



No
limits!

Top tips on how to provide effective wraparound care

Acknowledgements

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Name of school/organisation	Type of school/organisation	Case study contributor	Job role	Website
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Bishop Rawstorne CE Academy	Academy (ages 11 to 16)	Alan Davies	Executive Headteacher	www.bishopr.co.uk
Bluebell Hill Primary School and Trust	Primary school	Nic Williams	Director of Business and Community	www.bluebellhill.nottingham.sch.uk
Broadland District Council	District council	Kirstin Hughes	Economic Development Manager	www.broadland.gov.uk
Canterbury Academy	Academy (ages 4 to 16)	Phil Karnavas Becky Huckle	Executive Principle Extended Schools Manager	www.canterbury.kent.sch.uk
Play@Churwell	Community interest company (CIC)	Michelle Dunn	Childcare Manager	www.churwell.org.uk
Davies Lane Primary School	Primary school	Bronwen Chalmers	Deputy Headteacher	www.davieslane.co.uk/clubs.asp
School Letting Solutions	Social enterprise	Paul Andrews	Managing Director	www.schoollettings.org
Sherbourne Fields School	Special school (ages 3 to 19)	Fiona Gillespie	Associated Headteacher (Primary)	www.sherbournefields.co.uk
St Michael's CE Primary School	Primary school	Robert Kennedy	Headteacher	www.stmichaelsceprimary.ik.org
The Free School Norwich	Free school (ages 4 to 10)	Tania Sidney-Roberts	Principal	www.freeschoolnorwich.org.uk
St Luke's CE Primary School	Escape (school company)	Wendy Enguell Tracy Davies	Headteacher School Business Manager	www.stlukeschurch-cp.essex.sch.uk
Westleigh High School	Secondary school	Jonathan Whalley Steven Gore	Deputy Headteacher Community Development Manager	www.westleighhigh.co.uk

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Introduction

About *No limits!*

This *No limits!* guide and the accompanying case studies contain practical advice on ways that schools can provide effective wraparound care (eg breakfast clubs, after-school clubs, holiday programmes).

The guide offers tips on how to overcome some of the perceived barriers to offering a variety of high-quality activities outside of normal school hours – finding funding, increasing access to facilities, and transport difficulties to name but a few.

Leaders of schools, academies and other organisations offering extra-curricular activities and wraparound care for the children of working parents explain how they have overcome these perceived barriers using models as varied as setting up social enterprises or charities, working in partnership with other schools, commissioning external providers of wraparound care, outsourcing all their wraparound provision, and signposting to other agencies.

The case studies cover a wide range of schools across England – maintained schools and academies, primary and secondary schools, schools in affluent and more deprived areas, rural and urban schools. (Details are given on the acknowledgements page.)

As well as demonstrating the variety of models used by schools across the country, *No limits!* explains how wraparound provision operates on a day-to-day basis, for instance, in terms of staffing, communication methods, costs, venues and legalities. It also highlights recent changes around issues such as the move from the Criminal Records Bureau (CRB) checks to the Disclosure and Barring Service (DBS).

And, most importantly, *No limits!* highlights the positive impact wraparound provision is having – not just on the schools themselves, but on their pupils, the parents/carers, and the wider communities.

The schools featured explain how extra-curricular activities are improving pupils' social skills, developing their confidence and self-esteem, raising their attainment and improving their attendance.

Wraparound provision that covers most of the day is supporting parents by offering affordable childcare in a safe and stimulating environment, and enabling them to work or access training. In addition, the provision is helping to improve school–community links, by increasing the use of school facilities outside school hours and raising the profiles of schools in their local communities.

Who is *No limits!* for?

The *No limits!* guide and case studies are primarily aimed at headteachers and other school and academy leaders, although the information provided will be of interest to all organisations offering extra-curricular activities with or for schools and academies (eg after-school clubs, wraparound childcare).

What are the key messages?

No limits! clearly shows that:

- Providing access to out-of-school-hours activities can be straightforward, and will be beneficial to schools' overall educational aims, vision and ethos in the longer-term.
- Schools across the country are already playing a key role in offering a wide range of high-quality wraparound provision (before- and after-school clubs, childcare, holiday schemes etc).
- These schools have found simple ways of overcoming perceived barriers to offering this provision, which other schools can also adopt (eg by using Pupil Premium funding to support pupils to attend activities, where appropriate).
- Schools' out-of-hours activities are having a profound impact on pupils, families and the wider community (eg improving attainment, community–school links, attendance).

1

No limits to ...

Working in partnership

'Choose your partner carefully. Before entering into a formal agreement, it was important to establish that we both shared a vision, knew what needed to be delivered, and understood the aims and challenges of extending the school's opening hours and of encouraging the local community to participate in activities.'

(Alan Davies, Executive Headteacher, Bishop Rawstorne Academy, Lancashire)



There are a number of misconceptions around working in partnership – not least that it is time-consuming to establish and maintain a new partnership. But whether it's a local business, another school or a charity, schools are increasingly choosing to work in partnership in order to provide wraparound provision that meets the needs of children and their families.

The **type of partnership** arrangement entered into will vary, depending on the facilities, staffing and resources available, the location of the school and the types of activities being offered.

Some schools may **receive support**, either financially or in kind, from local partners (eg businesses, charities). Take Baginton Fields School in Coventry, for instance. The school is supported by Coventry Youth Services to offer a twice-weekly youth club, which provides specialist childcare and offers participants the opportunity to develop their communication and social interaction skills. The club offers fifteen places on Mondays and twenty places on Thursdays – all of which are filled.

Others hand over the **management** of their wraparound provision to a third-party. Social enterprise School Lettings Solutions (SLS), for instance, manages the entire after-hours programme for Bishop Rawstorne CE Academy in Lancashire. This partnership arrangement sees the school pay no charge for SLS's services; SLS in return receives an income from lettings and agrees a percentage split with the school.

As well as reducing staff workload, widening the use of facilities and improving wraparound provision, this partnership arrangement has improved the school's income through the profit-sharing system in place (see page 11).

Some schools work in partnership with a separate organisation operating **on the school site** to offer wraparound provision. This is certainly the case with Play@Churwell, an independent CIC (community interest company) that is registered with Ofsted and based on the Churwell Primary School site.

The organisation meets the childcare needs of working parents by offering before- and after-school care, a holiday play scheme, and a parent and toddler group. Childcare Manager Michelle Dunn explains: 'The headteacher, Cliff Summers, is very supportive. He sees the benefits for the school, parents and pupils, and contracts for building use are kept to a reasonable cost.'

Some schools do not offer wraparound services themselves, but have an agreement with an external provider to **signpost** parents and pupils to their provision. Churwell Primary School signposts parents to the service that Play@Churwell offers on the school site.

Other schools, such as St Luke's Primary School in Tiptree, are committing themselves to longer-term projects that involve a higher degree of shared leadership and risk taking. For example they are part of a consortium of 22 schools that are working together in their local area.

Whatever the type of partnership arrangement, schools are seeing **numerous benefits** from partnership working – improvements in school–community links, an increased range of activities, the sharing of resources and workload, to name a few.

