

Adding value:

adult learning and extended services



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NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

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Introduction

Adult learning plays an important role in adding value to the extended services that schools are developing.

'Adding value: adult learning and extended services' aims to explore the role of adult learning in the development of extended services and to show how it can support the other services that schools are developing with their communities. It is intended as an introduction to this important area of work, one that will whet your appetite for getting started and will help you in working with others who share your interest and commitment to working in the community.

'Adding value: adult learning and extended services' is aimed, firstly, at managers and co-ordinators supporting the development of extended services. Managers and co-ordinators in adult learning and family learning services who wish to work in partnership with schools will also find the publication useful, as will local authority officers supporting the development of extended services in the community.

We have intentionally kept the material in this publication brief and practical, using examples wherever possible to illustrate the key points. There is information on:

1. The background to extended schools;
2. Why schools should get involved in adult learning;
3. What the adult learning offer can look like;
4. Working in partnership with other key stakeholders;
5. Consulting adults and the community;
6. Assuring the quality of adult learning in schools;
7. Sustaining adult learning in extended schools;
8. Where to go for further information and help;
9. Useful websites.

'Adding value: adult learning and extended services' grew out of a recognition that schools are currently actively engaged in working with their communities and developing new services. The National Institute of Adult Continuing Education (NIACE) has worked with the Director of Extended Services in The Extended Schools Support Service (TESSS) at ContinYou, the Extended Schools Team at the Department of Education and Skills (DfES) and the Skills for Life Strategy Unit at the DfES to ensure that the publication is part of a co-ordinated approach to supporting managers and co-ordinators in extended schools.

NIACE trusts that you will find *'Adding value: adult learning and extended services'* a useful publication in making a start in working with your partners to include adult learning in your extended services.

Background

The concept of extended schools has developed over the last decade as government has tackled ways in which to improve pupil attainment. In 1998, the Social Exclusion Unit published *Bringing Britain Together: a national strategy for neighbourhood renewal* that highlighted low pupil attainment in disadvantaged communities. Extended schools then dubbed 'Schools Plus' by the Policy Action Team 11 that reported in 2000 on the potential role of schools in countering social exclusion (extended schools were not known as such until 2002), were seen as a way to support pupils by helping disadvantaged communities. The white paper, *Schools: achieving success* in 2001, recommended that the barriers preventing schools from providing more support for communities and families be removed, and the *Education Act* (2002) gave school governing bodies the opportunity to provide community services. Also in that year the DfES published *Extended Schools: providing opportunities and services for all* (DfES 2002). Funding was made available in 2002/2003 to 25 Local Education Authorities (LEAs) to develop extended school pathfinder projects.

This momentum was built upon with the publication of *Every Child Matters*, the DfES' green paper in 2003 which set out the government's plans to improve services to children and families with a focus on five key outcomes for children. It hoped to build upon the successes of Sure Start Local Programmes and Full Service Extended Schools (FSES). The primary school strategy also expressed a hope that parents have access to a wide range of opportunities through 'partnership beyond the classroom' (DfES 2004c). *Putting People at the Heart of Public Services: Five year Strategy for Children and Learners* made a universal commitment, for primary age children and their families, to a closer relationship between parents and schools, with better information through a new 'school profile' and more family learning (DfES 2004c). It anticipated that by 2006 there would be at least one FSES in each (disadvantaged) local authority area, and – in the longer term - "the vast majority of schools will become part of a partnership network to make a fuller offer to the community" (p.30).

The extended schools prospectus *Extended schools: Access to opportunities and services for all* (DfES 2005c) set out the core offer of extended services that it is hoped all children will be able to access through schools by 2010. Again, the push to drive up standards for children has been reiterated in the schools white paper *Higher Standards, Better Schools for All - More Choice for Parents and Pupils* (DfES 2005b), *Youth Matters* (DfES 2005e), the Specialist Schools Programme which began in the mid 1990s, the cultural offer for young people - Creative

Sparks (DCMS 2005) and the ten year childcare strategy, *Choice for parents, the best start for children: making it happen* (DfES 2006a). More recently, the *Education Outside the Classroom Manifesto* (DfES 2005b), a consultation launched in December 2005, aims to provide all children and young people with a variety of quality learning experiences outside a classroom environment.

Extended schools whilst tied particularly through Ofsted, to the education agenda in England have also developed in the context of other government agendas such as widening participation and neighbourhood renewal and programmes including learning communities, Excellence in Cities, now Excellence Clusters, Behaviour and Attendance Improvement Programme (which funded most of the early FSES), the *National Service Framework for Children, Young People and Maternity Services* (DoH 2004b) and *Choosing Health* (DoH 2004a), *Skills for Life* (DfEE 2001), Sure Start, and access to ICT through UK Online centres.



Why schools should develop adult learning opportunities

Adult learning – a natural partner in extended services

Adult learning is a valuable part of extended services because it:

- Can have a positive effect on pupils' attendance, behaviour and levels of attainment;
- Includes family learning programmes which promote positive learning habits in families and enhance parental¹ involvement in children's learning;
- Can make your school more accessible to the community and involve more people from the community in your school;
- Can raise the skill levels of adults² in the community so they can access employment opportunities and improve their life chances and those of their families;
- Can help parents prepare their children for school and for transferring into secondary school;
- Can help your school to develop links with the business community;
- Can help your school to build partnerships with other services and organisations in the community;
- Can provide additional funding for your school.

There are common values underlying extended services and adult learning that make them natural partners in your school. Schools that develop extended services believe that they can best serve pupils by reaching out to and working with the families and communities from which pupils come. Adult learning, too, believes in the capacity of adults and communities, including schools, to learn and develop, tackling the challenges thrown up by social, technological and economic change.

This shared belief in the need for schools and their communities to work together to improve the lives of children, families and everyone in the community as a whole means that adult learning fits easily into the growing range of services in your school.

How adult learning adds value to your school's work

Adult learning is an excellent way of adding value to what your school is already doing in extending its services.

Adult learning is a means of involving families and the whole community in helping your school to achieve the five *Every Child Matters* outcomes for children. The adult learning curriculum,

¹ Throughout this publication, the term 'parent' has been used as shorthand to include mothers, fathers, grandparents, carers and other adults with responsibility for caring for a child, including looked after children.

² The term 'adult' is also used in its broadest sense to include young adults, staff working in the school, friends of the school, parents and adults in the community.

which includes family learning, is comprehensive, embracing health and well-being programmes, parenting programmes, community participation, vocational skills, financial education and enjoyment and achievement in a wide range of subject areas. In offering adult learning programmes, your school is taking a whole community approach to promoting the *Every Child Matters* outcomes.

Family learning, which is considered part of adult learning, is a particularly powerful way of helping your school to achieve positive outcomes for its pupils. Family literacy, language and numeracy programmes enable parents to improve skills in essential areas and to support their children’s literacy, language and numeracy development. Many parents move on from family literacy, language and numeracy to other types of learning, volunteering and employment. Wider family learning programmes introduce parents and children together to new experiences in learning and encourage parents to progress to further learning, training or employment. All family learning raises the esteem of parents and children alike, encourages a love of learning together and strengthens the links between home, school and the community.

