

# Extended services sustainability – school cluster development tool



### Feedback and practice sharing

We want to make this resource as useful and effective as possible. If you have suggestions for improving it, please let us know.

If you have used this development tool with good results, please let us know so we can learn from your practice and share it with others. Contact: [publications@tda.gov.uk](mailto:publications@tda.gov.uk)

*"I've now used this tool in two local authorities and have found it really valuable. While we have been very focused on delivering the full core offer, this tool begins to address the big picture, the vision of what heads and governors and clusters need to do to make the offer sustainable."*

Mark Scarborough  
Team leader for extended services, Surrey County Council

*"This tool is that rare combination – a process that is short enough to be attractive to use, while at the same time asking those in-depth questions which encourage a truly contemplative response. What is really attractive is that the tool is not an end in itself, it can be seen as a starting point for creating or refining a cluster development plan."*

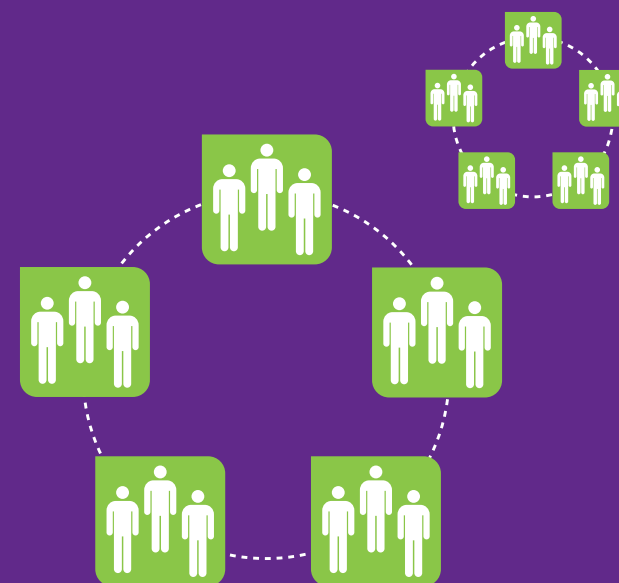
Peter Davies  
Cluster manager, London Borough of Havering

*"This is an excellent resource that can be used at many different levels. Our cluster managers used it with headteachers at one-to-one meetings and in cluster meetings. It can also be used with partner agencies and by the local authority to help centrally-based staff identify areas of concern or develop action plans. What is also important is that it makes those involved think about sustainability being more than just a funding issue."*

Carol Leckie  
Extended services adviser, Northumberland County Council

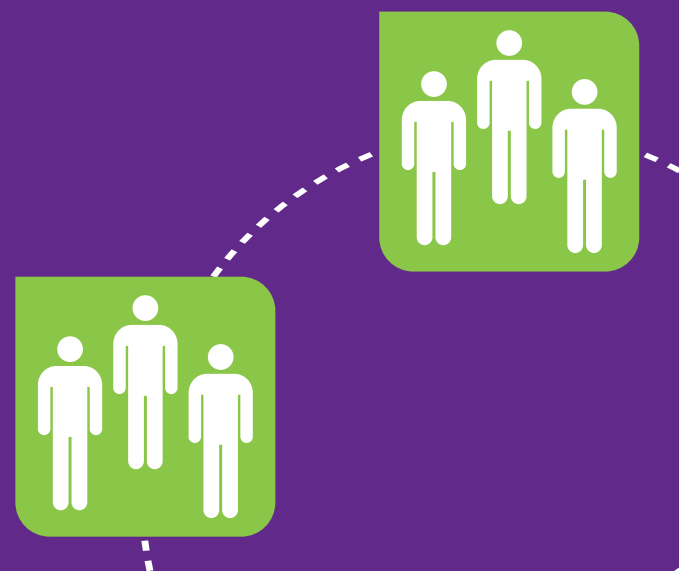
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# Section 1

## Guide to the school cluster development tool



**This school cluster development tool is designed for cluster managers to use as a basis for self-review discussions with cluster schools.**

### Extended services sustainability

Sustainable extended services (ES) are those that can be provided on an ongoing basis and that continue to meet needs for as long as the demand for them exists.