Phil Karnavas, Executive Principal at The Canterbury Academy views partnership working as a way to enhance provision of its 'four dimensions': sport, performing arts, practical learning and academic excellence. The Academy currently works in partnership with organisations as varied as Simon Langton Grammar School for Boys (educational attainment), NuSteps Ltd (dance), Big Foot (actors) and Medway Crusaders (basketball).

Here are some top tips from schools for working in partnership:

- Have a clear aim when choosing your partner.
- Ensure everyone is working towards the same goals.
- Put in place clear and open channels of communication.
- Show respect to your partners' skills and ways of working.
- Build on existing partnerships.
- Ask other schools for recommendations.
- Establish clear roles and responsibilities (find out who is doing what).
- Regularly evaluate the partnership arrangement (are you meeting parents' and children's needs? is the partnership working?).
- Agree on the use of resources (staff, facilities, cleaning services etc).

Westleigh High School

The school works in partnership with a cluster of primary schools, offering holiday activities to five primaries, as well as to its own secondary pupils.

What is included in the programme of activities, called Westleigh Activ-Fest, is decided at working group meetings, at which each school is represented. As well as widening usage of the school's excellent equipment and facilities, this arrangement has benefits for the whole community.

It has also encouraged closer links between all the schools, improved transition, enhanced the school's profile and reputation, and led to the school being appreciated and valued, rather than a target for vandalism and nuisance.

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No limits to ...

Dealing with responsibilities and legalities

'A simple agreement for external providers can easily cover CRB [now DBS] checks, insurance, supervision levels, age ranges etc, so both parties are clear what arrangements need to be in place.'

(Becky Huckle, Extended Services Co-ordinator, The Canterbury Academy)



'The school will be liable for everything.'
'We could be exposing our school to unknown elements.' These are common misconceptions about the legalities, responsibilities and administration involved in wraparound care. **But things really don't have to be that complicated.**

Where wraparound provision is run by school staff (eg teachers), activities usually come under the school's **normal policies and procedures**. 'For other activities', explains Jonathan Whalley, Deputy Headteacher at Westleigh High School in Leigh, Lancashire, 'the management team is responsible for checking the correct insurance, CRB checks – now called Disclosure and Barring Service (DBS) checks – risk assessments, qualifications etc are in place before an activity is run, and that clubs operate safely and to quality standards.'

In some cases, such as at St Michael's School in Bournemouth, senior staff have assisted those running the provision (eg teaching assistants) to simply **tweak the existing policies** to incorporate activities within a new club. As headteacher Robert Kennedy says: 'Club leaders now manage everything and speak with me on a weekly basis.'

Here is some advice from schools on dealing with issues relating to liability, qualifications, insurance, risk assessment, pupil to staff ratios and CRB (now DBS) checks:

- **Liability:** There is a difference between activities managed by (a) the school and (b) a third party with a hiring arrangement for the facilities. Becky Huckle, Extended Services Co-ordinator at The Canterbury Academy points out that a 'conditions of hire form' can explain who is liable if damage occurs (see quote opposite).

- **Qualifications:** The hiring body is responsible for ensuring coaches or instructors are appropriately qualified. Schools can use self-disclosure forms to vet people who access the site during sessions delivered by a third-party.
- **Insurance:** Check that the school's insurance covers liability arising from wraparound services. The hirer should also hold sufficient public liability insurance.
- **Health and safety:** The employer (the local authority, governing body or proprietor) is responsible for health and safety in a school, though tasks may be delegated to staff. For guidance, see <http://bit.ly/VS9Hld>.
- **Risk assessments:** Most risk issues will be the same, regardless of whether the school delivers services itself or hires its premises to a third-party provider. Schools will already have a health and safety policy and associated risk assessments in place. Where a third party is involved, the hirer is responsible for assessing/managing risks appropriately. The Canterbury Academy advises obtaining permission slips that include school-home travel arrangements.
- **CRB (now DBS) checks:** The school is responsible for ensuring safeguarding procedures are in place on its site, and that the hirer is aware of these procedures. The hirer should also ensure instructors, staff and volunteers are DBS checked and that they follow the school's safeguarding procedures. For guidance, see <http://bit.ly/UxxZ0g>.
- **Supervision ratios:** Schools need to be satisfied that the organisations they hire to run wraparound care are providing adequate levels of supervision. For example, at special schools such as Baginton Fields in Coventry, higher staff to pupil ratios are required due to the needs of the young people.

Whatever provision is offered and by whom, ensure that policies and job descriptions are up to date. Also consult with stakeholders, network and access training regularly, as this will ensure you continue to offer high-quality activities that meet the needs of pupils and families. This approach is used successfully at St Luke's Primary School (see page 9).

Broadland District Council

Broadland took the decision as a local authority to operate its holiday provision from 35 different community venues (eg church and village halls), rather than only in school settings.

Using local venues has been a cost-effective approach for the authority, and also enables local rural venues to generate an income. As provision falls within the exemptions from Ofsted registration, paperwork has reduced. Participation from communities has increased, as more convenient local facilities in a wide geographical area are being used.

School Lettings Solutions

Social enterprise company School Letting Solutions (SLS), which manages facilities and programmes for schools, has a service level agreement (SLA) with each school it works with. This sets out each party's responsibilities and liabilities. For instance, SLS accepts liability for all activities they manage. They have employers' and public liability, and are responsible for most activities which begin after 5pm each day.

SLS checks all users have their own insurance and also asks groups/users to sign an indemnity agreement. Groups also have to agree to a detailed list of terms and conditions before being allowed to use a school's facilities. SLS also takes responsibility for implementing health and safety and safeguarding guidelines, and deals with all invoices and payments.

St Luke's CE Primary School, Tiptree

St Luke's CE Primary School has set up a separate company through which it offers its extra-curricular activities (eg breakfast club, holiday activities). This step was taken in order to reduce its staffing costs, while continuing to offer high-quality and varied activities for pupils and families (including children with special needs).

Steps to success

- **Carry out research.** We carried out extensive research within the local community. This enabled us to determine what provision already existed, whether there was a need for our services, and so on.
- **Get advice and take training.** We approached social enterprise networks for advice, and gained information online and in printed publications about different models to offering provision. We gained useful information from the Local Authority Childcare Sufficiency Report and from the DfE website on the demographics of our local area. By networking online, we also found access to free training from the University of the First Age via the Learning Exchange.
- **Consult stakeholders.** We approached a range of stakeholders within the school and community, including parents and governors, to find out their views (eg whether they supported this approach and if they felt they would use services). Our experience has shown that it is important to have a committed and supportive governing body to challenge and interrogate the processes and business plan.
- **Choose a model.** We registered Escape as a separate company. This is currently a social enterprise but we are converting this to charitable status, as we feel it will offer us more opportunities to gain external funding for our services.

Top tips!

- **Apply for external funding.** We used a search engine to look for available start up grants for out-of-school provision, which led us to successfully apply for Awards for All funds. It's important that some sectors of the community are not excluded from accessing the provision; maybe seek and bid for funding to support the more vulnerable families within your community.
- **Give the venture a different identity.** It's important to find a balance between having a separate identity for the provision, while also keeping the good reputation and the expertise of the partner school.
- **Consider staffing.** You might like to use different staff to those working during normal school hours, or you might want to take on volunteers. This can help young adults and adults wishing to get back into the workplace to gain skills, which in turn can help to ensure that your provision will have a greater chance of sustainability.
- **Use all your networks.** Contact the LA Early Years and Childcare department in your LA to access their network of knowledge; this can be a potential source of revenue as well as advice.