Adult learning also adds value to the parenting support your school will be developing as part of its extended services. Adult learning enables parents to meet and work with other parents and encourages participation in school and community activities. Many schools report better relationships with parents and families as a result of adult learning and family learning activities. Parent support workers are ideally placed to find out what kind of adult learning parents want, and by working with adult learning providers, they can help to develop programmes



customised for parents. Parent support workers are also ideally placed to signpost parents they are supporting to adult learning opportunities in the school and community, so it is important that they have a good knowledge of what is available and where parents can go for more information.

Making adult learning provision available can add value to the specialist services that the school may be developing as part of its extended services. For example, many schools will be working more closely with Jobcentre Plus in an effort to give parents and members of the community information on employment and training opportunities. Adult learning can be developed alongside these services to help adults to prepare for work or build their confidence in returning to the labour market.

When parents and carers engage with specialist services in the school, there will be an opportunity to provide information on adult learning opportunities and to refer them to relevant adult learning programmes in the school or the community. It is important that staff providing information and making referrals have access to the most recent information on what's available and understand the importance of adult learning in terms of confidence building, developing skills and promoting participation. Staff in specialist services are also in a good position to identify the needs of parents and carers and other adults in the community and should have good links with adult learning providers so that they can respond to community needs.

Consulting parents and adults in the community about what they want to learn is a natural extension of your school engaging its community in consultation. Furthermore, responding to what adults say they want to learn is an excellent way of demonstrating your commitment to making the school more accessible. Adult learning will bring parents, other adults in the community and partner organisations into your school for information about learning, consultation events, planning meetings, learning programmes and celebrations of learning. Engaging the community in adult learning will also help your school to identify the pool of talent and resources in the community that may be available as parent or community volunteers to the school. Many volunteers gain valuable skills for employment as a result of their experience in schools.

EXAMPLE

At Valley Road Community Primary School in Sunderland, extended services has led to the creation of employment opportunities which have been taken up in the main by local residents some of whom have children at the school.

Source: TeacherNet Case Studies.

Finally, the provision of extended activities including learning opportunities for adults offers personal development opportunities for existing school staff. School support staff or childcare staff may wish to become involved in supporting learning for adults. Existing school staff may find that supporting community activities is an opportunity they wish to incorporate into their existing role.

As a consequence of extending provision, schools may find it useful to provide extra training opportunities in relevant topics such as how to support parents/carers with literacy, language or numeracy needs.

EXAMPLE

Glebe First and Middle Schools is located in Kenton East ward, one of the most deprived in Harrow and characterised by high levels of poverty, unemployment and residents without qualifications. The school serves a richly diverse community – 66 per cent of the population in the ward are Asian or black and over 20 languages are spoken. The school has 380 pupils aged between 3 and 12 years. A wide range of services are provided to pupils, their families and the wider community. There is an adult and community learning centre on the school site – The Kenton Learning Centre (KLC) with some of the sessions supported by crèche provision.

Collaboration between the partners has been central to the delivery of programmes for the local community and the effective partnership between the school and Stanmore College was recognised in 2005 when the College received an AQA Beacon Award for school/college partnership. The adult learning activities at the KLC are provided by Harrow Adult and Community Learning Service, Stanmore College and Glebe Full Service Extended School (FSES) and include courses in ICT, Skills for Life, English for Speakers of Other Languages (ESOL), early years, family learning, parenting, art and floristry. In addition, there are various activities run in collaboration with health professionals such as antenatal classes, advice and information sessions for adults experiencing domestic violence and welfare benefits surgeries.

The overall strategic leadership is provided by the Headteacher and the Chair of Governors both of whom are part of the KLC Steering Group and the FSES Steering Group. There is also representation on the FSES Steering Group from the Primary Care Trust, Harrow Adult and Community Learning Service, Stanmore College, Children's Services, Inclusion and Achievement Team, ContinYou, the Childcare Co-ordinator and the Area Manager. The purpose of the FSES Steering Group is:

- To advise on the development of the school as a FSES and service delivery;
- To ensure that service delivery and development focuses on improved outcomes for children;
- To agree priorities for development;
- To identify and pursue opportunities for agencies to work together;
- To identify potential funding sources;
- To approve the budget plan and monitor use of the resources delegated by the Governing Body for the purpose of developing a FSES and to approve expenditure as required under financial regulations;
- To share relevant national, council and other local developments;
- To monitor and evaluate progress and the continuing delivery of the FSES services to the local community.

Partners working together: Harrow Adult and Community Learning Service, Stanmore College, Childcare Co-ordinator, Primary Care Trust, Benefits Agency, Early Years Administration, Canons Cluster Project, Harrow Library Services and local community groups.

Source: Donna Barratt, Headteacher, Glebe First and Middle School.

Website: http://www.learninharrow.org.uk/family_learning/kenton_learning_centre.cfm

Evidence of the benefits of adult learning as part of extended services

There is a growing body of evidence that points to the benefits of adult learning for schools extending their services and for the pupils, parents and communities they serve. The Evaluation of the *Full Service Extended Schools Project: End of First Year Report* (Cummings et al 2005) found that the relationship between extended activities and increased parent's confidence was a recurring theme. This growing confidence was related to higher aspirations and an enthusiasm for learning. The authors write that "It is clear that, in some cases at least, schools were able to generate a sort of 'escalator effect' in which adults received support in respect of the difficulties they were experiencing, grew in confidence as a result of this support, felt able to participate in learning opportunities and, ultimately, were able to access employment" (p.111). Although the authors point out that these changes may have occurred without extended activities, the evidence they gathered is important because it suggests that extended activities can have important outcomes for some individuals and groups bringing about "social and learning gains for both adults and children" (p.112). There is also evidence that generating positive processes for parents has positive affects on their children. A cost-benefit analysis of full service extended schools found that, for pupils, improved academic standards and behaviour were identifiable benefits. These were illustrated by a decrease in teenage crime, in the use of drug/alcohol/cigarettes and in teenage pregnancies.



There was also considerable evidence to suggest that extended activities impacted positively upon communities. Some schools, for example, felt that the activity changed the community's perceptions of the school with subsequent greater interaction between pupils and community members and better attendance at parents' evenings.