It is easy to assume that such sustainability is principally about funding and its continuity. Research and testing, which was carried out while developing this resource and involved cluster managers, extended services remodelling advisers (ESRAs), other local authority (LA) staff in children's services and children's workforce professionals, shows that funding is just one factor affecting ES sustainability.

Our research identified other important factors. This development tool identifies 10 'conditions for success' – the different and often interlinked dimensions of sustainability that together give a full picture. The tool uses these 10 factors as the basis for analysing the conditions for ES sustainability across a cluster of schools.

The tool is designed to help reveal strengths and areas for development to identify where coordinated effort or additional support is needed.

The tool is designed to be used by cluster managers as the basis for a series of conversations with school leaders – a kind of moderated self-assessment – in each school in the cluster. The cluster manager can build a complete picture of the conditions for ES sustainability across the cluster and use this as an important input into the cluster development plan and LA strategic plans. Individual schools can use it to inform their school improvement plans and to plot progress over time.

This section provides the background to the tool and introduces the 10 conditions for success. Section 2 provides a step-by-step guide for use by the cluster managers. This includes self-assessment scales and prompt questions for each condition for success. In section 3, we suggest resources and support for each condition for success that can be used to address areas for development identified in individual schools, groups of schools or the whole cluster.

### The role of clusters

Few schools, if any, can provide access to the full ES core offer without working closely with others. By coordinating effort and pooling resources, schools within a cluster can increase the chances of their offer being provided on a sustainable basis.

Cluster arrangements vary widely and some schools are not in clusters at the moment, although most schools will have partnership arrangements with others for some aspects of provision.

This tool is designed for school clusters where some coordination of ES is already in place or where there is an agreement to coordinate. Most of the conditions for success apply to individual schools whether or not cluster arrangements are established.

### Resources

A blank version of the tool and the cluster review grid are available at [www.tda.gov.uk/extendedservices/sustainability](http://www.tda.gov.uk/extendedservices/sustainability)



## Extended services sustainability – conditions for success

This development tool is based on 10 CFSs, which have been expressed as diagnostic questions:

**1.** What sort of consultation and needs analysis takes place in the development of this school's ES?

Effective consultation is essential in establishing needs and demand – the reasons for offering the services in the first place. Consultation that is creative, inclusive, wide ranging and in-depth will help schools to establish what the real needs are.

**2.** How integrated are ES into the planning and running of this school?

ES are most effective when they are considered to be core school business, are an integral part of the school improvement plan and are designed to support teaching and learning. ES should be integral to workforce planning and be based on the principles of remodelling.

**3.** How aligned are this school's ES with local area plans/targets?

ES should not be developed in isolation. They should complement existing provision and be aligned with the LA's children and young people's plan (CYPP) and the locality's local area agreement (LAA) so that the ES reflect the needs of the whole community. In the case of childcare, primary schools' plans should align with the LA's sufficiency assessment.

**4.** How effective are your ES cluster arrangements? How active is the school in the cluster?

Effective clusters coordinate and deliver ES in partnership, with joint plans and shared resources. Strong cluster management and leadership, clear governance and the support and active engagement of all the schools are also key factors in ensuring sustainability.

**5.** How well are other local services linked in to the delivery of ES in this school?

The goals of many local organisations – public, independent and voluntary/community – will be the same as, or complementary to, those of the school. Schools need to be aware of the other services that operate in the locality and should consider forming partnerships to deliver ES where appropriate. This will be increasingly supported by local children's trust arrangements.

## 6. Is the training and development of school staff in relation to ES integrated with the training of other professionals within the children's workforce?

To work effectively together, children's workforce professionals need to speak the same language and understand each other's ways of working. Multi-agency training opportunities, built on sound continuing professional development (CPD) arrangements for all staff, can support this.

