

SCHOOLS PLUS

Supporting schools in Islington to develop extended services

Spring 2007

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Celebrating Extended Services in Schools

12 schools now providing a 'full core offer' of extended services

The first tranche of Islington schools to provide the 'full core offer' of extended services, was confirmed in November. Cllr. Ursula Woolley, Lead Councillor for Children's Services, said *"It is truly heartening to see the wonderful array of opportunities and services that schools are providing to support children, and their families and communities. As trusted organisations at the heart of every child's life, schools are central to our vision of Islington being an enjoyable, cohesive, sustainable and safe place for children to grow up."*

The government has set a challenging target for all schools in the country to provide the core offer by 2010, so there's still some way to go.

Congratulations to:

Nursery Schools:

- ♦ **Kate Greenaway**

Primary schools:

- ♦ **Duncombe**
- ♦ **Grafton**
- ♦ **Hargrave Park**
- ♦ **Hungerford**
- ♦ **Pooles Park**
- ♦ **Robert Blair**
- ♦ **Rotherfield**
- ♦ **St Andrew's**
- ♦ **St Jude's and St Paul's**
- ♦ **Winton**

Secondary schools:

- ♦ **Elizabeth Garrett Anderson**

consulting children and parents, providing valuable evidence for their Self Evaluation Form along the way.

No two schools are the same, so the services provided at each school depend on their particular circumstances. Here we highlight some examples of different aspects of good practice that are common to all the schools.

Consultation

All the schools that have been awarded Extended Schools status have been working hard on



- ♦ At **EGA** a focus group of parents from many different parts of the school's community was established, with the initial meeting facilitated by an outside consultant.
- ♦ **Pooles Park** used flipcharts and post-it notes to enable parents coming to a parent's evening to say what they liked about the school, and what they thought could be even better (see page 6).
- ♦ **Rotherfield** used a detailed questionnaire to consult with parents about its after-school childcare provision.

Improving access through information and signposting

Some families simply do not know about all the local services that are on offer in their neighbourhood, whilst schools get inundated with information for parents. Signposting to other services is a fairly simple way of providing some aspects of the core offer, but this still

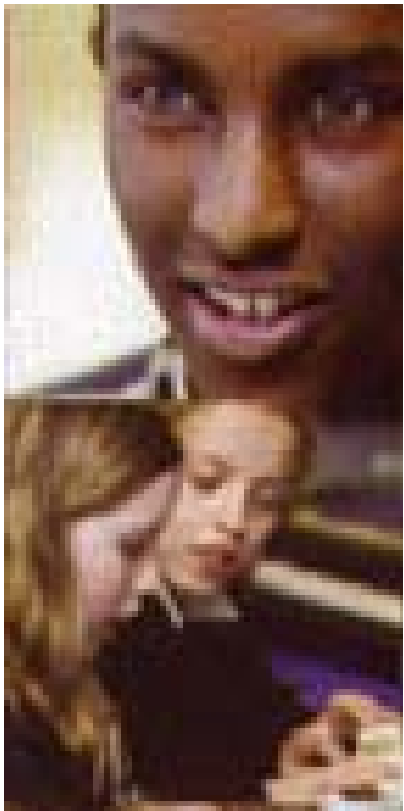
needs organising and managing.

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'Up for Action' – supporting transition



What was 'Up for Action'?

'Up for Action' was the title of the summer school run at Islington Green School during July 2006 led by Assistant Head, Alice Clay. This

was a pilot to develop holiday activities which would enable students of different ages to work together and develop primary children's confidence about moving on to secondary school. The summer school ran from 10am until 1pm for two weeks and it was seen as a success by staff, parents and students. The school hopes to repeat the programme again in 2007.

Who was involved?

A team of six made up of teachers, learning mentors and administration staff, worked on the summer school. Twenty-six students attended during the first week and twenty-one in the second. The students included children in Year 5 and 6 from twenty different feeder primary schools and some Year 7's from Islington Green itself. Year 5 students were invited to attend through their schools, but the Year 6 children who had all chosen Islington Green as their secondary school for September, were contacted directly. This elicited a more positive response.