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No limits to ...

Increasing access

'This model has enabled the school to develop closer links with its local community. This has led to an exciting new development – the building of a £300K 3G football pitch, which would not have happened without the extended use of the school as a community leisure facility. Being open longer has also led to a reduction in any vandalism or damage at the school. The appointment of new staff has increased employment opportunities within the community.'

(Alan Davies, Executive Headteacher,
Bishop Rawstorne CE Academy, Lancashire)



You might think that opening up the school site outside the normal school day will be expensive, or that caretakers won't want to stay around after normal school hours. You may be having building work done and don't want the hassle of people accessing the school site. Schools as varied as St Michael's CE Primary School, Bishop Rawstorne CE Academy and St Luke's CE Primary School have though found increasing out-of-hours access to be straightforward, and to offer numerous benefits to pupils, their families and the wider community.

There is no right or wrong way to extend the use of a school's premises to the local community. Each school has different facilities; every community has different needs; and many local authorities have their own requirements. The simplest approach is to do what works best in your own situation.

Carrying out a **detailed audit** is a useful place to start. Working with a business consultant, St Luke's in Tiptree audited its premises, staff skills and existing local childcare provision. The Childcare Sufficiency Assessment (CSA) revealed there was a local need for childcare to support working parents, and that the quality of the school facilities and staff would enable them to offer this service.

The next step to consider is which model to use when approaching the management and delivery of wraparound care. The model a school selects may depend on the activity or service being planned, available resources or the intended learning outcomes.

- **Direct provision:** The school provides activities and childcare directly, with the governing body having overall responsibility. St Michael's in Bournemouth, for example, invites children from its own school and others in the area to attend its holiday club. As well as

helping to develop links with the local community, this approach is helping to ensure that the wraparound provision operates at full occupancy and remains cost-effective.

- **Signposting:** In this model, the school acts as a facilitator, directing people towards activities and services available elsewhere. Churwell School signposts parents to provision delivered on its own site, which is run by Play@Churwell. This organisation is an independent community interest company (CIC), which runs out-of-hours activities in premises it hires from the school. While the CIC enjoys convenient premises at a reasonable cost, families at the school are offered, in return, reliable and stimulating childcare provision in a venue they know and a place they trust. At St Luke's in Essex, a local childcare provider has stopped offering places for 8 year olds and upwards, as they feel the school can cater better for their needs. Other schools signpost their parents to *Escape*, St Luke's wraparound programme, rather than running their own activities.
- **Commissioning:** The school sets up a contract or service level agreement where a third party delivers specific activities or services. An example is Bishop Rawstone CE Academy, which has commissioned the social enterprise Schools Lettings Solutions (SLS) to manage and deliver all its out-of-hours activities. SLS is handling everything from insurance and safeguarding to letting facilities and staffing. This costs the school nothing; SLS returns a percentage of lettings income to the schools through its profit-sharing system. A high level of trust has developed between the partners. The school took the decision to hand over the management of facilities and delivery of programmes to SLS, and trusted SLS to provide reliable, consistent and stimulating wraparound provision. SLS understands that the main business of these facilities is that of a school, and ensures that premises and equipment are well looked after so that normal use is not affected.

Bishop Rawstone CE Academy

Working in partnership with SLS has enabled the school to:

- increase the use of its site and amenities by the wider community outside school hours and all year round (eg local football teams are now based at the school and use its four pitches)
- increase the number of people attending events and activities at the school
- avoid putting any additional workload or pressure on school staff and resources
- increase its income by hiring out its facilities in the evenings and at weekends
- offer pupils a wider range of activities and programmes outside school hours.

This model has created opportunities for young people to develop their skills, try out new activities, and socialise outside the normal school day.

Many pupils were previously unable to attend any extra-curricular activities, because existing provision is located thirteen miles away in an area poorly served by public transport. Now, they are able to take part in different term-time and holiday programmes, and there has been an excellent uptake of all the schemes offered. Feedback from prospective parents and primary-school children using the provision has been very positive.

Opening up the school's excellent facilities and amenities has been a useful marketing tool for the school, which is now oversubscribed. Providers and participants of the out-of-hours activities facilitated by SLS regularly comment on the professional and efficient service.

The very prospect of dealing with lots of new (and unwanted!) **paperwork** can put headteachers off increasing access to their site outside school hours. In actual fact, however, **policies and procedures** are usually already in place to enable them to fulfil their statutory duties, and to provide effective access to activities out of school hours (see the section 'Dealing with responsibilities and legalities'). However, schools may want to review existing staffing and contractual arrangements.

To avoid overburdening school staff with additional duties, some schools have **dedicated club leaders and managers** (eg the Parent Support Advisor at Baginton Fields School in Coventry). The Jigsaw club leader at St Michael's in Bournemouth manages the staffing, budgets and activities and reports to the headteacher weekly. This approach has freed a lot of time and resources for class teachers and the senior leadership team, who previously managed the provision.

The Free School Norwich has an **innovative contract** with its premises manager, who works 7.30am to 6.15pm, with a three-hour mid-day break. This ensures the building is always open, clean and ready for the wraparound activities.

Schools are benefiting in numerous ways from increasing access to their facilities:

- **They are improving relations** with their local communities and other organisations.
- They have the possibility to **improve facilities** over time (see page 10).
- There is the potential to **increase roll numbers** over time, as the community develops a higher regard for the school (Westleigh High School, for instance, was undersubscribed prior to welcoming the community through its doors).
- Increasing access to school facilities is helping to **reduce inequalities** and drive up pupils' **educational attainment and achievement**.
- Schools are **boosting their income**.

The Canterbury Academy has a successful lettings and events business, which brings in revenue to support its extensive programme (eg Sunday church services and wedding receptions are held on the site). St Michael's also raises income through letting out some of its space on Saturdays, and charging for activities, which helps the school to break even on cost.

Young people are the most important beneficiaries of community access, which can:

- support pupils' transition
- expose pupils to a wider range of community groups and clubs
- improve pupils' health and well-being
- help parents to learn, which helps them to better support their children
- give pupils access to improved facilities (eg sports pitches).

Members of the community also gain from having greater access to school facilities. This can, for example: help them to adopt healthy lifestyles and improve their life chances; have an impact on educational attainment and earning power; and contribute towards community regeneration.

Here are some top tips for opening up your premises outside school hours.

- Start small and don't be overambitious. Try more straightforward opening times first, and then progress onto more challenging time-slots as confidence builds and circumstances allow.
- If community access during the day is unfeasible, signpost people to facilities at other locations in the area.
- Some activities that the school can offer will depend on what equipment and facilities are available – so, maybe pool equipment with schools in your cluster.
- When setting fees for lettings, check the local authority's policy on shared use. Many publish a scale of charges that schools can refer to when considering their own fees (eg check the policy to ensure there are no restrictions upon charging during the school day, or whether there is a distinction between commercial lettings, intended to raise funds for the schools, or community lettings, charged at a rate to benefit the community).
- If you are having building work done in one part of the school, consider whether there might be another suitable area you could use instead – either in the school or the local community (eg church hall).