There is a large body of evidence of the benefits of family learning in relation to pupils, parents and schools. This also provides a powerful argument for including it in the adult learning you are developing as part of your extended services. For example, a Family Learning Centre at East Cowes Primary School on the Isle of Wight was established in 2000, offering a wide range of courses such as literacy, numeracy, behaviour management, child development and IT. An evaluation by teachers found that there was improved attendance in 26 per cent of pupils and improved home-school communication in 58 percent of pupils following involvement in family learning (Basic Skills Agency 2004). An early evaluation of family literacy programmes found that children whose parents had attended the course were better behaved in the classroom (Brooks et al 1997). SHARE, a family learning programme provided by ContinYou, is offered in early years, infant, junior, secondary, and other community settings. Parents/carers are encouraged to work with their children at home using the SHARE materials, which complement classroom teaching and literacy and numeracy frameworks. Evaluation of the effectiveness of the SHARE programme at Key Stage 2 found many examples of teachers and parents who felt that home-school relationships had improved through the programme. It was found to increase respect for the teacher's role and recognise the role that parents played in education (Lewis 2000).

The research evidence, then, supports the view that adult learning, including family learning, vocational skills and learning for personal and community development, will have a positive impact on pupils, adults, the school and the whole community.

KEY POINTS

1. *Adult learning is a natural partner to a school's extended services.*
2. *Adult learning adds value to a wide range of activity that your school will be doing as part of its extended services.*
3. *There is evidence that adult and family learning impacts positively on pupils, parents, the school and its community.*

EXAMPLE

Mitchell High School, Stoke on Trent, sits in the middle of three large social housing estates. It serves the areas of Bucknall, Bentilee and Abbey Hulton and is the 28th most deprived ward nationally out of 8,700. Unemployment rates are high and the area has been hit hard by the decline of traditional industries such as coal, steel and pottery. High teenage pregnancy rates coupled with low aspirations and poor life chances all contribute to a desperately needy community. Drug and alcohol abuse are commonplace, as is obesity and anti social behaviour.

The Community Learning Centre (CLC) is just one component of a wider effort to regenerate this community which itself is part of a wider adult community learning network in Stoke on Trent. Access to the Centre is through a separate entrance than that of the main school building. There is a small team of adult tutors to support, encour-

age and enable adult learners to progress. The CLC has a friendly, relaxing, non threatening atmosphere where all learners are made to feel welcome. Each learner is asked to rate the service at the end of each visit and it consistently scores 5 out of 5. The CLC gained The Matrix Award in December 2004.

Adult learners access the CLC at the same time as the students of the school. The CLC is used to promote independent study to young people, such as research, assignments or portfolio work. Learners of all ages can clearly see each other in the centre and are often learning side by side. All adults lacking in literacy and numeracy qualifications up to level 2 are targeted.

To remove barriers to learning Mitchell has its own crèche facility, which supports the adult learners with very young children. This service is offered at a nominal charge of 50 pence per session and is only available to adults that are engaged in a journey of learning at the school.

A range of courses are offered to adults including literacy and numeracy national testing, level 1 and 2; Learndirect European Computer Driving Licence; Institute of Leadership and Management, level 3. Through partnership working school support staff are also offered training in City and Guilds Adult Teaching Certificates, Arts and Crafts and an MSc in Education, Leadership and Management. Underpinning all of this, adult learners are encouraged to participate in the STEPS programme. This programme explores each individuals' self esteem, confidence and goal setting for the future.

Of particular interest to some local adults has been the GNVQ in Health and Social Care which the school has offered. Adults have attended lessons alongside the students in the classroom environment and this has provided a unique experience for all those involved. Jude Slack, Health and Social Care teacher believes that adults in the classroom are excellent role models for the young people. Adults bring their own rich experiences to the class, which generates discussions on a variety of topics and issues. Some of the adults that have been involved in gaining this qualification have since gone on to full time employment at the school in a variety of roles such as learning mentors and teaching assistants.

The CLC has a contract with nextstep and has regular referrals from Jobcentre Plus and the Probation Service. Numerous volunteers have been trained to a standard which has given them the skills to move in to paid employment. The CLC works in a framework of recruitment, retention, progression, achievement and destination.

In recognition of the work that the school does with its parents and carers the school piloted and gained from the DfES the Leading Parent Partnership Award in December 2005. This award proves that the school has effective communication procedures with all its parents and carers.

Partners working together: nextstep, Jobcentre Plus, Probation Service, Sure Start, Start-up, Workers' Educational Association, Learndirect, Townsend Residents Community Association, Support Abbey Youth, Beth Johnson Foundation, Bentlees Community Housing, The Pacific Institute.

Source: Jackie Lees, Full Service Extended School Manager, Mitchell High School.
Website: www.mitchell-clc.co.uk



What an adult learning offer might look like

Getting the basics right

The offer for adults in schools will grow organically from consultation with learners and the community, bearing in mind that the school should:

- Find out about the community it serves;
- Involve the community in developing the programme;
- Aim to link the offer into further opportunities for learning in the community so that adults can develop and extend their learning beyond the school;
- Signpost learners to these other opportunities through impartial information, advice and guidance;
- Take account of existing adult learning providers;
- Work in partnership with existing adult learning providers in the community.

Building on every possible opportunity in the school

What is important, from a general point of view, is that the offer is not limited by historical notions such as ‘evening classes’, by narrow interpretations of ‘learning’, or by assumptions about what the community might want. Adult learning in schools should build upon a wide range of opportunities in schools, ranging from informal to formal and from group to individual learning. The forms such adult learning could take are many and varied, some of which are shown listed below.

Drop-in facilities

Some schools will have the space to develop facilities where parents and other members of the community can ‘drop-in’. They may have a community café, a toy library or a parents’ room. These spaces offer adults in the community the opportunity to meet informally and develop social networks. These processes can develop people’s confidence and build relationships with the school. School and/or adult learning staff can work with adults, meeting informally to develop an offer that meets their needs and addresses the issues in the community.

‘Taster’ sessions

Taster sessions are generally informal one-off events that encourage adults to take that first step in learning. They might be held in the school or in other venues in the community. Because they are a one-off event and generally informal, they do not require a big commitment on the learners’ part. They can help, therefore, to attract adults who might otherwise be reluctant to get involved in adult learning. Taster sessions can be used to find out what else adults would be interested in learning.

Family literacy, language and numeracy

Family literacy, language and numeracy is a mainstream programme in each local authority funded by the Learning and Skills Council (LSC). It offers parents and children a menu of learning opportunities including Early Start. Parents gain confidence in supporting their children's learning and develop their skills. Research evidence shows that parents lacking literacy and numeracy skills themselves can have a negative effect on their children's aspirations and achievement. For further information please refer to the DfES publication *Family Literacy, Language and Numeracy: A guide for Extended Schools* (DfES 2004a).

EXAMPLE

St George's CE First School provides for children from the age of 3 to 9. Situated very close to the town centre of Redditch in Worcestershire, the catchment area encompasses an old established residential area with a high percentage of minority ethnic families. The school is in a Sure Start designated area and plans are advanced for the establishment of a satellite Children's Centre. The school has a nursery and is one of 8 schools in an extended schools pyramid. The lead school is a middle school and the pyramid of schools encompasses one high, one middle and seven feeder first schools. Two are designated Children's Centres and all but one first school have nursery provision.