What was involved?

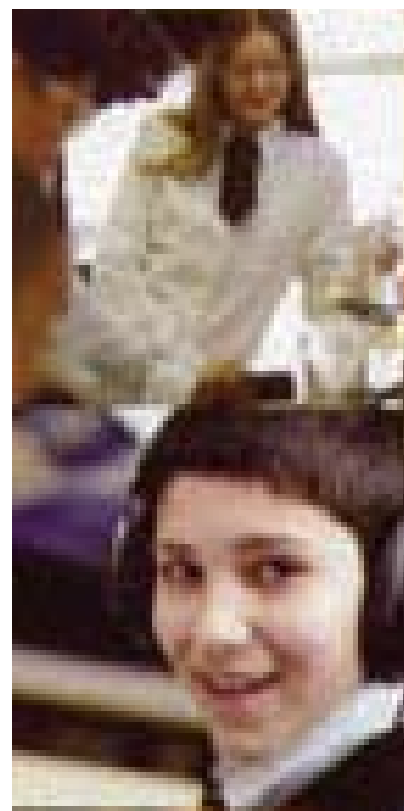
The summer school was funded by the New River Partnership. This meant that staffing, resources and refreshments could be provided at no cost to the students. Activities included football, drama, a fantasy school

uniform challenge, mask-making, racket sports, tag rugby, circuit-training, cooking, literacy and a tour of the school. At the end of the two weeks there was a celebration event to round off the summer school experience.

"The students bonded well with each other, and for our farewell ceremony all but two students were accompanied by family members or carers. Prizes were awarded that reflect the values of the school - attendance, punctuality, improvement and helpfulness etc as well as for achievement."

Alice Clay, Assistant Headteacher.

What did everyone think at the end?



Students commented positively on the two weeks, saying they had much more fun than they'd expected – they enjoyed the range of activities and

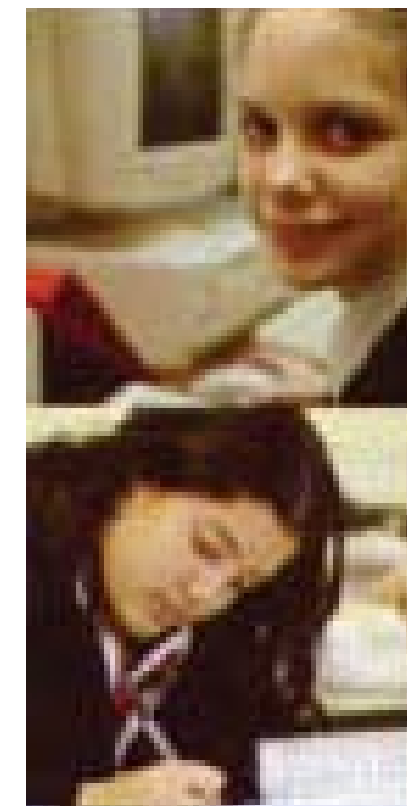
getting to know the school. They appreciated making new friends and were looking forward to secondary school much more. They also made suggestions for new activities next year – pottery, running and more IT.

Staff involved commented *"A great and re-energising experience: helped me to remember what teaching was all about!"* They felt that the students were fun and up for a challenge and the teaching hours were more manageable. The staff also had ideas for new activities next year – print-making was one. Some felt that the summer school *"deserves to be more high-profile next year"* with another commenting *"would definitely work on summer school again!"* Parents were also positive, with comments made such as *"Thank you – she's really looking forward to next year now!"*

What happens next?

The summer school was evaluated by Alice Clay, with ideas for further development including:

- ◆ Start bidding for funding earlier and advertise sooner
- ◆ Keep to a morning session
- ◆ Consider involving outside agencies
- ◆ Target more Year 5 students
- ◆ Report back to feeder primaries on the success of the summer school



Funding available for holiday activities in 2007

This year, seven Islington secondary schools are providing learning activities during the half term holidays, supported by extended services in schools funding. The aim is to develop year round provision for secondary aged students, where there is demand. There will be further funding available from April 2007 to support schools to develop holiday programmes, particularly during the Easter holiday and half-terms; details will be sent to schools shortly.