## 7. How well publicised are the ES and activities?

Effective promotion of ES ensures that participation is as high as it can be. This will be supported by the development of an accessible database of all local provision – the local authority's Family Information Service (FIS) – which can be developed by close working between the school, the cluster, other local services and the LA.

## 8. Is the design of the school's ES targeted to meet identified needs?

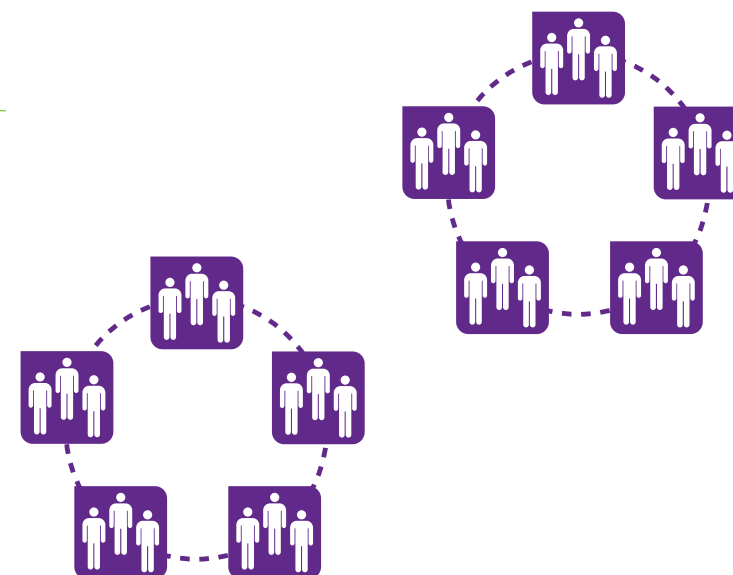
To help raise standards and narrow attainment gaps, ES need to be designed with specific outcomes in mind. Shaping services to meet the needs of particular children, young people and families will improve the chances of these outcomes being achieved.

## 9. How sound are the funding arrangements for the ES in this school?

Schools need to be aware of all the funding available to support ES and (where appropriate) to commission services through the cluster. Schools should consider what ES provision they would charge for. There is a wide range of funding sources for ES, including Government grants/subsidies, the ES funding already within the school budget, joint funding via children's trusts and charged-for services. A strategic approach to funding, within the school and across the cluster, will improve the sustainability of the offer.

## 10. Does the school measure the impact of its ES?

Effective evaluation is essential in order to offer a service that meets needs, grows and improves. Schools can inform decision making about their ES provision by looking for ways to measure the impact of their ES.



## Using the tool – important considerations

### Engaging school leaders

It is important that headteachers, school leaders and other school staff involved in ES understand what the development tool is for and how the information gathered will be used. In discussions with schools, please emphasise that:

- all schools are expected to provide access to the ES core offer by 2010
- the school cluster development tool is designed to help schools deliver ES effectively and sustainably through partnership working, particularly through cluster development
- the ratings against each CFS are subjective and should be agreed in discussion between the cluster manager and the school, ideally in a face-to-face meeting
- It may be appropriate to share self-assessments with other schools in the cluster, eg in a workshop setting, to discuss aspects of ES sustainability or cluster development. However, this should only be done with the agreement of all schools involved
- it is NOT recommended that the blank version of the tool be sent to schools to fill in by themselves, and
- the tool is NOT an official audit or a comparative review of school performance. The information is for internal cluster use, unless agreed otherwise.

### Adapting the tool

While this cluster development tool is principally designed for cluster managers or coordinators to use with schools, it could be adapted locally:

- for use with pre- and post-school settings (such as children's centres and youth provision) to support 0-19 strategies
- for use as a moderated self-assessment tool with other agencies with the aim of improving locality working
- for use with parents and other community representatives to corroborate a school's self-assessment, and
- for use within an individual school to promote an understanding of ES and the conditions for success for sustainability.