St George's First School actively promotes parental involvement and is developing strategies to encourage parents to become involved with the school and in their children's learning. For several years the school has been engaged in activities such as family learning, the SHARE programme, Family Literacy, Language and Numeracy programmes and ICT for adults and children.

Currently, adults attend a Family Literacy programme. This programme runs for 3 hours every week for 15 weeks and is funded with Learning and Skills Council monies via the local authority Family Learning budget. The school bid for money to run the programme and the 'acorn' data (statistical data) confirmed the level of need and appropriateness of targeting programmes. The school has an arrangement with a local nursery, which provides a crèche, and the children of the participating parents receive additional, related support, from a nursery nurse. Parents usually take the national test at the end of the 15 weeks. The school recruits 9 parents on average with a proportion from the Pakistani community. The school has bilingual teaching assistants who support the Family Learning programmes. The Foundation Stage teacher jointly runs the programme with an adult basic skills tutor from the college. The format of the programme is as follows:

- | | |
|--------------|---|
| First hour: | Adult basic skills led by the tutor |
| Second hour: | Parents prepare activities for their children led jointly by the adult basic skills tutor and teacher |
| Third hour: | Parents work with their children facilitated by teacher and tutor. |

The Foundation Stage teacher attends the Family Learning Network Group to share ideas, practice and resources and meet with the local Family Learning Co-ordinator. A training day is held each October for all teachers providing Family Literacy, Language and Numeracy programmes.

The school also offers ICTogether: a Wider Family Learning programme, developed in Worcestershire, to support growing numbers of parents who want to support their children with computer based learning but are unaware of the resources available. This is a 20 hour programme with 10 hours ICT capability for parents and 16 hours of working with their child using ‘Content Stream’ and other packages available on the web. All Worcestershire children have a password to enable them to access Content Stream at home. This programme is run jointly with an ICT tutor from the ‘laptop’ project and a teacher from the school. Many parents progress to other ICT programmes from this. These have been held in St. George’s but in a recent extended school initiative, IT parent workshops have been offered by Trinity High School in their new Business and Enterprise centre.

The school is using SHARE materials with parents of reception age pupils. The project has involved approximately half of the pupils in reception. Parents meet with staff monthly to discuss activities, collect resources and share work, although staff are in daily contact with parents to offer help and advice. This enables the parents to gain a better understanding of their children’s learning and accreditation is available.

Source: Anthea Main, Local Authority Remodelling Officer, Worcestershire County Council.

Wider family learning programmes

Wider family learning programmes, also funded by the LSC and managed by the local authority, provide opportunities for parents and children to enjoy learning in a broad range of curriculum areas – the arts, science, health, sport, languages – the range of choices should be as wide as possible. The LSC sees these programmes as important to community regeneration. In addition, they are helpful in addressing the needs of particular groups of parents and carers, namely, fathers, minority ethnic communities, grandparents and childminders.

Parenting programmes

There are a number of nationally recognised parenting programmes that can be linked to the schools parenting support activities. Tutors who deliver these programmes should be trained in the programme and, furthermore, should be aware of the National Occupational Standards in Working with Parents, which were recently approved by the Qualifications and Curriculum Authority (QCA). The Children’s Trust in your area will want to discuss how the school’s parenting support activities will contribute to the Children’s Trust’s Children and Young People’s Plan for the area.

Adults learning alongside pupils

Some schools welcome adults to learn alongside pupils in GCSE and AS/A level programmes of study. This approach is a strong reminder to pupils that learning is for life and not just for a limited phase of life. Adults can bring a different point of view to class discussions and tasks, with mutual benefits for both young people and those returning to learning.

EXAMPLE

Teachers at Francis Combe School and Community College in Watford with 1000 pupils on the roll found that adults working alongside young people had a strongly positive influence on the class as a whole. Pupils were curious as to why adults were learning in this context and would often draw important conclusions about working harder in schools whilst they had the opportunity. In situations where adults were involved in lessons such as Childcare, their life experiences added an important dimension to the learning of the class as a whole. Francis Combe hopes to attract all adults from the community and lone parents, the unemployed and those who have dropped out of learning at some stage in their lives and wish to reskill and re-enter learning.

Geoff Carr, Deputy Headteacher notes that there was some apprehension on the part of teachers at the idea of adults working alongside pupils. The renewed emphasis on Child Protection means that there is a great deal of nervousness about adults in close proximity to children. Police checks may serve as a deterrent to some in the community for reasons other than Child Protection. Overall, their experience of adults in school has been almost entirely positive and beneficial.

Source: Geoff Carr, Deputy Headteacher, Francis Combe School and Community College.

A regular programme

Once an appetite for learning has been created, the school and its partners can expand the range of opportunities for beginners as well as those wanting to delve more deeply into learning and to extend into specialist subject areas. A regular programme demonstrates a commitment to learning and learners. It is essential that all of the classes in the programme are regularly evaluated, with learners' comments taken seriously and acted upon.

Opportunities for volunteering

Within the school and its extended services there will be many opportunities for adults to volunteer and develop confidence and skills for going forward. There will be opportunities in the classroom, in the extra activities offered by the school and its partners, in a Parent-Teachers Association, or possibly by becoming a Parent Governor. Schools should build on these opportunities so that adults are conscious of the learning involved and make the most of the new skills they are learning. The adult learning service in your local authority can advise you on how to integrate volunteering opportunities into the broader range of opportunities for adults.

Training for employment

The school and its partners may also be able to offer training for adults from within both the community and the school to take up some of the new positions that are being created in schools as they develop extended services.

KEY POINTS

1. *The offer for adult learners in schools should grow organically from consultation with learners and the community in the first instance, and should continue to involve them in evaluating and developing the offer.*
2. *Adult learning provision should build upon a wide range of opportunities in schools and the community, ranging from informal to formal, from group to individual learning and encompassing a wide range of subject and models of delivery.*

EXAMPLE

The Great Lever Family Learning Centre was established in October 2004 as part of the extended school strategy of Hayward Secondary School in Bolton. Operated by the Bolton Literacy Trust, the centre's remit targets the adult education and family learning parts of the core offer of extended schools. The centre is a room and facilities rented from the Sixth Form College that adjoins the school. The Trust have offered courses such as ESOL, IT, first aid, family learning programmes such as SHARE and Healthy Families, run parenting classes and have a cyber café at the centre with free Internet access for local people.

The centre has worked in partnership with Bolton Library Service, artists in schools, Bolton Ethnic Minorities Achievement Service, Bolton Community College and the Food and Health team of Bolton Primary Care Trust to provide a range of learning opportunities for local adults. As a registered RAW centre, part of the national BBC campaign, adults come to the centre to improve their reading and writing skills. The centre is also receiving referrals from Bolton Community College, Bolton at Home (which manages the borough's council homes) and other local agencies.