There will also be extra funding for Islington Summer University.

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The Sweet SWES of Success

Sussex Way Extended School (SWES), is the new joint initiative between Duncombe and St Mark's Primary Schools, underway in September 2006.

It has replaced the after school childcare provision formerly run by Islington Council. The handover from the Young People's Service gave the two schools the opportunity to provide their pupils with an enhanced programme of after school activities, alongside a childcare offer. The concept for SWES was founded on three principles:

- ◆ To provide a variety of recreational and learning after school activities for children aged four to eleven

- ◆ To aid the development of children's physical, mental and spiritual capacities
- ◆ To provide childcare

The schools held four consultation meetings with parents as well as circulating surveys to ascertain the type of provision required by the children and their families. Responses from parents showed a particular need for high quality arts, sports and music activities. Some parents were initially sceptical about the proposed movement of children between several sites, many of which were unfamiliar, but were enthusiastic about the proposed fee structure of £3.50 for waged parents and £2.00 for unwaged.

Parents and carers are required to register for SWES on a half termly

basis, in advance. All children registering for SWES are expected to take part in one of four structured activities available each evening. A partnership with Mount Carmel and Islington Arts and Media means that children are able to visit these sites for activities as well as the two primary school bases.

When the initial programme was published there was a torrent of applications for places. The first half term ended with an average of 70 pupils in attendance each evening. Feedback from children shows that they really enjoyed the classes that they attended, particularly those such as model making and cooking which were not previously available. Although still in its infancy SWES has made an extremely positive start.

A Sustaining Breakfast

Breakfast clubs in Islington are proving to be a great success, delivering the extended schools core offer by providing early morning childcare. They support vulnerable pupils and families and provide a healthy, sociable, positive start to the day for the children who attend.

Learning Plus now supports breakfast clubs in 34 Islington schools, with one new club due to open this term at St John's Highbury Vale. A number of other schools in the borough have breakfast clubs funded through alternative sources. The challenge for the future is for schools to keep their clubs open and thriving, as the initial grant money to establish breakfast clubs is tapering. In broad terms, this can be achieved in three ways -

- ◆ Maximising income by filling all available places & increasing fees
- ◆ Subsidising the club from school budget
- ◆ Finding other external funding, for example from a housing association.

Support can also come from organisations such as Magic Breakfast, Kelloggs or ContinYou who may be able to help with small grants, awards or ideas.

In November, Learning Plus successfully bid for a small sustainability fund from Islington's childcare team to support breakfast clubs in six schools that are reaching the end of their Big Lottery Fund grant. Learning Plus worked closely with those schools to put in place a three-year plan to become self-funding. This involved consulting parents about how much they were willing and able to pay for breakfast club, and then putting in place incremental increases in fees each year. The schools opted to retain a concessionary rate for families eligible for free school meals. The key to sustaining your breakfast club through income from fees is keeping the numbers attending high. Sustainability is therefore closely linked to marketing and promotion. If you would like ideas about how to increase numbers or sustain your breakfast club, contact Learning Plus.

The Learning Plus team welcomes Judith Lemkin, who replaces Emma Hill as Primary Advisory Teacher.

A big thank you to Nic Smallshaw who covered in Autumn the term.

The Common Assessment Framework: what it means for schools

Ensuring “swift and easy access” to more specialist services for children and young people who need additional support is one of the five core elements of the extended services in schools agenda. This recognises that schools are central not only to children’s learning, but also to their well-being – if indeed the two can be separated.

The role of schools in supporting children’s well-being has grown substantially in recent years, with a broad range of non-teaching staff (learning mentors, home-school liaison staff, health advisors, bi-lingual community workers, counsellors, clinical psychologists, social workers) working in or alongside schools. And now the development of a national Common Assessment Framework (CAF), a vital part of the Every Child Matters change for children programme, will have a significant impact on how schools carry out this work.