The tool is, therefore, not exclusively for the use of cluster managers. Where adapted appropriately, it may be of use to people in other roles at LA, children's trust, cluster/locality or school level.

### Share your practice

If you adapt the tool or apply it in innovative ways, please let us know. Contact: [publications@tda.gov.uk](mailto:publications@tda.gov.uk)

# Section 2

## School cluster development tool



## Step-by-step guide

### Step 1

In discussion with school leaders who have a good knowledge of the school's extended services, answer each of the 10 diagnostic questions in turn.

For each diagnostic question there is a line representing a scale from 1 to 10. Please mark the number that best represents where you think the school is in terms of the sustainability of its ES arrangements.

This rating should be agreed with the school. There are prompts included with the questions on the following pages to further the discussion and help you to agree the rating.

Please also discuss where the school would like to be within an agreed period and also mark this on the diagnostic grid. This will help inform school and cluster development plans.

#### Example

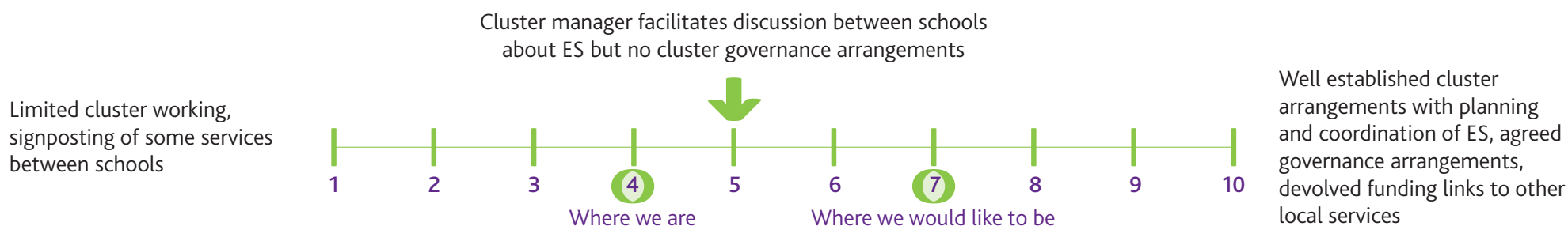
In the example below, the school and cluster manager agree the rating is 4. The school has some cluster working (it signposts to services offered by other schools) but there are no cluster governance arrangements and discussions between cluster schools on ES provision are infrequent. The school would like this aspect of its cluster partnership to be improved and aims to have a rating of 7 within one year. The school and cluster manager agree actions.

Please note that the descriptions at the end points and midpoint of the diagnostic scale are indicative and are not comprehensive. They are examples of the kind of practice that could represent, for example, very sustainable extended services. Every cluster will need to consider what sustainability means for its own cluster. In practice, using this diagnostic may be more of an art than a science.

#### Resource

In section 3 of this document (p23), we suggest resources that could be useful for addressing areas for development in each of the conditions for success.

#### Example: how effective are your ES cluster arrangements?



## Step 2

Repeat this process with all the schools in the cluster. Record the ratings for each school in the cluster review grid. For practical reasons, we have designed the grid for use with clusters of up to 10 schools. If there are more schools in your cluster, please amend the grid accordingly.

### Resource

A printable version of the grid below can be downloaded at [www.tda.gov.uk/extendedservices/sustainability](http://www.tda.gov.uk/extendedservices/sustainability)

|   | School |    |    |    |    |    |    |    |    |     |      | CFS total score | CFS average score |  |
|---|--------|----|----|----|----|----|----|----|----|-----|------|-----------------|-------------------|--|
|   | *1     | *2 | *3 | *4 | *5 | *6 | *7 | *8 | *9 | *10 | *... |                 |                   |  |
| 1. Effective consultation and needs analysis          |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 2. Integration of ES into school improvement planning |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 3. Alignment of ES with LA's strategic plans          |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 4. Effectiveness of cluster arrangements              |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 5. Partnership working with local services            |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 6. Integrated multi-agency training                   |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 7. Well publicised services                           |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 8. Design of quality, targeted services               |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 9. Funding arrangements                               |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |
| 10. Impact measurement                                |        |    |    |    |    |    |    |    |    |     |      |                 |                   |  |

\* = School name

### Step 3

Analyse the cluster review grid. What does the data tell you? Which schools have particular strengths and areas for development in terms of ES sustainability? Could some schools support others in their areas for development? Are there general areas for development across the cluster that need to be addressed in the cluster development plan? Are there issues that need to be considered at LA level?

