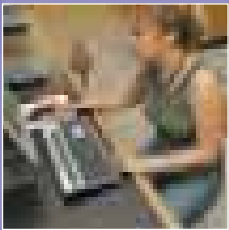


schools for the
future



designing schools for
extended services

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foreword



The vital role of schools in implementing the Every Child Matters vision is a challenging one, but one that will greatly benefit all children, young people and their families. The provision of extended schools can have a number of benefits including supporting improvements in school standards.

The prospectus *Extended schools: Access to opportunities and services for all* sets out the Government's clear aim for all schools to provide access to a core offer of extended services by 2010:

- High-quality 8am-6pm year-round childcare.
- A range of study support activities.
- Parenting support, including family learning.
- Swift and easy referral to a wide range of specialist support services.
- Wider community access to learning and recreational facilities for adults.

A key success factor in delivering this vision will be to make sure that where services are provided on the school site, they take place in an environment that is safe, adaptable and welcoming. Much of this can be, and indeed already is, provided in existing accommodation, most often by opening the school for longer hours. In some cases, local authorities and schools join with other agencies to provide specialist services such as health clinics. However, in many cases additional investment may be needed. The Government is making this available.

Capital funding for schools has increased dramatically in recent years, with a total of £17.5 billion for school buildings and ICT between 2005 and 2008. Much of this goes directly to schools and authorities so that they can invest in their local priorities. Additionally, the General Sure Start Grant provides £140 million capital funding over the period 2006-08 to support extended schools services. Further funding can be secured by joining up with other programmes such as children's centres, and agencies such as Primary Care Trusts.

I am very pleased to introduce this guide at a time when schools and local authorities are developing their extended school services, including where this forms part of Building Schools for the Future plans and the forthcoming primary capital programme. It will be valuable both to those schools looking at expanding services in their existing premises and to those planning major refurbishments or new schools.

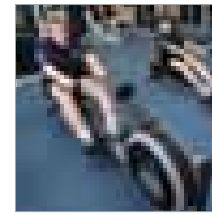
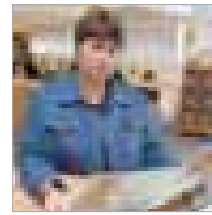
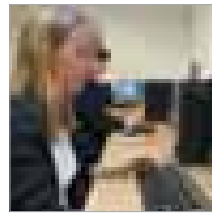
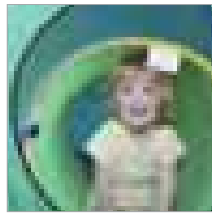
The guide will help to ensure that the most effective use is made of our school sites so that they are vibrant and welcoming places, well and sustainably designed for the future needs of their communities.



Rt. Hon Beverley Hughes, Minister of State for Children and Families

Department for Education and Skills

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Through the Government's Building Schools for the Future programme, local authorities are developing ambitious local plans for their secondary schools to support the delivery of better outcomes for pupils. Extended schools are a crucial part of these plans. Primary schools will be an important community resource and children's well-being must be at the heart of any school's capital work, underpinned by a clear educational vision and shared outcomes across local services. This publication includes three local authority case studies, looking at their coordinating role and how they are developing a strategic approach to the provision of children's services through their schools – and how this fits with their schools' capital strategy.

This publication sets the policy context and provides advice on how local authorities and schools can design facilities in partnership with their communities, other agencies and the private and voluntary sectors. It includes key questions which all schools can ask themselves as they think about the future and how best

they can use one of their main resources – their buildings. Schools which are only open during the school day and term are a wasted resource. Making better use of the buildings not only serves the community, but is also beneficial to the school. For example, research shows that one in eight schools nationally suffers some form of arson attack each year. Two thirds of these attacks occur outside school hours. Many extended schools, including case studies in this publication, report reductions in vandalism due to increased use and ownership of the school spaces by the local community.

Many schools have been successfully delivering extended services for some time. Others are starting to think about how best to meet this challenging agenda. We have included a spread of case studies to illustrate how primary, secondary and special schools are using their buildings to deliver a wide range of extended services – from small-scale provision to full-service extended schools.