Islington has piloted the CAF across several services working with children and young people, including three schools (Pooles Park, EGA and Robert Blair) and one local Sure Start programme (Copenhagen). We asked **Ian Norman-Bruce**, who is leading the development of the CAF for education in Islington, what it will mean for schools.

What is the Common Assessment Framework?

The CAF is a national, standardised format for working out how best to support children who are causing concern. It takes a holistic approach, taking account of the child’s needs and strengths, and of the role of parents, carers and environmental factors. It supports practitioners from different services to agree (with the child and the family) what the child’s needs are, what outcomes everyone is trying to achieve, and what support would be most helpful in order to achieve them.

It should lead to significantly improved multi-agency working, with a clearer focus on achieving positive outcomes for children and young people. One of the key pieces of work underpinning the CAF has been the development of a *common language*, so that different

agencies and different professionals can work together more effectively.

The CAF will be used by practitioners across children’s services around the country, making it easier to share information. In some local authorities all of children’s services will only take referrals if a CAF form has been completed. All local authority areas are expected to implement the CAF by the end of 2008.

“A good process which helps us to have a holistic approach to supporting the young person”
EGA

“If children needing extra support were to come to school with a CAF that would substantially reduce the time now spent trying to find out information.”
Robert Blair



Why do we need it?

The earlier that all children causing concern are identified, and the sooner that appropriate support services are put in place around them, the more likely they are to thrive and achieve. The CAF aims to make sure that this happens, so that fewer children need more intensive interventions later on. It is part of the drive towards more preventative services.

“Using the common language approach for children where a range of services are involved is very helpful”
Robert Blair

What were the key findings from the CAF pilots in schools?

♦ Schools with a well developed pastoral care system, involving regular multi-disciplinary meetings, are most easily able to incorporate the CAF into their work. Regular and focused meetings that take a holistic view of children who cause concern are just as important as the CAF itself, which should not be seen as a separate process but as integral to a school’s pastoral care systems.

“Parents have been involved and have been happy with this”
Pooles Park

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- ◆ The framework, and the common language approach, helps to keep discussions focused
 - ◆ Having strong and robust pastoral care systems are an essential pre-requisite for implementing the CAF. This includes systems for identifying children who may have additional needs but whose behaviour is not causing problems for the school (e.g. children who are withdrawn)
 - ◆ Using the CAF strengthens the work of schools in supporting vulnerable pupils, and makes it easier to include parents in the process openly and honestly
 - ◆ Schools need support in introducing the CAF principles, understanding the common language approach and, to start with, in completing the CAF forms
- It gives people the opportunity to think, and to come up with alternative strategies"*
EGA

"Helped other professionals to understand the school's view at the point at which the children's difficulties were beginning to emerge"
Pooles Park

Will it mean more work for schools?

Like any major change programme introducing the CAF will require focused leadership and management attention, and there will be a learning period while people get used to the new language and forms. The CAF form does take time to complete (between 30-60 minutes), and most schools will find it is easiest to do so with two people working together, at least to start with. But once these practices are embedded it should make it quicker and easier to get appropriate additional services in place around children who need them.

What support will there be for schools in introducing the CAF?

Headteachers and Inclusion Managers will be crucial in leading this work in schools. CEA@Islington is therefore planning a series of training sessions for them during the summer term, where all the issues highlighted here will be addressed. There will be sessions for secondary schools, primary schools and children's centres. More information will be sent to schools soon.

"Completing a CAF led us to discovering information about the child and her family circumstances we didn't know about before"
EGA

Guide to OSHL

You should now have received the update pack (distributed December '06) to insert into your copy of the Guide to OSHL, A4 ringbinder folder. If you have not, please contact Michelle Salmons (details page 8).

More information about the Common Assessment Framework (CAF) can be found at

www.everychildmatters.gov.uk/delivering_services/caf/

Celebrating Extended Services in Schools *continued from front page*

- ◆ **Grafton** has installed a parents' notice-board and leaflet dispenser in its entrance area.
- ◆ **Robert Blair** invited the Children's Information Service (CIS) to provide a stall at a parents' event, and makes sure that the information that schools receive from the CIS is passed on to all parents. (CIS contact details on page 8).