In the example grid below, the cluster manager has used a shading system to flag up schools where sustainability ratings are low (0-3), medium (4-7) and high (8-10). The cluster manager can see at a glance that impact measurement is an issue for nearly all the schools – and could suggest that the cluster uses an impact evaluation model, such as the one devised by the Training and Development Agency for Schools (TDA), as a possible way of improving this.

Cluster managers should engage with school leaders in this analysis and agree actions and priorities in cluster meetings.

The data and analysis generated by using this tool should feed into school improvement plans, cluster development plans and the LA's CYPP.

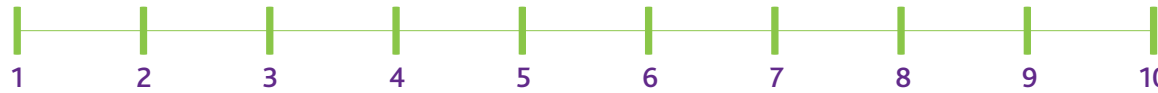
|   | School |   |   |   |   |   |   |   |   |   | CFS total score | CFS average score |
|---|--------|---|---|---|---|---|---|---|---|---|-----------------|-------------------|
|   | A      | B | C | D | E | F | G | H | I | J |                 |                   |
| 1. Effective engagement and consultation                | 2      | 6 | 8 | 8 | 7 | 7 | 6 | 5 | 3 | 9 | 61              | 6.1               |
| 2. Integration of ES within school improvement planning | 2      | 4 | 4 | 7 | 5 | 7 | 5 | 4 | 3 | 6 | 47              | 4.7               |
| 3. Alignment with LA                                    | 2      | 2 | 4 | 6 | 6 | 6 | 5 | 5 | 3 | 6 | 51              | 5.1               |
| 4. Cluster arrangements                                 | 5      | 5 | 5 | 6 | 5 | 6 | 7 | 5 | 4 | 5 | 53              | 5.3               |
| 5. Partnership working                                  | 4      | 4 | 5 | 6 | 6 | 5 | 4 | 5 | 4 | 7 | 55              | 5.5               |
| 6. Integrated multi-agency training                     | 2      | 2 | 5 | 7 | 7 | 6 | 3 | 7 | 3 | 7 | 45              | 4.5               |
| 7. Well publicised services                             | 5      | 5 | 7 | 8 | 7 | 7 | 5 | 6 | 5 | 9 | 64              | 6.4               |
| 8. Design of quality, targeted services                 | 3      | 5 | 8 | 8 | 7 | 2 | 5 | 5 | 3 | 8 | 54              | 5.4               |
| 9. Funding  | 2      | 2 | 4 | 5 | 6 | 2 | 7 | 2 | 5 | 7 | 42              | 4.2               |
| 10. Impact measurement                                  | 3      | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 32              | 3.2               |



## 2. How integrated are ES into the planning and running of this school?

Clear roles and responsibilities on ES: significant links of ES to SEF and school improvement plan

A small number of school staff are involved in the planning and delivery of ES, which are not well integrated into the SEF and school improvement plan



ES integrated into school improvement planning, sponsored by senior leadership and governors and with responsibilities delegated appropriately throughout the school community

### Prompt questions

- Are ES considered to be core school business?
- Do they feature in the school improvement plan and support teaching and learning objectives?
- Are ES supported by the governing body and the school leadership team?
- Is a wide representation of school staff involved in planning ES?
- Are services referenced in the school's self-evaluation form (SEF)?
- Is there a clear allocation of the various responsibilities for ES within the school that maximises the skills of the non-teaching staff?