Community learning ambassadors familiar with the area who were bi-lingual ascertained the learning needs and desires of local people. The number of parents from the school attending the centre has risen steadily and it is anticipated that this will continue with the planned International New Arrivals (INA) project due to start in March 2006. This involves working with INAs as families one afternoon a week on parenting, language and integration issues. A weekly parents' group is flourishing, made up of parents with vulnerable children at the school. It tackles parenting issues and looks at good practice whilst providing year 10 pupils with an opportunity to use their childcare skills, looking after the younger children of those attending the session, as part of their Health and Social Care GCSE.

Courses are also provided in other settings such as community venues and local primary schools for those who may not be able to access the Centre or feel more comfortable elsewhere. The Computers Don't Byte course has been run in four local primary schools delivered in their children's computer suite. Family learning courses such as Supporting your children's learning are also being trialled in feeder primaries to Hayward Secondary School.

Volunteers and learners from the centre have helped with a social history project Home from Home, which looks at reasons for migration and is funded by lottery monies. Bolton Literacy Trust volunteers support local people during the sessions and courses at the centre.

There are currently approximately 200 regular adult users of the centre. The adult, community and family learning opportunities offered by the centre mean that Hayward extended school has become a resource for learning for the whole community.

Partners working together: Bolton Library Service, Bolton Ethnic Minorities Achievement Service, Food and Health Team – Bolton Primary Care Trust, Bolton Community College, Bolton at Home.

Source: Jen Carney, Bolton Literacy Trust.

Website: www.greatleverfamilylearningcentre.org.uk

Working in partnership to maximise the offer for adults

Range of partners

To facilitate a range of services to the community, schools will need to work in partnership. Other local organisations and sectors have the experience, expertise and possibly funding that schools can draw upon. In maximising the offer to adults, schools can work with the local adult learning service within the local authority. Local authorities can provide information on groups, agencies and services at a local level to develop the core offer of extended services. Schools could make links with local Children's Trust partners with specialist skills such as the LSC, Primary Care Trust, Social Care Services and Neighbourhood Renewal Fund. Schools may wish to develop learning pathways, for example, from the local college, Jobcentre Plus or other adult learning provider to the extended provision and vice versa.

Having a physical base for other teams in the school is a practical way to develop working relationships, for example, the Early Years Inclusion Team in the London Borough of Merton has a base at Aragon Extended School. A school based co-ordinator role could be useful in forging links with partners.

Working in a cluster

Working with other schools and children's centres in a cluster is one approach to meeting the core offer. Some schools may not have the physical space to provide learning for adults and can work with other local organisations to provide courses in community venues, children's centres and in other schools. Some adults may prefer to engage in learning in a non-school environment.

Providing childcare

Childcare is a crucial factor in maximising the offer for adults. Schools can work in partnership with local, private, voluntary and community sector providers to offer childcare.

EXAMPLE

Richard Aldworth Community School is one of Hampshire County Council's 35 community schools catering for 11-16 year olds. The school has an on-site nursery for the community and supports community initiatives such as adult education. The nursery provides opportunities for young people to undertake work experience and placements whilst the school is an NVQ training and assessment centre for early education and play work.

Source: TeacherNet.

EXAMPLE

Kirklees Communi-Crèche was set up in response to the Kirklees FASTLANE project, which was initiating family learning and adult learning in a large number of Kirklees schools. Communi-Crèche has proved to be popular providing a crèche workforce and resources and has been providing on average 100 crèches a week in schools and other community venues. The provision can be booked by schools at a reasonable cost. Communi-Crèche has responded to the need for quality childcare by recruiting local people followed by a thorough training programme. Ofsted continually praise the provision and the Adult Learning Inspectorate considered it outstanding. Adult learning and family learning providers operating in extended schools make good use of this provision.

Bridget Crabtree, Community Manager, Rawthorpe High School can testify to this. Rawthorpe High School is based within a known area of high deprivation. Rawthorpe High School along with its partner schools, Rawthorpe Juniors and Rawthorpe Infant and Nursery, are all based on one campus serving the same community. A survey of local residents revealed that childcare was of interest to non-learners. Rawthorpe approached Kirklees Communi-Crèche, interested in its 6-week introductory course that can lead to employment as a sessional crèche worker for the company. The course tutor was known to have a good track record in training non-learners, providing a curriculum that is interesting and relevant to local residents. The course was held in the school's Community Area, which is local to residents and removes the barriers of travel and a crèche provided by Kirklees Community-Crèche!

Course attendees were recruited in a number of ways including via the school's half termly Community Newsletter, using the Community Manager's community contacts including the Green Door Rawthorpe Rascals wraparound care provision on campus and the Children's Information Service. The Green Door Rawthorpe Rascals were particularly useful in encouraging those parents that were interested in attending but lacking in confidence. There were 8 adults enrolling on the course of which 4 became sessional crèche workers.

There were a number of partners who contributed to this success including Kirklees Communi-Crèche who ran the course, Kirklees Early Years Service who part funded the course, Green Door Rawthorpe Rascals who helped to recruit and engage parents, Rawthorpe Infant and Nursery School who advertised and encouraged parents to attend and Rawthorpe High School who provided the space for the learning, helped with recruitment and part funded the course through the Full Service budget.

Partners working together: Kirklees Communi-Crèche, Kirklees Early Years Service, Green Door Rawthorpe Rascals, Rawthorpe Infant, Nursery and High Schools.

Source: Bridget Crabtree, Community Manager, Rawthorpe High School, Huddersfield
Ian Blakeley, Extended Learning Manager- Schools, Kirklees.

Strategic positioning

Sitting on the same team can be a useful strategy in forging links, for example, in Oldham, the extended schools strategy manager and the children's centre strategic manager are both on the *Change for Children* team. In Warwickshire, the adult learning manager is part of the strategic extended services team.

Education Improvement Partnerships provide a way for schools to work together on extended services. They link local providers from different sectors to meet community needs. The prospectus for *Education Improvement Partnerships* can provide guidance and help (DfES 2005a).

All local authorities should have a strategic officer who can provide the strategic link between the local authority and local schools with extended schools remodelling consultants to support the training to community members engaged in extended services.

The recent action plan for the ten year strategy, *Choice for parents, the best start for children: making it happen* (DfES 2006a) notes that the plan for extended schools should be built into the responsibilities of Children's Trusts and within the Children and Young People's Plan. The recent letter from the Minister of State for Children, Young People and Families, Beverley Hughes also encourages local authorities to link their plans for children's centres with their plans to develop extended services in and around schools (DfES 2006b).

National opportunities

Schools can take advantage of national opportunities such as the RAW campaign from the BBC and register as a RAW centre to attract adults wishing to improve their reading and writing skills. During 2006, all schools in the country will become involved in a School Sport Partnership. Other ways in which schools can provide access to adult learning is by becoming a base for national programmes such as Learndirect, Neighbourhood Learning Centres and UK Online.