There are advantages and disadvantages to each method of provision, and relying solely on one is not always the best way to meet local need. Ideally, it is best to work towards using a mixture of approaches.

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No limits to ...

Approaches to staffing

'We employ a team of four highly-regarded and supportive part-time staff to manage and run our after-school and holiday programmes. They are all employed by the school, are paid at the same rate as our teaching assistants, receive the same benefits (eg pension contributions), and are considered part of the whole-school team.'

(Tania Sidney-Roberts, Principal,
The Free School Norwich)



Common views around staffing wraparound care are that schools don't have the capacity to staff additional provision, that staff already have heavy workloads, or that schools can't open in the holidays. Other perceptions are that staff costs and training are too high, or that volunteers are hard to find. However, schools around the country are demonstrating effective approaches to staffing that your school could also adopt.

Executive Principal Phil Karnavas explains that The Canterbury Academy's own **teachers** are expected to deliver after-school clubs as part of their working day: 'This enables them to make a wider contribution to the enrichment of their pupils, and shows that what they offer in addition to their core subjects is highly valued and regarded.'

Staff are appointed **to flexible contracts**, and are entitled to TOIL (time off in lieu). Phil comments: 'Our staff are expected to have a passion, commitment and belief that there is no distinction between what happens within and outside the school day.'

But it's not only teachers who can offer wraparound provision. At St Michael's CE Primary in Bournemouth, Headteacher Robert Kennedy asked for volunteers from among the **teaching assistants**, who then went on to be trained as play leaders. As he says: 'This suggestion was positively received, and I now have a pool of ten staff to choose from to cover our activities!'

At Davies Lane Primary School in East London many activities are led by non-teaching staff who are employed by the school to run specific activities. This lessens the workload for teaching staff, while still enabling the school to manage staff performance and absences effectively.

A **dedicated club leader** has been appointed to manage the staffing, budgets and activities and reports back to the Head. Robert is delighted: 'This approach has freed up a lot of time and resources from class teachers and the senior leadership team.'

But other schools – particularly those with extensive facilities – are inviting **external agencies** to run (and staff) wraparound activities. One example is the social enterprise School Letting Solutions (SLS), which manages facilities and programmes for schools in Lancashire and Greater Manchester. Since working with SLS, Bishop Rawstone CE Academy, a rural Lancashire school, has seen:

- an increase in the number of children taking part in out-of-school activities
- improvements in school–community links
- greater use of school facilities outside school time.

Staff are pleased they can devote their time to teaching, rather than having to take on an additional after-school role.

Volunteers can be an underutilised resource at some schools, but not at Westleigh High School in Leigh, Lancashire. Volunteers are highly regarded at Westleigh, which provides them with induction training and help with obtaining their CRB (DBS) checks. 'We introduced the Westleigh Volunteers project – this enabled us to recruit and train local volunteers to support our holiday programmes,' explains Deputy Headteacher Jonathan Whalley.

Davies Lane Primary School engages parent volunteers in its gardening and reading clubs. 'We encourage our volunteers to work towards an NVQ,' says Bronwen Chalmers.

Many of the children at Sherbourne Fields School in Coventry have needs and requirements that necessitate a high level of staffing. Fiona Gillespie, Associate Headteacher (Primary) says: 'We have introduced a successful volunteering scheme, and enthusiastic volunteers now support staff to deliver our after-school activities. This approach has helped us to address staffing issues, while also enabling pupils to get to know people of all ages and backgrounds from the local community.'

However schools decide to staff their wraparound provision, here are some examples of good practice identified by headteachers:

- Employ the right people for the right jobs.
- Don't try to do everything alone.
- 'Grow your own' volunteers.
- Use flexible contracts.
- Commission an external partner to take care of everything.

St Michael's CE Primary, Bournemouth

The school worked with the local authority to amend the contracts for two teaching assistants who play key roles in providing their activities.

Instead of being paid for 39 weeks a year, they are now paid for 44 weeks. Their new contract rolls into one the requirements of their TA role and their after-school responsibilities.

Having two people on this contract enables St Michael's to provide cover, as required, and offers a greater degree of flexibility. Other TAs working on the wraparound programme are paid for any extra hours at their normal rate.

Baginton Fields School, Coventry

This special school holds two themed after-school clubs each week (eg sport), with eight students each night. The clubs give pupils the opportunity to work with other children that they may not normally interact with, develop their communication skills, and have fun!

The clubs are led by staff from the school, as many pupils find it difficult to cope with people they do not know and require a high level of consistency. Staff are paid for the extra hours at their usual rate.

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No limits to ...

Engaging young people

'We have seen the numbers rise and our offer enables this to happen. Also, the service allows respite for some parents. A few of our children have SEN and we are able to support these children and their parents, especially in the holiday periods. The breakfast club has been great to improve the attendance of a group of ten children.'

(Robert Kennedy, Headteacher,
St Michael's CE Primary School, Bournemouth)



Are you finding it hard to attract or retain pupils? Consider for a moment why this might be. Are you offering activities they are interested in? Are there practical issues preventing young people from attending? Is the cost of provision too high for parents? Are parents failing to see the benefits of extra-curricular activities? Schools across the country are facing these challenges and finding innovative ways to engage young people in their wraparound provision.

The **range, frequency and quality** of the activities on offer can influence the extent to which pupils will want to take part. To get young people involved and to stay engaged, try to do the following:

- Offer a **broader range** of high-quality, fun and unusual activities (ie not just clubs with an academic focus) and run activities at **different times** (eg after school, at weekends, in the holidays, at lunchtimes). Consider offering activities for different durations (eg one-off events). An example is Sherbourne Fields, a special school in Coventry, which ran Get Set Olympic. This Olympic-themed summer scheme involved: different physical activities; opening and closing ceremonies; and a trip to the Ricoh Arena, one of the Olympic venues.
- Consider using local companies to offer a wider range of activities run by specialists. Broadland District Council uses **external companies** to provide extra-curricular activities as varied as skiing at the artificial ski slope, fencing, archery, drama, music and cookery. A one-week workshop on archaeology was enough to stimulate a strong interest in one pupil, who went on to study the subject at university, while a 10 year old pupil was inspired by a week-long drama course they attended and went on to theatre school.

- **Work in partnership.** This has enabled St Luke's (part of the Tiptree and Stanway Consortium) to improve the quality and range of provision for pupils. The Canterbury Academy works with numerous partners – from Chelsea Foundation Academy for Football to Big Foot, a performing arts company.

Making **activities different** to normal school curriculum is key to attracting pupils to wraparound provision. St Luke's Primary School in Essex is seeing a steady increase in the popularity of its holiday activity programme, which is run along the lines of 'Camp America' to make it substantially different to term-time activities.

Targeting **groups of pupils** who do not usually receive encouragement, while not deterring other pupils, can be helpful in increasing participation in wraparound provision.

This is an approach taken by Davies Lane Primary School in East London. The school is widening access by encouraging children who do not usually participate to attend wraparound activities, by offering free places on its summer holiday programme and subsidising the breakfast club. The school has a high proportion of Eastern European and Pakistani children and is helping to improve their integration (eg through running an after-school conversation class to help children whose second language is English become more fluent).