### Notes

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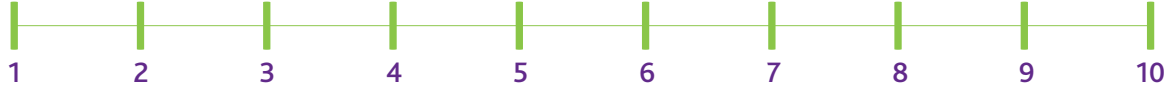
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#### 4. How effective are your ES cluster arrangements? How active is the school in the cluster?

Active cluster coordinator facilitating discussions between schools but no cluster governance arrangements

Limited cluster working, eg some signposting of ES between schools. School attends cluster meetings



Well established cluster with planning and coordination of ES, agreed governance arrangements, devolved funding, links to other local services, etc. School is actively participating in the cluster

##### Prompt questions

- Does the school know what ES are offered by other schools in the cluster?
- Does the school signpost to any ES provision in other schools?
- Is the school active in the cluster and is the cluster working in partnership to provide access to ES?
- What are the governance arrangements for any cluster-based ES provision?
- Is any funding pooled by cluster schools for providing ES?
- Does the cluster have active partnership links with other local services on ES?

##### Notes

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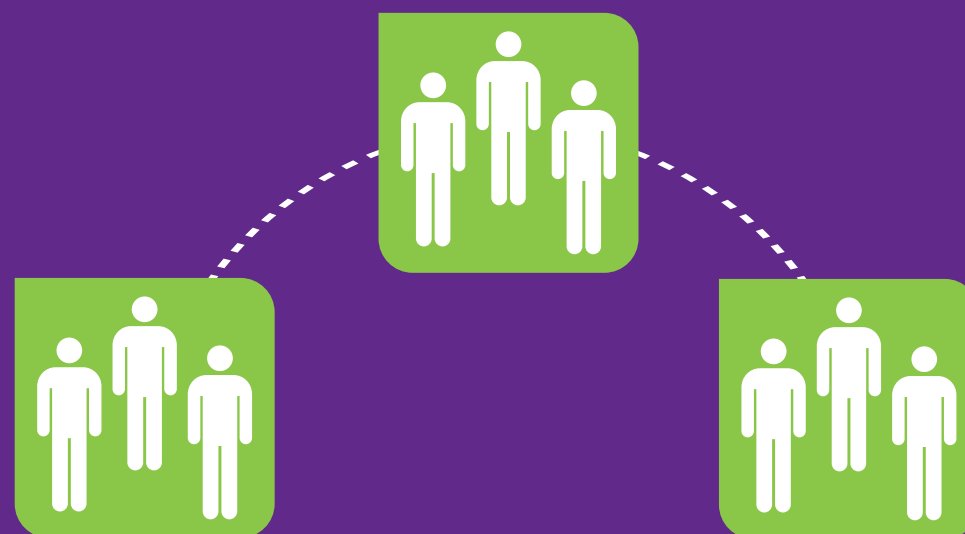






# Section 3

## Resources and support



## Resources and support

The resources listed here have been suggested by the TDA and its partners, the National College for School Leadership (NCSL), the Children's Workforce Development Council (CWDC), ContinYou, 4Children and the Department for Children, Schools and Families (DCSF).

### Engagement

The use of the cluster development tool requires the willing and active participation of school leaders. If there is an engagement issue involving one or more schools, the cluster manager or ESRA could explore making use of the 'Understanding and Engagement' tool from the TDA and NCSL. This is part of the Partnership: Engaging Schools in Sustainable ECM and Extended Services resource pack from NSCL and the TDA. For more information and to order copies, visit: [www.ncsl.org.uk](http://www.ncsl.org.uk)