There is no one model of an extended school. How services look and are delivered will vary from school to school. In consultation with its stakeholders, every school should assess local needs and decide what part it could play in meeting them. This publication shows that schools which have successfully extended their services to meet wider needs retain a clear focus on their primary stakeholders – the pupils in their classrooms. In so doing they have benefited their pupils and found a richer and more productive relationship with their communities and their partners. The clear message is that the design of school buildings can greatly enhance and facilitate community use, supporting the wide and varied set of community relationships successful extended schools have developed and nurtured.



Why extended schools?

The provision of extended services can have a number of benefits including supporting improvements in schools standards, encouraging greater parental involvement in children's learning, and making better use of school facilities by opening up sports, arts and ICT facilities to the community. In addition, there may be opportunities for school staff to develop skills in areas such as childcare.

Children's wider needs can also be addressed through support from multi-agency teams working at, or visiting, the school site. Activities such as before- and after-school clubs can also help children develop new interests and skills, and may support parents by providing enhanced childcare options so allowing them to return to work. Schools should look at how they can use their facilities to add real value to their core aims and to meet the identified needs of their communities.

How are schools creating extended facilities?

While schools which are to have new buildings or undergo major refurbishment as part of Building Schools for the Future (BSF) will be expected to develop their extended facilities as part of the programme, our case studies prove that schools do not need to wait for major capital spend to start delivering a wider range of activities and facilities to their communities. Schools are:

- Making use of existing spaces outside the school day to run breakfast and after-school clubs, provide childcare and adult learning, or are offering their sports and arts facilities after hours to local users.
- Remodelling or extending their existing spaces to deliver additional services during the school day.
- Building major extensions or new buildings to deliver additional services during the school day, such as Sure Start or nursery provision with additional funding.

Many schools that have been delivering extended services for a number of years have used several of these methods to upgrade their facilities, developing their school campus as funding has become available.

In new-build schools, the funding offers opportunities to those developing the brief to create facilities that can be used both to deliver high-quality education, and to enrich the lives of their wider communities. While this may seem the ideal opportunity for schools to create the spaces they need, they must work co-operatively with their stakeholders and a range of partners and other service providers if they are to take maximum benefit from their new investment.

Section four of this guide looks at the key design issues associated with creating extended schools.



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establishing extended facilities

Role of the local authority

The local authority role is crucial for extended schools to develop and maximise their potential. As part of the Children and Young People's Plan, from April 2006 every authority needs to show how it intends to achieve the Government's targets for each school providing childcare and sports opportunities outside school hours.

Local authorities are also developing Children's Trust arrangements to integrate front-line services, backed up by integrated processes, planning and inter-agency governance. Trusts will work together with local partners from the public, private and voluntary sectors to assess local needs, agree priorities and commission local services to meet those priorities.



section **three**

developing the vision

In **section one** we set out the policy context for the Extended Schools agenda. There is a clear focus on local authorities as the strategic lead on developing the educational vision for their areas and this should be underpinned by:

The local context, including wider plans for Children's Trusts and integrated service delivery.

The aspirations of the local community in terms of education and wider service provision.

The full range of Government policy and its likely implications for schools now and in the future.

The vision for an extended school will draw on the needs assessment from a range of stakeholders. But it is important that the extended services support and contribute to the wider school objectives. Opening up a school to provide a wider service should enhance opportunities to raise standards, promote the culture and ethos of the school and contribute to a range of Government policies, including those set out in this publication. In every case a school should be able to see the benefit of providing extended services in helping to achieve its vision and in turn that of the local authority. If the extended provision does not have a direct impact on the achievement of the school vision, it is likely to detract from the core business of staff and pupils.

Schools should be sure that the vision they have agreed takes full account of the Extended Schools agenda and core offering. It is important that schools can reach out to their communities so that the school vision is widely owned and that stakeholders understand how they can support its achievement.



Great Torrington Bluecoat CE Infant and Nursery School, Devon: providing for the whole community

Great Torrington Bluecoat School has a toy library and a scrap store which support clubs as well as forming a resource for the school. The Torrington Family Project has opened a craft shop in the local town to extend what the school is already doing. Workers at the shop show parents how to craft with their children and take crafting to the community in the surrounding rural areas. According to headteacher Mary Pearson, *“All the work we do supports the Torrington Vision. Governors have decided not to charge clubs for using school space and additional funding is being raised to provide an extra building for clubs and daycare”*.



section **four**

design

Why is design important?

Well-designed extended facilities, which support the school vision and have ownership from the local community, can enable and promote community use. Below we have looked specifically at some of the key issues that have particular significance when designing for a wide range of potential users and for buildings that will be open for longer than the normal school day.