KEY POINTS

1. *To maximise the offer for adults, schools can draw on the expertise, experience and potentially, funding, of their local adult learning service as well as FE providers and, in some cases the community/voluntary/business sector.*
2. *To provide childcare in support of adult learning, schools can work in partnership with the voluntary and community sector and other local providers.*
3. *Schools can also take advantage of national opportunities and partners to help attract adults to their extended services.*

Consulting with your community

Schools are required by the *Education Act* (2002) to consult widely before providing extended services. The ethos of extended schools is one of welcoming the whole community. Giving local communities a say in what they are offered means they are more likely to take up the opportunities they are presented with.

Drawing on the expertise of others

Consultation may be something in which staff need training and support before they feel confident about carrying it out, for example, in customer care, diversity and basic skills awareness. For those schools with little experience of consultation, it may be advantageous to work with organisations that have experience of community consultation. Similarly, drawing on the work done by other teams on the council of the local authority and working with them to gather information might be beneficial. Other local authority departments and other community groups may well have existing plans based on consultation with the community and an understanding of the needs of local communities, which renders a major exercise, by the school unnecessary since the information will exist already. However, by the very exercise of providing services for the community, the needs and expectations will be changed so that consultation needs to be on-going and responsive.

EXAMPLE

At Mitchell High School in Stoke on Trent, the general community engage with the school through the FSES Coordinator. However, numerous staff at the school take responsibility to promote and market all aspects of the school, including the adult learning provision. The local residents group, Townsend Residents Community Association, play a key role in the schools community provision. By working in partnership with the Association, the school is able to be effectively led by the wants and needs of the community as a whole, rather than the other way around. The community think positively about the school as an environment for lifelong learning.

Source: Jackie Lees, Mitchell High School.

Opportunities for staff

Consultation with the community may well be an effective staff development route for existing staff or a role, which could be taken on by a school-based co-ordinator one of whose roles is to forge community links. Schools might wish to establish a community reference group to ensure community wishes drive their provision of extended activities, especially as expectations change.

EXAMPLE

Aragon Primary School is situated in Merton, Surrey, an amalgamation of a former First and Middle School. It used its spare capacity in order to develop extended services. The school and representatives from the council, local churches, the Home Beat officer and local residents met to consider the lack of community activities in the area. This was followed by a consultation exercise to try and engage the community and involve them in the school. Three and a half thousand leaflets were distributed to the local community by a school governor and the results were instrumental in identifying areas of need.

Source: Mike Freeman, Aragon Primary School.

Engaging with the community

For some adults, school has negative connotations and some adults may feel uncomfortable entering a school premises. Schools working in a cluster may be able to offer alternative venues such as children’s centres that parents may feel more comfortable accessing. There are a number of ways in which schools can engage with adults in the local community. Schools can communicate with parents and other adults using publicity placed in local shops. Similarly, newsletters and newspapers can let people know what is on offer. The school website can be used to promote community activities and encourage adults to attend. Schools can consult with parents by sending questionnaires home with pupils whilst teachers greeting parents/carers in the classroom at the start of the day can help get parents on board with school activity. Parent Teacher Associations are a useful means to consult with and engage parents.

Consultation needs to be carried out regularly to map any changes in community interests and attitudes.

The Training and Development Agency for Schools has more information and some excellent resources to support robust and effective consultation³.

EXAMPLE

Oak Farm Community School, Farnborough, Hampshire is a small mixed comprehensive (with 390 pupils on roll) serving an area of relative deprivation surrounded by more prosperous housing. Oak Farm provides a wide range of adult learning opportunities in the evenings, weekends and during the school day. Writes Dave Harvey, Assistant Head Teacher, “We have been a community school since 1974 and consequently have built up good relationships with many local people and groups. Feedback on existing courses together with community staff living locally enables us to gauge and respond to need. Written surveys are conducted through students and adults to try and assess need. As part of the extended school audit further questionnaires were sent out and these have been especially useful. However, questionnaires do not reach those people who are ‘hard to reach’ such as those disengaged from learning for a variety of reasons or who simply do not see education as worthwhile or are unable to access learning. Attempts to organise parenting courses in the past have not always been successful; many parents have had unfortunate experiences of education, lack confidence and generally have poor self esteem. This pattern of underachievement needed to be broken”.

“As part of the extended school initiative we have appointed a parent partner to work

³ <http://www.tda.gov.uk/remodelling/extendedschools/knowhow/consultation.aspx>

with and for parents based at the school but working in partnership with partner primary schools, Youth Inclusion and Support Panels (YISP) and Youth Offending Team (YOT). The principle mode of communication is by talking and listening – this leads on to practical help. This is a full time post and has led to a big uptake of courses such as SPOT (Supporting Parents of Teenagers) and confident parenting courses. As a result of an initial SPOT course the parents have demanded further courses; word of mouth on the estate is having a big impact. The parent partner is seen by parents as supportive and non-judgmental something schools find hard to achieve however well intentioned. Relationships between parents and school based staff have subsequently improved. We are confident that these benefits will have a knock on effect on learning within school”.
 “Consultation is therefore ongoing and not a one off event. We intend to combine student open days with parent open days, together with a series of ‘fun’ events to encourage adults to have a go!”

Partners working together: Youth Inclusion and Support Panels, Youth Offending Team.
 Source: Dave Harvey, Assistant Head Teacher, Oak Farm School.

EXAMPLE

A partnership between Excellence in Cities in Hull, individual schools and Hull College has won the National Edexcel Beacon Award for Lifelong Learning (2005-6). Excellence in Cities in Hull has worked with three learning partnerships representing four secondary schools and 28 partner primary schools. Family learning and adult education programmes have been developed and made available to families in all the participating schools. Subsequently, large numbers of new learners have taken part in activities and achieved nationally recognised qualifications. In the last academic year 4500 children and 1000 adults have participated.

The provision is underpinned by a family learning support worker’s programme delivered by Hull College for Learning Link Workers and parents so that they may facilitate, develop and sustain provision in local settings. Most of the Learning Link Workers live in the local community in which they work. Funding for courses and tutors is provided by the Learning and Skills Council whilst Learning Link Workers in schools and resources are paid for by Excellence in Cities and the Children Fund.

Source: Jasper Shotts and Kath Cutler, Family Learning Innovators, Excellence in Cities, Hull.

KEY POINTS

1. *Consulting with the community is a valuable way to gauge community interest/needs and identify what extended services your school should consider planning and where they should take place.*
2. *Community consultation provides an opportunity for schools to work in partnership with community need (e.g. neighbourhood renewal/regeneration/ SureStart or Early Years).*

Assuring the quality of adult learning

Adults learning in schools or through the school's partners are entitled to the very best experience possible.

Inspection frameworks

Adult learning funded by the LSC is currently inspected by the Adult Learning Inspectorate (ALI). The *Education and Inspections Bill* (Great Britain. Parliament, 2006) provided for the creation of a single inspectorate, building on Ofsted's remit, that will inspect schools, adult learning, work-based learning and the contribution of all local authority services to the five positive outcomes for children. The work of the single inspectorate will begin in April 2007.