Some schools are raising participation levels by **targeting individual pupils**, an approach used successfully at The Canterbury Academy. During mentoring sessions particular pupils may be encouraged to attend a specific activity to improve their performance in certain subjects (and in some subject areas, such as design and technology, this can be substituted for homework).

Why not offer **inclusive and accessible** activities that promote participation among children with special needs? St Michael's Primary School in Bournemouth offers inclusive provision, which enables children with special needs and other vulnerable children to take part in stimulating activities, while offering their parents some respite. The school is also working with social services to provide one-to-one support, where required.

St Luke's wraparound provision, which is called 'Escape', is also open to all. It caters for a high number of pupils with special needs. As the school has accessible facilities, it has also attracted disabled pupils from across the area.

Cost can be a barrier to pupils attending sessions. You might want to consider the following:

- **Subsidise activities:** Find a way to offer financial assistance to families in need. Westleigh High School offers free after-school clubs, as well as subsidised holiday programmes and trips for pupils and their families. Broadland District Council aims to offer an inclusive approach to its wraparound provision, by offering a 50 per cent discount to families receiving council tax or housing benefits.
- **Apply for funding:** St Luke's made a successful bid to Awards for All to provide transport to and from the clubs for disabled children, using their parents as escorts. This funding has also allowed them to pay for children from low-income families to take part in activities. There has been a significant increase in the number of children from low-income families attending activities; within a year of offering holiday provision, the percentage of children from low-income families attending activities had risen from 25 to 45 per cent.
- Use **appropriate funds** from within the school budget. Broadland uses its 'anti-social behaviour fund' to enable children from housing association households to attend summer activities for only £1 per session. Broadland has very low levels of anti-social behaviour and crime rates, which they believe the holiday provision has helped to achieve. The Pupil Premium is intended to narrow the attainment gap between disadvantaged pupils and their peers. In some cases, it will be appropriate to address the social welfare needs of individual children in order to support their readiness to learn and achieve: this is being done at Baginton Fields School, a special school in Coventry, which is using a small amount of its Pupil Premium funding to support eligible children at after-school clubs.

Where you hold your activities can make a difference to the number of pupils who attend. If you are running a small activity in a big hall, mark out the 'club space' with posters or markers. Maybe set aside an area where pupils can display some of their work or photos of the activities. This gives a sense of pride and ownership and is also an excellent way to attract other pupils. **Using local venues** can help to increase pupils' engagement in extra-curricular activities. This is certainly the case in the Broadland area of Norfolk. Using a wide range of local venues has enabled them to increase the number of participants, who value the convenient local facilities.

Gaining **support and involvement from parents/carers** is a key factor in engaging pupils in extra-curricular activities – and encouraging their regular participation. However, building links with parents can be difficult. This is especially true in disadvantaged areas and with secondary pupils. Play@Churwell has, though, engaged some parent volunteers to support its work, particularly fundraising; Davies Lane is involving parents in decision making, and responding to parents' changing needs (eg in response to discussions at coffee mornings and parent council meetings, provision has now been extended to 2 and 4 year olds).

Play@Churwell

Play@Churwell is continually developing its provision to meet the needs of the local community. Having started in 2002 by offering a limited out-of-school-hours learning programme that finished at 5pm, it now offers before- and after-school clubs, a holiday scheme, nursery care, and a weekly parent and toddler group.

While the children enjoy the wide range of activities on offer (eg forest school, bird feeding, drama, sport, dance), this extended provision is also meeting the needs of local parents, particularly working parents, for high-quality local wraparound provision.

Promoting activities and communicating appropriately with different groups of parents is key to encouraging them to become more involved in your provision.

Schools are using a wide range of methods to market their provision – school newsletters, word of mouth, posters in local venues, school events (assemblies, parent evenings etc), text/email messages, website/social media, taster sessions and via partner organisations, to name a few. Westleigh High School has improved the way it markets the lettings potential of school facilities (eg promoting the Astro-turf pitch to sports clubs). Each partner primary school is now also actively involved in marketing Activ-Fest activities to their own pupils and parents.

It's vital that your school provides **up to date information** in a format suitable for your target audience. Keeping parents informed regularly about what is on offer helps foster better understanding of the benefits of the provision – for them and their children. The Canterbury Academy's widely available 'Enrichment brochure', for example, lists all the term-time and holiday activities.

Don't hesitate to **change the way you do things**. If the format seems tired to you or the pupils, if attendance is dropping, or if you don't feel the club is achieving all it could, then change it and start again. Don't be afraid to revisit the clubs'/activities' key aims and outcomes, as these may change on a regular basis due to school or parents' priorities or the different needs of children.

Getting pupils involved in all aspects of their clubs fosters a sense of ownership:

- Encourage pupils to get involved in the setting up and running of clubs, or to mentor other pupils. The Free School Norwich asks children to choose new resources for their Squirrels clubs, and to decide what special events to hold (eg Pancake Day). The idea of sleepovers also came from the children. Two sleepover events this year were fully booked, with 40 children attending each. Participation in Squirrels continues to grow (see page 27).
- Consult with pupils and their families about what they like or don't like about the provision and what they would like to see. Ensure you take their views on board when devising provision. Sherbourne Fields in Coventry is getting parents and children involved by asking them to suggest which activities should take place.

You might also want to approach pupils **outside your area** to increase participant numbers. Play@Churwell's activities are very popular with families from across the city. Sessions are full each day, and a waiting list has been set up. Currently 40 children attend the breakfast club, 80 take part in the after-school club (3.30pm to 6pm), and ten children under the age of 2 are at the pre-school (see page 6). Holiday programmes attract up to 60 children a day. Children from other schools are also invited to attend St Michael's holiday club in Bournemouth. As well as helping to develop links with the local community, this helps to ensure that the school operates at full occupancy and that the wraparound provision remains cost-effective.

Some schools find that using **existing staff**, who the children already know, can boost attendance. Baginton Fields School in Coventry holds two themed after-school clubs each week (eg sport), with eight students each night. The clubs are led by staff from the school, who are paid for the extra hours at their usual rate. Executive headteacher Simon Grant says: 'Many pupils at the school find it difficult to cope with people they do not know, and using existing staff enables us to provide the high level of consistency they require.'

Pupils and their parents will not engage with your provision unless it is obvious it **meets their needs**. It's therefore vital that you demonstrate the benefits of wraparound provision to families. Broadland District Council has done this by showing parents that it is responding to their needs.

Following a consultation it was requested that provision covered a longer timescale. The authority assessed its provision against budgetary constraints and extended some activities. Also, the authority's HR department asked how the schemes could support working parents. There is now additional childcare provision at the beginning and end of the schemes. Children are: supervised in the local authority's staff restaurant at 8.30am; taken by bus to and from sessions (9.30am to 3.30pm); and collected by a parent/carer at the end of the working day. While staff pay the same daily rate as other parents, the HR department makes up the cost of the additional childcare. This is seen as an invaluable way of supporting staff, while also aiding staff retention.

It's also important to **share the positive outcomes** of attending clubs with young people and their families. The extra-curricular

activities at St Michael's are well attended and have had a number of positive outcomes for those participating. For example, the breakfast club has helped to improve the attendance of a group of ten children, and before- and after-school activities are making a good contribution to pupils' personal and academic development.