Many of the issues covered in this section are features of all well designed schools. Where facilities are to be opened to a wider range of users there may be a greater emphasis on some aspects of the building, and these have been highlighted.

Creating an extended facility may mean, for example, creating access which allows young parents with pushchairs to easily reach the nursery, or ensuring secure boundaries between pupils and adult users, or simply thinking about providing wider doors to the school hall to allow it to be used for a range of activities from school performances to trade exhibitions, fashion shows to wedding receptions. Understanding who will use the building, how and when, will create design issues which can be addressed early in the process.

Writing a brief

The need for a masterplan

Whether a school is planning to remodel, refurbish or extend its buildings – or if it is fortunate enough to be planning for a new school – it will need to develop a design brief for those spaces.

It is sometimes better to prepare the brief in two stages. The first is a strategic or outline brief, which sets out the broad requirements. This can then be tested by means of an options appraisal, a feasibility study from which a business plan can be derived, where appropriate. The next stage is developing a detailed brief, which becomes a definitive reference document for the whole design team.

One of the first stages in developing the detailed brief might be carrying out a feasibility study. Where the creation of an extended school is a longer-term project, this study could take the form of a masterplan. Many schools will develop their extended schools activities on an incremental basis over several years. At the same time there may be other development projects being planned, such as replacements for mobile classrooms or new ICT facilities. It is vital that all these projects are coordinated, so that one does not compromise a later phase due to its location or design. In these circumstances the value of a school masterplan cannot be over-emphasised.

The DfES has been working with the Construction Industry Council (CIC) to develop a Design Quality Indicator (DQI) for schools. Read more about the DQI on page 47.

It is intended that the DQI for schools will be used at all three stages on BSF projects from wave 2 onwards and its use will be encouraged on all other schools projects costing £1 million or more.



Woodlands Primary School, Medway: multi-purpose spaces designed by the community

In January 2004, Woodlands Primary School opened a multi-purpose space providing a recording studio, dance space and portable rehearsal studio. £650,000 was spent to transform part of a recently closed secondary school and the community was closely involved in the design decisions. The school also provides a range of sports facilities and makes its hall available for community use. Even classrooms are multi-functional, turning into music practice rooms in the evenings.

Woodlands involved its local community in developing the facilities. A Steering Group of local people with a particular interest in the arts and music developed the brief for the multi-purpose music, dance and drama space, adding their specialist knowledge to the discussion.

Funding issues

Funding arrangements need to be explained in detail as part of the brief. Clearly the designers will need to know the budget for the proposed project and it is helpful if they understand the sources of funding. Some types of funding have implications for the design, such as:

- What is the timescale for funding being made available? Extended school projects may well draw funding from a number of sources – check that the timescales all coordinate.
- Is the funding being provided by the LEA – and do they have any particular rules or conditions attached?
- Is the funding from external sources such as the lottery or regeneration budgets? Some of these have special rules, such as only funding projects in certain areas or which meet specific project targets.

The budget needs to be clearly established before developing the detailed brief so that the accommodation requirements

and subsequent designs are all affordable – this avoids designs having to be cut back significantly at a later stage because of funding problems.

PFI funding

Where a school has, or is about to, become part of a PFI contract, special rules are likely to apply and the PFI contractor will usually provide the design team. The PFI contract will certainly give 'availability hours', when the school is entitled to use the building. If they want to use it for additional hours, this will have to be negotiated and there may be an extra charge. The PFI contractor is likely to have a policy about letting to external users outside the school's availability hours and the contract may make provision for different charging rates depending on whether the user is a community organisation or a commercial business.

If it is proposed to develop a PFI school as an extended school, it is vital to discuss this with the Council's PFI contract administrator as early as possible.



Oaks Park High School, Essex: using PFI buildings

Oaks Park High School has a new PFI building which opened in September 2001. Headteacher Steve Wilks' advice for other schools, particularly those built and operated under PFI contracts, is to think carefully about what will be provided, how it can be integrated with the community, and to plan ahead as much as possible in terms of how the school would like the building to be used. He says, "Be sure from the start that you know what you are likely to get out of the contract and liaise closely with the contractor on how it will work in practice. Don't be afraid to ask hard questions about how the new facilities can be opened up to the community and who will be responsible, and to discuss the benefits to all involved".