The Common Inspection Framework, which forms the basis of ALI inspections of adult learning, is a demanding tool that looks at every aspect of the adult learning experience, from teaching and learning to leadership and management. Adult learning providers, whether in the local authority or the voluntary and community sector, have developed the expertise and quality assurance systems that take account of ALI demanding requirements.

Schools, because of their understandable focus on pupils' learning and achievements, will probably not have well-developed systems for looking at adult learning. This lack of expertise is one of the compelling reasons for schools to work in partnership with organisations that do have the experience.

The *Every Child Matters: Framework for the inspection of schools from September 2005* (Ofsted 2005b) asks schools to assess themselves on their links with the community and also on how parents are supported to support their children's learning. There is not, as yet, though, an expectation that school activities are relevant to adult learning needs and that community involvement in its own right is important.

Using *Every Child Matters: Framework for the inspection of children's services* (Ofsted 2005a), Ofsted will also undertake Joint Area Reviews that look at the contribution that all services in an area, including schools, make to the five positive outcomes for children. In local authorities, Children's Services will help schools in preparing for these reviews.

Support for quality improvement

The best place to look for support is the local authority adult learning service, which will have staff with responsibility for quality improvement. At the heart of the process is rigorous self-assessment, linked to development planning to maintain strengths and address weaknesses.

At national level, the Quality Improvement Agency, which became operational in April 2006, has the responsibility for improving the quality of post-16 learning, including adult learning. It will be able to support schools and their partners in developing a quality adult offer in schools and their delivery points in the community.

Schools and their partners offering family learning can find support in developing their family literacy, language and numeracy and wider family learning provision in a new resource produced by NIACE, working with the LSC. Entitled *The Building Blocks of Quality in Family Learning* (NIACE 2006), the materials set out the essential elements, or the ‘building blocks’, of quality family learning provision, along with the quality descriptors that will help you develop your provision.

Since 2001 there has been a drive to ensure that all teachers in the post 16 learning and skills sector are appropriately qualified. It is important that adults are taught by those with expertise not only in their specialist subject but also in the theory and practice of planning, facilitating and assessing learning in adults.

As a result, there is now a National Framework of Qualifications for teachers of adults. All new teachers are expected to gain the appropriate qualifications for the work they are doing, while existing teachers are expected to update their qualifications or alternatively, gain qualifications in subject specialisms such as literacy, language or numeracy. The Skills for Life strategy has been a key driver in developing specialist qualifications for teachers in literacy, language and numeracy.

Examples of widely recognised qualifications in adult learning generally and literacy, language and numeracy specialisms are shown below⁴.

<p>City and Guilds www.city-and-guilds.co.uk</p>	<ul style="list-style-type: none"> ■ 7321: Learning Support (Level 2) ■ 9295: Adult Learner Support: Literacy, Numeracy or ESOL (Level 2) ■ 7302: Introduction to the Delivery of Learning (Level 3) ■ 7307: Teaching Adult Learners (Level 3) ■ 7407: Certificate in Further Education Teaching (Level 4)
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Family literacy, language and numeracy is unique in adult learning in that it involves a specialist teacher of children working alongside a specialist teacher of adults, both with specialist knowledge of literacy, language or numeracy. The specialist teacher of adults is expected to have the appropriate specialist qualifications from the national framework. The two specialists will be planning jointly and frequently delivering together, making this one of the most demanding types of adult learning provision.

One good reason for working in partnership with the local authority in developing adult learning is that it will have a strategy for developing staff and will offer opportunities for teachers to gain the appropriate qualifications. Schools who link with the authority in making these opportunities available to new and existing staff are offering important incentives and helping to improve the quality of adult learning.

⁴ Casey, L., Thomas, M. & K. Watters, 2005. *s4s Briefing on Teacher Training and Qualifications*. Available at: <http://www.s4s.org.uk/index.php?mod=page&page=home&id=102>

EXAMPLE

At Glebe First and Middle School, extended school activities are monitored and evaluated by partners with effective self-evaluation systems in place. Progress and evaluation reports are presented to the Kenton Learning Centre Steering Group and the Full Service Extended School Steering Group. Areas for development are identified. The provision at the Kenton Learning Centre is also inspected by the Adult Learning Inspectorate.

Source: Donna Barratt, Headteacher, Glebe First and Middle School.

KEY POINTS

1. *Local authority adult learning services, because they have in-depth experience of assuring quality in adult learning, are key partners when schools are interested in developing provision for adults as part of extended services.*
2. *Because family learning in schools contributes to Every Child Matters outcomes for children, it will be an important ingredient of the evidence of provision to Ofsted for the local authority when taking part in the Joint Area Review of services.*
3. *Teachers in adult learning, including those of specialist subjects such as literacy, language and numeracy, should be working towards nationally recognised qualifications from the National Qualifications Framework. It should not be assumed that school teachers are naturally qualified to lead adult learning.*



Sustaining adult learning provision

Government funding

The government has supported the development of extended services with £840 million over 2003 to 2008 of which £680 million is committed for the period 2006 to 2008. Local authorities will distribute some of this funding based on their strategic plan for the development of such services. There is also funding which will go direct to schools available through the funding settlement 2006 to 2008. Sustainability of adult learning in extended schools must be considered once the initial 'pump priming' funding has ceased. Some schools may receive funding as the roll out occurs but this is at the local authority's discretion and they may not receive it in 2007-8.

The latest guidance, *Planning and funding extended schools: A guide for schools, local authorities and their partner organisations* (DfES 2006c) notes that a school's delegated budget which it receives from the local authority for the 'purposes of the school' can be used for activities



which bring educational benefit to pupils such as activities within childcare. This guidance includes a diagram that can be used to help decide which activity is eligible to be funded from this budget⁵. The School Standards Grant can be used in its entirety by schools to support extended services if they so wish and Specialist Schools will be able to use their former community plan money to provide the core offer as well (DfES 2006d). The guidance includes a section on planning and funding wider community access.

Some schools employ a co-ordinator, one of whose roles is to seek out and manage funding. Partners such as the local adult or family learning service may be able to use their funds to provide adult learning opportunities, which focus on areas of economic need. Local authorities which have the lead responsibility for the strategic development of extended schools will help you in identifying possible sources of funding to sustain adult learning.

EXAMPLE

Flegg High School, a Business and Enterprise Specialist College for students aged 12-16 in Norfolk houses a Neighbourhood Learning Centre. The Centre shares access and facilities with the school and is managed by the Head Teacher and governing body. An experienced senior teacher has been appointed Community Education Worker and twenty percent of their time is allocated to development work. There are plans to provide courses such as family learning some of which will be funded through other providers including Great Yarmouth College, the Workers' Educational Association and the local authority.

Source: TeacherNet case studies.

Website: <http://www.flegg.norfolk.sch.uk/>

Drawing on other pots of money

Alternatively, schools may wish to draw on other sources of money such as that focussed on the development of resources or projects aimed at specific minority ethnic communities, for example, by working with the voluntary and community sector. In addition, some schools may be able to secure funding from sources such as charities, private sponsorship and other government initiatives.