Partnerships

No school is an island, and working in partnership with others is essential to making best use of available resources and expertise.

- ◆ **St Jude's & St Paul's** has a monthly visit from local solicitors providing free legal advice to parents on the school site. (This service is running from several schools; anyone interested contact David Wainwright).
- ◆ **Hargrave Park** hosts a Time Exchange project

that supports parents and other local adults to share skills.

- ◆ **Kate Greenaway** hosts midwives from the Whittington Hospital providing ante and post checks and advice sessions.
- ◆ **Duncombe** works with the council's family learning team to provide a whole range of classes for parents.
- ◆ **Hungerford** has a 'Dads and Lads' Saturday project run by the Film and Video Workshop.
- ◆ **Winton** has a service level agreement with Kids Company to provide a counselling service for pupils.
- ◆ **St Andrew's** works with Kokayi Supplementary School to support black boys' achievement.

Is your school providing the core offer of extended services?

When schools are ready to be assessed they should contact David Wainwright, Extended Schools Development Manager.
(Contact details on page 8)

Holloway School Sets Out Its Stalls

Last year, Holloway School decided to try something different when organising its Year 6 open evening. This was in response to suggestions from the Extended Schools Co-ordinator and the transition planning group.

After a proposal to the Senior Leadership Team was accepted, the Extended Schools Co-ordinator worked closely with the Deputy Head in charge of all things pastoral and other colleagues, to organise two 'marketplaces'.

The first marketplace consisted of stalls staffed by colleagues working in the school. These ranged from learning mentors, extended schools staff and the school health advisor to staff from the Behaviour Education Support Team. A parent governor was also on hand to talk and give out questionnaires. Year 7 students demonstrated cup

stacking, and the summer school and SHINE* Saturday school were also promoted.

The second marketplace focused on the external agencies who work in partnership with Holloway, and those who can provide families with training opportunities, advice and support. These included the local Community Learning Centre, The Children's Information Service (CIS), City and Islington College and Parentline Plus.

Both evenings were well attended with over 250 parents and children. Feedback from stall holders and parents was excellent, and will be used to develop the marketplace further and improve other open evenings throughout the school year.

For more information contact: Julie Griffith, Extended Schools Co-ordinator, Holloway and Hungerford Schools. Tel 7607 5885

Parents' Evening with a difference



An innovative event took place when Pooles Park combined its first 'Information Day for Parents and Carers' with its summer term parents' evening. Extended services has been high on the school's agenda as it continues to strive to provide specialist support for families, working in partnership with a range of voluntary and statutory agencies.

The agencies displaying information, and on hand to talk to parents, included: Sure Start Holloway, the Children's Information Service, the Medical Foundation, Rucksack

Bereavement Service, the Ethnic Minority Achievement Team, Islington Primary Care Trust Child Psychology Service, Islington School Health Service, Cornwallis and Timbuktu Adventure Playgrounds, Islington Primary Care Trust Stop Smoking Service, Home Safe Domestic Violence Prevention Service, and Kokayi Supplementary School. Learning Plus, the Refugee Therapy Centre and the Family Learning team provided leaflets.

The event was publicised through the school newsletter, notice board & staff briefings, by leaflet drops in the playground and class teachers talking to parents and carers directly. Free ice creams and a raffle were used as an incentive to attract families.

The event provided an excellent opportunity to consult with families. Parents and carers were encouraged to respond to specific questions about the school by

using post-it notes and flipcharts. The voluntary and statutory agencies and parents and carers were asked to give feedback on the event.

One participant stated, "a very well thought out function, a good method of informing parents about the various organisations who are available to give them help and support to address their children's needs".

The service providers that attended reported that the event had been a good networking opportunity. They had been able to meet more hard to reach families and seen families they wouldn't normally see. The event also provided a platform to promote a local summer play scheme. Parents were able to find out about all kinds of services in an informal environment.

Pooles Park is now planning on making this an annual event.

Free careers advice for parents National Learning Advice line.

Tel: 0800 100 900 www.learn-direct.co.uk

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Healthy Schools – What difference does it make?