Young people and their parents value, and will choose to attend, provision that is **well-organised** and run by **qualified staff**. This can be achieved by using a dedicated club leader. At Baginton Fields School, for instance, a Parent Support Advisor manages all the activities, and makes sure that the necessary arrangements are in place (dealing with staffing requirements, devising the programme, reporting back to the senior leadership team etc). Their after-school club offers fifteen places on Mondays and twenty on Thursdays – all of which are fully booked. The holiday programme is also popular, and 37 pupils attend the two-week scheme.

Davies Lane Primary School tries to appoint staff with at least a NVQ Level 2 qualification to run the wraparound activities. The school also encourages parent volunteers who are involved in clubs (eg gardening, reading) to work towards their NVQs, which can help to motivate them.

Westleigh High School

Westleigh employs a full-time Community Development Manager and an Adult and Community Learning (ACL) Co-ordinator. This has led to: increased use of the facilities by the local community; the school remaining open every evening until 9.15pm and at weekends; an increase in revenue; the development of a wider range of programmes; and a rise in the number of local residents taking ACL (adult and community learning) courses.

The extensive programme of activities, coupled with the huge increase in community usage, has given the school a much higher profile within its community. This has been a helpful marketing tool when parents are choosing a secondary school for their children, as well as leading to reduced vandalism and nuisance behaviour.

Practical barriers can deter children and young people from attending a club regularly, for instance: transport difficulties (eg no buses home after an after-school activity) and safety concerns (eg children having to walk home in the dark after a club activity).

Here are some ways you could engage more young people by dealing with transport issues:

- Ensure that all staff have driving licences to drive the right type of vehicles. Also include the driving licence requirement in job descriptions.
- Use Pupil Premium funding to subsidise hired transport to take children home after the wraparound care.
- Set up wraparound care in partnership with other schools; this makes the sharing of vehicles or vehicle hire easier.
- Change the school day to accommodate before-, during and after-school provision.
- Use your school bus, hire or share vans from other schools for summer programmes. Baginton Fields School in Coventry uses its own mini-buses to transport children home during the holiday programme. This ensures all families can access the provision if they want to. Broadland District Council buses children to and from Tots2Teen sessions.
- Help to co-ordinate lift schemes. Encourage parents to organise a transport rota or a car-sharing scheme among themselves to take children home from after-school clubs and holiday care. Sherbourne parents are supporting each other to arrange transport for their children to and from activities.
- Liaise with the local bus service (eg to run at a later time).
- Look for sponsorship for your transport needs (eg approach local taxi/transport companies). St Luke's Primary School made a successful bid to Awards for All to provide transport to and from the clubs for disabled children, using their parents as escorts.
- Find creative ways to ensure that parents pick children up on time, so that your staff don't have to take children home after care. For example, Sherbourne Fields fines parents if they are late, and the fine money is ploughed back into the running costs for its programme of activities.

Whatever approach you take, make it clear to families whether or not transport will be included in your before-and after-school provision.

Sherbourne Fields Primary School

Activities at Sherbourne Fields in Coventry are designed to be **fun**, while also meeting pupils' diverse needs and requirements. For instance, the introduction of 'Swim and Snacks' led to an increase in the number of children getting involved in after-school clubs (rising from five to fifteen). The children enjoy activities as varied as cheerleading, Lego and cooking.

Feedback from parents and children alike is always positive. As one parent commented: 'I dropped my child off and he said "friends", as he has a limited vocabulary. This demonstrated to me that he wanted to be at and enjoyed the summer school.' As well as enabling parents to get back to work, parents say that activities are fun, socially interactive and engaging.

6

No limits to ...

Funding and sustainability

'We made a successful bid to Awards for All to provide transport to and from the clubs for disabled children, using their parents as escorts. This funding has also allowed us to pay for children from low-income families to take part in activities.'

(Wendy Enguell, Headteacher,
St Luke's CE Primary School, Tiptree)



Finding the money to support extra-curricular activities is a challenge faced by many schools. Consider for a moment how you are using your Pupil Premium funding. Have you applied for external grants? What kind of support can local organisations give you? Diversifying your funding will help you sustain your wraparound provision into the future.

Sustainability is all about making sure that your wraparound provision becomes embedded in the local community, and continues to meet the needs of your pupils and their families. Regularly reviewing your programmes, and getting feedback from participants, will help you to decide whether the childcare being offered is adequate, which after-school activities you should continue with, and which clubs you might need to change.

There are a number of ways that you can increase the likelihood that your provision is funded appropriately and can become sustainable. You may, for instance, want to **apply for grants** from local or national funding bodies to fund your provision (or aspects of it).

St Luke's CE Primary School in Essex, for instance, made a successful bid to Awards for All to provide transport to and from the clubs for disabled children. This funding has also allowed the school to pay for children from low-income families to take part in activities (see quote opposite).

The local authority has recognised the need for, and value of, the school's wraparound provision, and has invited it to apply for sustainability funding to enable activities to carry on.

Here are some tips for applying for funding:

- Research funders carefully to ensure what you plan to offer matches their interests, aims and funding criteria.
- Make sure that you explain your goals, approaches and costs clearly to potential funders.
- Approach both local and national funders.
- Assess the needs of the pupils and their families regularly, so that you can demonstrate to funders that you are meeting a real need.
- Highlight the impact that your extra-curricular activities and childcare provision have already had on pupils, parents and the wider community (eg on motivation, confidence, attainment).
- Build up a bank of key information and standard documents and keep these in a central location so you can access them quickly and easily (eg inspection reports, prospectus, data, plans).
- Ensure you apply within the deadlines; find out when funding decisions will be made.

Increasingly, schools are using **Pupil Premium** money to fund aspects of their provision. Baginton Fields School in Coventry uses some of this funding to support two after-school clubs. This enables the school to provide leisure and social activities for eligible pupils who would be unable to access any other suitable activity outside of school time. The Canterbury Academy also uses Pupil Premium funds to support eligible pupils to attend activities, where appropriate, and the Free School Norwich plans to use some of its Pupil Premium funding to support its current breakfast club provision.

Westleigh High School in Leigh uses Pupil Premium funding to support eligible pupils to attend activities, as appropriate. St Michael's Primary School in Bournemouth uses these funds to provide access to holiday activities and to offer some free places at school clubs. Other funding can be used to support activities. Broadland District Council, for instance, is using 'anti-social behaviour fund' money for children from a housing association to attend holiday provision.

To make the most of the funding you have, think of ways you can **reduce the costs** of providing your existing service. For example:

- Consider who in the local community (businesses, health agencies, children's centres, local councils, leisure services etc) might wish to get involved, and approach them for **financial or in-kind support**. Norwich City Football Club now supports sporting activities at the Free School Norwich, and a local business has provided £1,000 towards equipment for Squirrels. Baginton Fields receives support from Coventry Youth Services to run its bi-weekly after-school club, and Play@Churwell encourages local agencies to get involved in its sessions (health visitors etc).
- Perhaps **contract an external organisation** to manage and deliver activities on your behalf, in order to reduce costs and staff workload? Bishop Rawstone uses this approach, and contracts SLS (see below) to manage its facilities out of school hours and deliver its term-time, community and holiday provision. This has enabled the school to increase its income through lettings, open its facilities to the community, and offer a range of high-quality activities.