EXAMPLE

Slough and Eton Church of England School, a secondary school in Berkshire has an Adult and Community Learning Centre, which opened in January 2004. The school works in partnership with Slough's Lifelong Learning Department to provide learning opportunities for adults. More than 200 adults join one or more courses each term. Most of the courses are free and the school tries to provide crèche places. Whilst historically the school has not been a major adult education provider it is optimistic about the opportunities to engage with the community, develop lifelong learning and build new partnerships with the local further education colleges for example.

Source: TeacherNet case studies.

Website: <http://www.sloughandeton.co.uk/>

⁵ See p.45 of the guidance.

Charging

Schools may wish to levy charges for those activities, which should attract a fee. NIACE research suggests that there is some learning provision which adults are prepared to pay for (Kingston 2006). There is information on charging and the law on charging in the latest guidance from the DfES: *Planning and funding extended schools: A guide for schools, local authorities and their partner organisations* (DfES 2006c).

EXAMPLE

Valley Road Community Primary School, Hendon, Sunderland has a wing for the community which can be accessed via 'The Gateway' a community street. It houses a community ICT suite, a neighbourhood nursery, a community café and two training rooms providing a base for adult learning. The school has utilised a number of sources of funding with which to provide the provision which include Adult Education, Family Learning, Excellence in Cities, New Deal for Communities, private sector funding and income generation from room hire, training, conferences and childcare.

Source: TeacherNet case studies.

Website: www.sunderlandschools.org/valleyroad/index.htm

KEY POINTS

1. *Funding for extended schools comes through a number of sources. Recent guidance on planning and funding extended schools from the DfES will help clarify what can be used for adult learning.*
2. *Funding from other sources can be used to fund adult learning such as money from charitable sources.*
3. *Adult learning does not need to be free. There is some adult learning provision which adults may be prepared to pay for. This should be explored fully in consultation with the community.*

Summary

Summary

Adult learning in a variety of forms adds value to the extended services that schools are developing. Evidence suggests it can impact positively on pupils' performance, attendance, and behaviour, as well as involving the entire community in delivery of the five *Every Child Matters* outcomes for children and young people. Adult learning raises the confidence of adults and develops skills across the whole spectrum of learning, from literacy, language and numeracy to vocational areas, from personal development to community development and therefore impacts positively on the life chances of children and their families.

Adult learning adds value to a wide range of activity that schools will be developing as part of their extended services, a varied menu of activities including parenting support, referral to specialist services, childcare provision and greater community access to the school's resources. It provides an opportunity to engage with adults in the community across a range of activities and purposes, highlighting the pool of talent in the community available to support the school.

Schools should identify the key stakeholders in adult learning in their community and work closely with them in developing appropriate adult learning opportunities and the childcare provision that supports it. A key partner is the local authority adult learning service, which is experienced in consulting with the community, developing a varied and responsive offer and assuring the quality of adult learning in the community. Other partners, such as local colleges and organisations in the voluntary and community sector, have valuable expertise and resources that schools can share and a 'mixed economy' may sometimes provide the best service overall.

Consulting with the community is a valuable way to gauge community interests and identify what extended services schools should consider planning to complement any existing provision. Adult learning encompasses a wide range of subject areas and a variety of delivery models, both formal and informal and should not, therefore, be restricted to former models of traditional evening classes or return-to-learn activities.

Assuring the quality of adult learning provision is a key consideration, and a very important reason for working with partners with such expertise. Adult learning is currently inspected by the Adult Learning Inspectorate, but this role will pass to Ofsted, who may also look at adult learning in schools as part of Joint Area Reviews, which consider how all the services in an area contribute to the five *Every Child Matters* outcomes.

An important feature of quality provision is the use of adult learning teachers who either have, or are working towards, nationally recognised qualifications from the National Qualifications Framework.

In order to sustain adult learning as part of extended services, schools should be working with the local authority adult learning service and/or local colleges to secure sustainable funding for their programmes. Adults may be prepared to pay for some or all of the provision, which is an issue best explored with the community at the consultation stage and will help to ensure sustainability in the longer term.

KEY POINTS

1. *Adult learning is a natural partner to a school's extended services.*
2. *Adult learning adds value to a wide range of activity that your school will be developing as part of its extended services.*
3. *There is evidence that adult and family learning impacts positively on pupils, parents, the school and its community.*
4. *The offer for adult learners in schools should grow organically from consultation with learners and the community in the first instance, and should continue to involve them in evaluating and developing the offer.*
5. *Adult learning provision should build upon a wide range of opportunities in schools and the community, ranging from informal to formal, from group to individual learning and encompassing a wide range of subject areas and delivery formats.*
6. *To maximise the offer for adults, schools can draw on the expertise, experience and potentially, funding, of their local adult learning service.*
7. *To provide childcare, schools can work in partnership with the voluntary and community sector and other local providers.*
8. *Schools can also take advantage of national partners and initiatives to attract adults to their extended services.*
9. *Consulting with the community is a valuable way to gauge community interests and identify what extended services your school should consider planning and/or promoting.*
10. *Community consultation provides an opportunity for schools to work in partnership with local authority services with a track record and understanding of local community need.*
11. *Recent guidance on planning and funding extended schools from the DfES will help clarify what can be used for adult learning.*
12. *Funding from other sources can be used to fund adult learning such as money from charitable sources.*
13. *There is some adult learning provision which adults may be prepared to pay for. This should be fully explored in consultation with the community.*

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Further Information

For further information on extended schools, the following are recommended:

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National Remodelling Team, 2006. *Extended Schools – a Guide for Governors I*. Available at:

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Websites

ContinYou, The Extended Schools Support Service

<http://www.continyou.org.uk/content.php?CategoryID=270>Every Child Matters, Extended Schools <http://www.everychildmatters.gov.uk/ete/extendedschools/>

Learning and Skills Council <http://www.lsc.gov.uk/National/default.htm>

Local Government Association <http://www.lga.gov.uk/>

National College for School Leadership, Leadership of Extended Schools

<http://www.ncsl.org.uk/communityleadership/communityleadership-extended.cfm>

National Institute of Adult Continuing Education <http://www.niace.org.uk/>

National Literacy Trust, Extended Schools <http://www.literacytrust.org.uk/socialinclusion/children/extended.html>

Specialist Schools and Academies Trust <http://www.specialistschools.org.uk/>

Sure Start, Extended Schools <http://www.surestart.gov.uk/surestartservices/childcare/extendedschools/>

TeacherNet, Extended Schools <http://www.teachernet.gov.uk/wholeschool/extendedschools/>

TeacherNet, Remodelling <http://www.teachernet.gov.uk/wholeschool/remodelling/>

Training and Development Agency for Schools, Remodelling <http://www.tda.gov.uk/remodelling.aspx>