#### 1. Effective engagement and consultation

TDA Consultation Toolkit. Consultation, particularly with local parents, is a vital part of this process. This pack offers clear guidance on practical methods for consulting pupils, parents and the wider community. Visit the TDA website at: [www.tda.gov.uk/about/publicationslisting/TDA0319](http://www.tda.gov.uk/about/publicationslisting/TDA0319)

Information about consultation, including answers to frequently asked questions, can also be found on the TDA website at: [www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/consultation](http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/consultation)

#### 2. Integrating extended services within school improvement planning

The School Improvement Planning Framework. Information about the TDA's and NCSL's School Improvement Planning Framework – a suite of tools and techniques designed to help schools take their planning, strategy and implementation forward and link it directly with making ECM and ES objectives a reality – can be found on the TDA website at: [www.tda.gov.uk/schoolimprovement](http://www.tda.gov.uk/schoolimprovement)

#### 3. Alignment with local area plans and targets

For information on LAAs, follow this link to the ECM website: [www.everychildmatters.gov.uk/strategy/laas/](http://www.everychildmatters.gov.uk/strategy/laas/)

For information on the CYPP, including recent guidance published in January 2009, follow this link to the ECM website: [www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp](http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp)

#### 4. Cluster arrangements

NCSL has worked with a number of ES clusters to identify emerging models in the Promoting Collaboration project. More details can be found at: [www.ncsl.org.uk](http://www.ncsl.org.uk)

Schools that want to formalise their school-to-school partnership working might benefit from forming a 'soft' or 'hard' federation. For more details, see: [www.standards.dfes.gov.uk/federations](http://www.standards.dfes.gov.uk/federations)

#### 5. Partnership working

Information about partnership working, including links to additional Teachernet resources, can be found on the TDA website at: [www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/workinginpartnership](http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/workinginpartnership)

CWDC has worked with the DCSF to produce tools, advice and guidance to promote multi-agency working. These are available to download from the multi-agency working section of the ECM website at: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

CWDC's website also contains guidance, case studies, updates and other relevant material. Visit: [www.cwdcouncil.org.uk/integrated-working](http://www.cwdcouncil.org.uk/integrated-working)

Targeted youth support (TYS) is a model of multi-agency working for vulnerable young people and those with additional needs. It aims to ensure that a young person's needs are identified early and met by agencies working together effectively in ways that are shaped by the views and experiences of the young people themselves. The TYS website provides real examples from local areas and explains how they worked to set up new initiatives to meet these delivery outcomes. These may be useful in other local areas that are looking to set up multi-agency working for early identification, intervention and support. See the ECM website at: [www.everychildmatters.gov.uk/deliveringservices/targetedyouthsupport](http://www.everychildmatters.gov.uk/deliveringservices/targetedyouthsupport)

## 6. Integrated multi-agency training

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The DCSF provides national guidance and support material in this area for managers and frontline staff. This includes training to address the specific requirements of the integrated working processes and tools relating to subjects such as information sharing, the CAF and the role of the lead professional. Details of such training packages can be found at: [www.everychildmatters.co.uk/deliveringservices/integratedworking/training](http://www.everychildmatters.co.uk/deliveringservices/integratedworking/training)

NCSL has designed a Multi-Agency Team Development Programme to address the challenges multi-agency teams face in delivering the ECM agenda and developing ES. The programme offers locality teams of multi-disciplinary professionals opportunities to develop and establish different ways of working and to share knowledge, ideas and information that will strengthen joint working. More information can be found on the NCSL website at: [www.ncsl.org.uk/programmes-index/matd-index](http://www.ncsl.org.uk/programmes-index/matd-index)

## 7. Well publicised services

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Please talk to your LA FIS for information on how to promote ES. Basic information on children's services directories and what makes them effective can be found on the ECM website at: [www.everychildmatters.gov.uk/deliveringservices/servicedirectories](http://www.everychildmatters.gov.uk/deliveringservices/servicedirectories)

## 8. Design of quality, targeted services

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Design and Promote Toolkit. This toolkit is designed to guide you through the process of designing and promoting your ES provision. It can be ordered as a hard copy or downloaded from the TDA website at: [www.tda.gov.uk/upload/resources/pdf/d/designandpromote.pdf](http://www.tda.gov.uk/upload/resources/pdf/d/designandpromote.pdf)

The School Improvement Planning Framework was created to support schools as they develop high-quality provision aimed at achieving specific outcomes.

