cleaners	Including pastoral, KS4 & 5, student services	Including finance, administration	Including ICT, technicians	Including learning mentors, learning support	Including childcare training, adult & youth organisations
Standard service **Healthy** **Safe** **Other**	**Achievement** **Attendance** **Positive contribution** **Behaviour**	**Standard** **Achievement** **Resource** **Other**	**Positive contribution** **Achievement through ICT practice** **Communication** **Other**	**Wellbeing** **Enjoying** **Achieve** **Positive contribution (Behaviour)**	**Healthy** **Safe** **Full potential** **Positive contribution** **Enjoying** **Achieve**

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