



Beechwood Primary School

Extended Schools Policy

Extended Schools Provision – The Context

At Beechwood Primary School we are committed to achieving the five key outcomes of the Every Child Matters agenda (ECM) for our children in school.

The five ECM outcomes are:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

We believe the ‘Extended Schools’ agenda has a key role to play in achieving the Every Child Matters (ECM) outcomes and the goals set out in the governments Children’s Plan.

The link between ECM and ‘Extended Schools’ has been confirmed by Ofsted surveys which indicate that the majority of the schools surveyed had compelling case study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes.

Extended Schools Aims – The Core Offer

As a school we are committed to providing of ‘The Core Offer’ of extended services, which is made up of five elements:

1. **High quality wrap around childcare** provided on the school site or through other local providers, available 7.45am – 6.00pm, all year round or to reflect community demand.
 - **Breakfast Club available from 7.45am – 8.45pm**
 - **Handy Club (Supper Club) available from 3.15pm – 6.00pm** (*Children have the option to join the Supper Club after an After School Club (which finish at either 4.30pm or 4.45pm) at a reduced rate.*)
2. **Varied menu of activities** to be on offer, sport, music tuition, dance and drama, arts and crafts etc..
3. **Parenting support** including information sessions for parents at key transition points, parenting programmes run with the support of other children’s services and family learning sessions to allow children to learn with their parents.
4. **Swift and easy access** to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support. Some may be delivered on school sites.
5. **Community Use** means providing wider community access to ICT sports and arts facilities and adult learning and sign-posting to existing community facilities.

Extended Schools Objectives – The Delivery

As a school we do not expect to provide these services alone, or necessarily to deliver them on site. Instead, **we are committed to:**

- **Developing partnerships** with other schools, agencies and community organisations to create appropriate sustainable services which integrate with the schools and the communities they serve.
- **Engaging in consultation** which is meaningful and effective; identifies local priorities or needs and give pupils, families and the local community a voice.
- **Providing easy access to information for parents** regarding local extended services by signposting existing services where appropriate, fulfilling statutory duties to promote pupil wellbeing and community cohesion in the community.
- **Offering extended services at school** where appropriate in order to ensure the core offer is available to all families and the services we provide are integral to school improvement whereby school attainment levels rise as does the aspirations of pupils.
- **Auditing provision of the core offer to school families** in order to identify gaps in provision, respond to emerging needs and maximise use of school resources and premises to greater effect.

Extended Schools Success – The Impact

As a school we are committed to offering extended services in order to positively impact the pupils in our care. Monitoring and evaluation conducted by the Senior Management Team and governors is carried out annually to ensure our pupils are experiencing a range of benefits, including:

- Increased motivation
- Higher attainment levels
- Improved attendance and behaviour
- Greater aspirations and achievement of success
- Meaningful engagement with the community
- Healthier and more active lifestyles
- Better community access and use of local services
- Positive peer group friendships from community involvement
- Influence of positive, ongoing and lasting community role models
- Increased inclusion of vulnerable groups of pupils
- More effective transition

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Reviewed June 2014

Review June 2016

Governor's Chair of Resources

Headteacher