For more details, visit:

[www.tda.gov.uk/schoolimprovement](http://www.tda.gov.uk/schoolimprovement)

A range of resources and case studies on ES sustainability can be found at: [www.continyou.org.uk](http://www.continyou.org.uk)

## 9. Funding

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Information on ES funding and charging, including a DCSF document giving details of the funding available for 2009-2011, can be found at:

[www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools)

The extended services disadvantage subsidy aims to help subsidise access to activities for economically disadvantaged children and young people and those in care. For more information, visit:

[www.teachernet.gov.uk/wholeschool/extendedschools/subsidy](http://www.teachernet.gov.uk/wholeschool/extendedschools/subsidy)

## 10. Impact measurement

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The TDA has worked with a number of LAs since 2008 to develop an approach to impact measurement for project-level evaluations. The impact evaluation model incorporates a number of the features of well-known impact methodologies but applies them to the needs of ES teams and LAs. For further information about the model, please contact your local TDA delivery partnership.

## Terminology and abbreviations

Terminology, role titles and descriptions vary around the country. For the sake of simplicity, we use the following:

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**CAF** – the common assessment framework

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**Cluster manager** – a school-, cluster- or LA-based role, with a remit for developing extended services (and possibly other aspects of resource sharing and joint working) across a school cluster; covers roles such as ‘cluster coordinator’, ‘ES development officer’, etc.

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**CPD** – continuing professional development.

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**CYPP** – children and young people’s plan.

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**ESRA** – extended services remodelling adviser or a similar role. The LA representative responsible for coordinating the development of extended services.

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**ES** – extended services.

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**LA** – local authority.

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**LAA** – local area agreement.

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**SEF** – self-evaluation form.

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**FIS** – the local authority’s family information service.

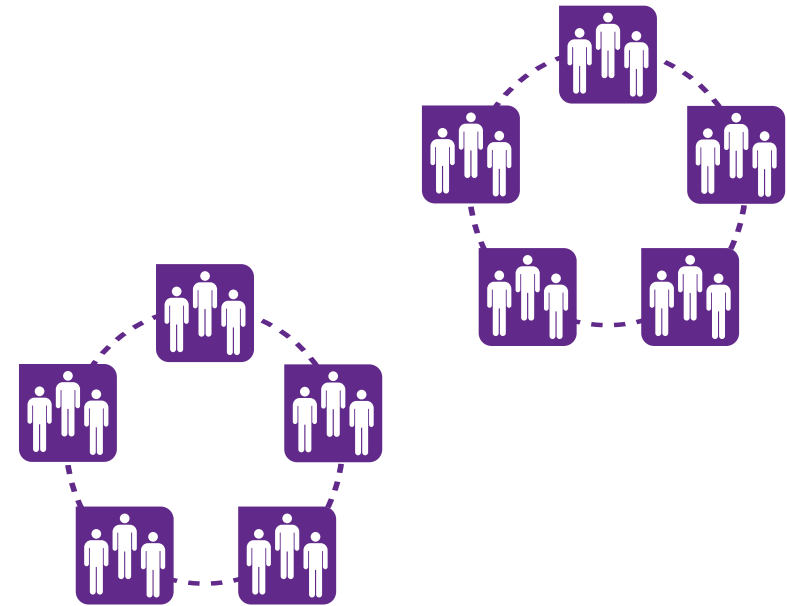
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### Feedback and practice sharing

We want to make this resource as useful and effective as possible. If you have suggestions for improving it, please let us know.

If you have used this development tool with good results, please let us know so we can learn from your practice and share it with others. Contact: [publications@tda.gov.uk](mailto:publications@tda.gov.uk)





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