“Pupils in Healthy Schools improve faster in terms of achievement in national tests and healthy lifestyles than those in other schools.”

Department of Health 2005



Half of all Islington schools have National Healthy School Status, a recognition of their work to support children and young people in developing healthy behaviours and to raise pupil achievement.

These schools have met over 40 different requirements but, most importantly are able to show the impact of their work on pupils' health, well-being and behaviours.

Below are some examples of the impact given by schools in Islington:

- ◆ Anger management has given individual children the skills that they need to help control their anger and understand their triggers
- ◆ A far greater number of pupils having a balanced meal
- ◆ 95% of the children now make an informed choice about what they eat
- ◆ All children that participated had improved skills as individuals and in working as a team
- ◆ Bullying was no longer seen as an issue of concern for the vast majority of students
- ◆ 95% of pupils have improved in attention, interaction and independence
- ◆ A greater number of older children are walking to school with their friends
- ◆ Pupils know how to keep a healthy lifestyle and how to keep safe

Managing the risks in Extended Services

As schools extend the range of services they provide they need to make sure that any new risks associated with those services are minimised, just as they do with their existing activities.

This applies both to services run directly by schools, and to those provided on school premises by others. Where a service is provided by someone else, schools should ensure that the person or organisation providing the service has undertaken their own risk assessment, in order to be sure that the risks have been fully assessed. This will be particularly important where specialist activities are being provided, as school staff will not necessarily have knowledge of the risks involved or of the appropriate risk management procedures. Schools should therefore ask to see, and hold a copy of, the risk assessments carried out by external service providers. It may be sensible for the school and the external provider to carry out the risk assessment together, to avoid unnecessary duplication.

In order to support schools to carry out risk assessments associated with extended services the new Risk Assessment Toolkit, which was circulated to schools last term, includes some relevant risk assessment templates. These cover:

- ◆ Breakfast clubs
- ◆ Children going from school to after-school clubs or childcare
- ◆ Children leaving after-school activities or childcare
- ◆ External Tutors
- ◆ Family Learning
- ◆ Volunteers

For more information about risk assessments please contact Sheila Robin in CEA@Islington's Health and Safety team. Tel: 7527 5795 or email: sheila.robin.cea@islington.gov.uk

Risk assessment training sessions at Barnsbury are scheduled for primary schools on Wednesday 07 February and Friday 09 March, and for secondary schools on Tuesday 13 February. Contact Anne Lambourne, Planning & Development Tel: 7527 5708

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How to contact us

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Extended School Co-ordinators:

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Hargrave Park, St John's Upper Holloway,
St Joseph's, St Mark's, Yerbury,
North Islington nursery

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Forthcoming Events.....

ContinYou Conference 31 Jan
Focus on family learning and parenting within schools & community settings.
Birmingham NEC. Tel: 02476 588 467
www.continyou.org.uk

Involving Parents 09 Feb to 30 Mar
OCN accredited course.
Fridays 9.30 to 12 noon. Barnsbury Centre.
Contact Linda Trew Tel: 7837 1383

Raising Somali Achievement 12 Feb
One day national conference. Barnsbury Centre. Contact EMAS, Tel: 7527 5627

Introductory Training for Support Staff 15 Feb, 01, 08, 15, 22 & 29 Mar & 19 Apr
Half day sessions to develop the role of all support staff. Barnsbury Centre.
Contact Sue Spencer. Tel: 7527 5728

◆ **Children's Directory**
www.islington.gov.uk/childrensdirectory
Online database describing over 700 services available to children, young people and families in Islington.
Nicky Hirsch Tel: 7527 7016
Email: nicky.hirsch@islington.gov.uk

◆ **Children's Information Service**
www.islington.gov.uk/cis
Public information service and telephone helpline. The team includes a dedicated Outreach Officer.
Tel: 7527 5959 / Email: cis@islington.gov.uk

◆ **Refugee Services Directory**
www.islington.gov.uk/refugeedirectory
Online database of services available to refugees and asylum seekers in Islington.

◆ **CEA@Islington**
www.islingtonschoools.net



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