School Lettings Solutions

A great deal of trust is required by a school that allows another organisation to look after its premises and facilities. To overcome this, SLS initially established successful partnerships with selected schools who were willing to take a 'leap of faith' and pilot its model.

SLS trains all its staff to respect individual schools' situations, and to focus on providing excellent customer service and communicating regularly with both their partner schools and external providers of extra-curricular activities working within the schools. There is a clear understanding that, first and foremost, the main business is that of a school, so premises, facilities, equipment, and so on, have to be looked after so that the normal usage is unaffected.

- Take on **volunteers**. Westleigh High School has recruited and trained a number of volunteers to support the holiday activity programmes; St Luke's in Tiptree has reduced its staffing costs somewhat by using volunteers, an approach which it plans to extend (eg using a youth worker, junior leaders, parent volunteers). Parents at Sherbourne Fields are also encouraged to support each other, by arranging transport for their children to and from activities.
- **Cluster working** can improve economies of scale, and the sharing of resources and staffing. Each school in Westleigh High School's cluster, as well as the children's centre, contributes an amount towards the provision each year. This enables economies of scale to be obtained for transport and when commissioning external providers. Working as part of a consortium to support children across the community is an approach also favoured by The Canterbury Academy and Baginton Fields School.
- At the Canterbury Academy, revenue from **lettings and events** (eg weddings, sports) is used to support extra-curricular provision costs. St Michael's also does this by letting out its space on Saturdays to help it break even on cost.

Another way in which schools are improving the likelihood that their wraparound provision will become sustainable is to **involve stakeholders** in supporting provision, or aspects of it. For example, why not get pupils, parents or the local community more involved in planning sessions, choosing resources, providing transport or delivering sessions?

At the Free School Norwich, children are asked to choose resources from a catalogue and to have a say in what special events are held. Sherbourne Fields (Special) School in Coventry is also getting parents and children involved in developing wraparound provision, for instance, by asking them to suggest which activities should take place.

Schools are increasingly using other **business models** to fund and sustain their wraparound provision. For example, why not establish a social enterprise, where the profits go back into improving the quality and range of provision?

An example of this model is School Lettings Solutions (SLS), which manages facilities and delivers programmes on behalf of schools in Lancashire and Greater Manchester, and returns a percentage of lettings income to schools through its profit-sharing system.

Or, you may want to set up a community interest company (CIC) or a charitable incorporated organisation (CIO) to attract different sources of funding for which schools are unable to apply. See, for instance, <http://bit.ly/g18Sba>.

Play@Churwell is an example of an independent CIC. It leases space from Churwell School at a reasonable rate, and in return offers high-quality and convenient term-time and holiday provision to pupils at the school.

Whichever model you decide to use, make sure that you work out a clear business plan which highlights your long-term vision, existing provision, how your activities will meet your pupils' and their families' needs, costs, and so on. Your local voluntary action group will help you.

You will need to ensure that you have clear financial systems in place and a sensible **charging policy** that ensures you are covering your costs, while remaining attractive to families and as inclusive as possible.

At Free School Norwich, the Squirrels wraparound provision is fully self-sustaining and has a separate budget to the main school. The school charges parents a minimum fee, which covers costs.

You should also ensure you have a remissions policy, setting out the circumstances in which your school will not impose any charge which would otherwise be payable in accordance with your charging policy. For guidance, see <http://bit.ly/ZDtVAp>.

Bluebell Hill Primary School and Trust, Nottingham

Bluebell Hill set up a trust as a separate legal entity, to manage and deliver the school's extended and community activities once funding for initiatives such as this ended.

Steps to success

- **Assess local needs.** We identified a need in the school and the local community for high-quality wraparound provision.
- **Meet solicitors.** We took legal advice before offering any services and were advised to set up a company which would allow us to continue to deliver extra-curricular activities, while limiting individual liabilities and ensuring legal responsibilities were met.
- **Approach the governors.** The headteacher approached the school's governing body with the proposal, which involved them as trustees of the new company. The governing body approved the formation of the company.
- **Register the company.** With the assistance of the solicitors, we registered Bluebell Hill Trust with Companies House. (We had to have a minimum of two directors until we were established and confident as to how the business could grow. On the board of directors are the chair of governors, the headteacher and two partners: Experian and Nottingham Ice Centre. Nic Williams is the lead person, and also the link between the board and the school governing body.)
- **Set up a bank account.** We set up a separate bank account. The school budget cannot be used to keep the company afloat, but the school is able to buy services from the trust.
- **Deal with staffing issues.** The school has continued to employ all the staff who work for the trust, meaning that the governing body, and subsequently the City Council, retains liability for them and pays their salaries, which they then reclaim from the business.
- **Start work!** The trust is raising income from delivering projects for Bluebell Hill School and other clients, as well as supporting local organisations to develop provision. Profits are invested back into the trust for the benefit of pupils, families and the local community (eg expanding the range of activities offered).

Top tips!

- Allow plenty of time to become familiar with the challenges of setting up a company (eg VAT, tax).
- Get good advice from experts. Examine your proposed business model very honestly: be clear why you want to deliver services in this way, and that there is demand for this provision.
- Ensure you have the backing and support of school leadership and the governing body.
- Be prepared to commit time and resources to the task.
- Choose your partners carefully. Clarify exactly what is expected of whom; make formal agreements that set out whether financial or 'in-kind' recompense will be made. Check all liabilities and responsibilities are clearly understood (eg make checklists to ensure nothing is missed out or assumed). Be willing to trust your partners completely to fulfil their roles.
- Be patient: start small and grow slowly.

7

No limits to ...

Communication

'As our activities involve a range of staff and professionals, it is key that there are established, effective and regular communication channels (eg liaising over who is picking children up, accidents that need reporting to parents/carers, letters to be delivered, covering sessions due to illness).'

(Bronwen Chalmers, Deputy Head,
Davies Lane Primary School)



Whether it's communicating with school staff who are delivering activities out of school hours, external providers, volunteers, parents/carers or children, it's important for schools and all parties involved in wraparound care to communicate clearly and regularly.

Those involved in managing and delivering wraparound provision will, of course, be involved in a wide range of ad hoc and **informal communication** – from casual conversations in the corridor about the location of some equipment to a brief email about a child being away because of sickness.

However, it's important to establish more **formal communication** processes too. For example, when working with partners to provide extra-curricular activities, ensure that you: discuss your expectations and needs; agree roles and responsibilities; establish policies and procedures to be followed; decide on the use of resources and equipment; and agree how you will communicate and when (eg weekly face-to-face meeting, phone calls).

Bishop Rawstone CE Academy, which has outsourced the management and delivery of its wraparound provision to SLS (see page 8), identified a **key liaison person** within the school. It is this person's responsibility to liaise with SLS and to communicate all relevant information regarding school usage to the rest of the school, and vice versa, in order to prevent any logistical problems.

As Paul Andrews, Director of SLS, says: 'This is working very well and communication can mostly be done **electronically**, that is, via email, Skype and telephone calls. This saves us all time and money, and is a cost-effective approach.'

When communicating with parents and children, it's important to create a climate of **openness and support**, for example:

- Regularly ask children and their families about the kind of provision they feel they need and want.
- Get them involved in making decisions about the activities you are running (eg through a steering group).
- Find out what support parents and others in the local community can offer (eg volunteer leaders, in-kind support).
- Share with the wider school community your vision of what you want the activities to achieve, and update them on successes.
- Use as wide a variety of communication methods as possible to engage parents and children in the provision (eg electronic and printed newsletters, social evenings, information in different languages, social media, websites, coffee mornings).
- Take time to monitor and evaluate your existing methods of communication, for example, are you communicating well with participants (eg giving adequate notice if a session has to be cancelled)?

Ensure that there are clear methods of communication between before- and after-school staff and day-time staff, such as a **log book** communicating children's interests, strengths, progress and behaviour.

Encourage teaching staff and those providing wraparound activities to communicate with each other positively and regularly, as this can help to develop trust and mutual respect and promote the sharing of knowledge and ideas.

In some settings, **continuity** is provided by using the same staff during out-of-school-hours activities. Bronwen Chalmers, Deputy Head at Davies Lane Primary School, explains: 'Good communication is key ... Our welfare worker is also based in the "Teatime" club, which provides good continuity within the school day.'

Here are some top tips from schools on how to promote good communication, and improve motivation and effectiveness, among your staff and volunteers.

- Speak regularly with those running your school's wraparound provision (find out how things are going, how you can support them, etc) and hold regular supervisory meetings and appraisals.
- Offer opportunities for club leaders and school staff to get together, for instance through a joint CPD session. Encourage them to share ideas and skills and praise them for their achievements. Assess their skills and provide training, where necessary.
- Networks can play a vital role in terms of promoting communication. Network regularly with colleagues in other organisations, either face-to-face or online. You might find opportunities to jointly provide activities, thereby saving money and widening opportunities for pupils.
- Show how much you value out-of-school-hours activities (attend sessions regularly, share pupils' out-of-hours achievements during assemblies, highlight successes in school newsletters etc).

The Canterbury Academy

Clear and frequent communication is a vital ingredient in The Canterbury Academy's successful wraparound provision. The Academy holds fortnightly 'communications meetings', in which representatives from across the campus discuss forthcoming activities. This is supplemented by a weekly 'facilities meeting', where the actual logistics are addressed (eg cleaning, room usage, equipment).

These face-to-face meetings ensure that activities run smoothly, the campus is used to the maximum benefit of all users, and any potential issues (eg double booking, essential maintenance) can be resolved in advance.

Conclusion

'The parents and families who use Escape tell us that it offers them peace of mind to know their children are being looked after in a safe, caring, and for some of them, familiar environment. They also appreciate the wide range of activities offered, which mean their children continue to learn and have stimulating experiences.'

(Wendy Enguell, Headteacher,
St Luke's CE Primary School, Tiptree)



Hopefully, this guide will have shown you that there are 'no limits' to providing high-quality wraparound provision for young people. Working in partnership with other schools and organisations, thinking creatively about different ways to fund and staff your provision, and increasing access to your school's facilities will help you to offer stimulating activities and safe childcare that will benefit pupils, parents/carers and the wider community.

Research shows that participation in extra-curricular activities can lead to improvements in pupils' academic **attainment, behaviour and attendance** (MacBeath, 2001). This is certainly the case at The Canterbury Academy, where there have been year-on-year improvements in attendance (from 89% in 2011 to 95.1% in 2012) and attainment (5 A–C GCSEs: from 37% in 2011 to 44% in 2012). A maths residential involving outdoor pursuits has, for instance, led to improved engagement and attainment in the subject. Pupils at The Academy have become more involved in designing wraparound provision, which, in turn, has led to greater attendance and satisfaction levels.

Wraparound provision can also bring a wide range of other benefits to individual young people. Pupils can, for instance, participate in different activities, **learn new skills**, and develop new relationships outside the classroom (eg with teaching staff, other adults). This, in turn, can improve their **motivation and self-esteem**.

Out-of-hours provision can also help pupils in particular need of intensive support. Baginton Fields School in Coventry feels their after-school activities are helping pupils become more confident about dealing with different situations, and interacting with adults and children of different ages. Parents at Sherbourne Fields in Coventry have also commented that wraparound provision is important in their child's development (building rapport and self-esteem etc).

Before and after-school activities can improve home–school links, and offer parents and carers the opportunity to become more **engaged in school life** (eg working as a volunteer helper, attending meetings).

At The Canterbury Academy parents are very satisfied, and more engaged, with the school and with their children's learning. Summer school transition programmes, for instance, have led to higher levels of parental engagement (eg 188 out of a possible 202 parents attended a recent Year 7 new intake evening, and a number of new parents joined the parents' forum). The school has also received letters from parents stating how much happier and confident their children have been since joining the school (particularly when moving from another school where they were unhappy and underachieving).

Most settings can show how wraparound provision can support parents and carers by providing their children with safe, cost-effective and reliable childcare in a familiar setting, thereby enabling them to take up **employment or training** opportunities.

At St Michael's CE Primary School in Bournemouth wraparound provision has helped to get adults back to work. 'We have seen the numbers rise and our offer enables this to happen. Also, the service allows respite for some parents. A few of our children have SEN and we are able to support these children and their parents, especially in the holiday periods. The breakfast club has been great to improve the attendance of a group of ten children', says Headteacher Robert Kennedy.

The benefits of extra-curricular activities can also extend to whole communities. Opening up the school outside hours can improve the use of equipment and facilities – and **forge links** between the school and its local community. Broadlands District Council has very low rates of anti-social behaviour and crime rates, and believes that the holiday provision has helped to achieve this.

Jonathan Whalley, Deputy Headteacher at Westleigh High School in Lancashire, feels that the extensive programme of activities offered and the huge amount of community usage has given the school a much higher profile within the local and wider community. 'The school's reputation has been enhanced. It is also a helpful marketing tool when parents are choosing the secondary education for their children. The programme of activities has encouraged even stronger links with the local primaries.'

Whatever format your school's wraparound provision takes, the key to its success is making it **fully integrated** within the culture and activities of the school and its community, as Wendy Enguell, from St Luke's CE Primary School in Tiptree, sums up: 'Our Escape programme has now become an intrinsic part of what we offer as a school. It is very important to us that our extended schools work reflects the high quality we aim to provide in all other areas of the school's work, and that it is underpinned by our values and ethos.'

The Free School Norwich

In one year, the number of pupils receiving free school meals decreased from 33 to 25. The school puts this down to their childcare service enabling more parents to take up work. The school has also noticed that children are less tired and there are fewer incidences of illnesses, which it largely attributes to the new term and childcare arrangements.

Squirrels, the after-school programme, offers a range of 'mixed-aged activities'. It has been noted that pupils have very good social interaction skills and are comfortable interacting with children of other ages.

Participation in Squirrels is growing: 45 children currently participate in each evening session, and 30 attend breakfast club each morning.

Feedback from the children is positive. They enjoy attending Squirrels and value the opportunity to get involved in decision making (eg deciding which games, toys and equipment should be purchased, using surplus funds).

100 per cent of parents responding to a questionnaire reported being 'very happy' with Squirrels provision. They value the flexible service it offers (eg parents can call the school if they require wraparound provision that day, and children can attend for one or two hours after school).

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Registered charity no: 264713

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