Leading and Managing Extended Schools

Ensuring Every Child Matters
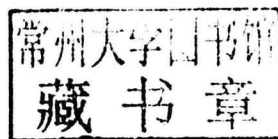
**David Middlewood
and Richard Parker**

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⑤SAGE

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Notes on the authors

David Middlewood is a Research Fellow in the Institute of Education at the University of Warwick, and he previously worked for the universities of Lincoln and Leicester, where he was Deputy Director of the Centre for Educational Leadership and Management. Prior to this, David had a successful career in schools and colleges, including nine years as headteacher of an 11–18 comprehensive school. He has published widely on strategic management, practitioner research, curriculum management and especially on human resources. David has been a visiting professor in New Zealand and South Africa and has been involved in research on a range of topics including inclusive schools, associate staff, leadership teams and succession planning.

Richard Parker is Principal of Beauchamp College, a large multicultural community college in Leicestershire. Prior to that, for ten years, Richard was headteacher of Lodge Park Technology College in Corby, one of the first specialist technology colleges in the country. During his career, he has been a research associate at the National College of School Leadership, a member of the Specialist Schools and Academies Trust Council, an associate tutor with the University of Leicester and a founding member of a government think tank on school diversity. Richard's commitment to the extended services agenda has been influential in making Beauchamp a nationally recognized reference site for extended schools.

David and Richard have collaborated on various ventures, including being co-editors of the practitioner journal, *Headship Matters*, from 1999 to 2005. Together with Jackie Beere, they produced *Creating a Learning School*, published by Paul Chapman Publishing/Sage in 2005.

Series Editor's Foreword

While politicians in most countries regularly stress the importance of education in national development, and similarly note the evolving nature of modern societies as they become more diverse and complex, actual government legislation usually deals with these issues quite separately. In fact, of course, as previous books in this series have shown, the same people are dealing with these same issues all the time. Education does not exist in some kind of vacuum, separate from the many and diverse influences which impact upon the child, young person and the adult.

For sustainable social change and greater social justice to occur, the key is surely to begin with the early stages of life where possible, while addressing current needs wherever they demand attention. Community Schooling in various countries has in the past attempted to address this, but in the United States and the United Kingdom, specific legislation has begun to place a focus on the child at the centre of societal and community development, with the understanding that in itself this will address issues of much wider significance.

As Glover and Harris (2007) pointed out in their extensive literature review of the UK's Every Child Matters (ECM) and Extended Schools, most of the literature took the form of evaluation reports and media articles, with very few academic journals and no mainstream texts. This book in this series is therefore extremely timely, fulfilling a need in one of the most significant areas of educational development.

Educational leadership and management now readily acknowledges its role in this wider context and stresses its concern with social justice, diversity, morality and spirituality. All these concerns and high level skills in leadership are required if those intended to benefit from ECM and extended schooling are to do so.

The authors of this book, one a former headteacher and now a university research fellow, and one a principal of a large full-service extended school in England, have seen many examples of the ways in which schools, children's centres, and other establishments are fulfilling their obligations in this field but going that 'extra mile' and offering exciting and often inspiring services which are leading in some cases to community regeneration. Whether leaders in any of these organizations are at

the beginning, a little way along the path, or already well established, they will all – as well as academic and professional practitioners and researchers – find food for thought, inspiration and not least suggestions for developing their practice in their workplace and local community. It is in this way that the greater issues in societies and nations will begin to be addressed in a form which will have lasting impact.

David Middlewood
Series Editor

Preface

This series of books is concerned with how leadership in education can contribute to social change which brings greater social justice. This cannot be achieved unless it addresses some of the major issues in communities, such as inequalities in opportunities for employment, economic prosperity, health and general well-being. Both in the United States' 'No Child Left Behind' and in the United Kingdom's 'Every Child Matters', national governments have signalled intentions to do this, and in doing so, have placed the child – and therefore schools – at the centre of the attempted solutions to all of these issues. While both these countries, and indeed several others, have previously attempted what is generally called community education, these recent initiatives are different in the emphasis they put on the integration of education with other services such as health and social welfare.

In being excited by the extended school initiative in the UK, we are both well aware that good schools everywhere have always offered after-hours activities, clubs and facilities, contributing to what has been known as the 'hidden curriculum'. However, in extended and full-service schools, these things are not just a valuable optional extra; they are integral to the local community's understanding of what a school is and what it provides. Through facilities such as Sure Start, Children's Centres, Neighbourhood Centres, as well as provision for senior citizens, lifelong learning becomes not just a pleasant possibility for those motivated to learn in the conventional sense, but something which addresses the core needs and aspirations of many families.

Drawing on the inspiration of a few examples of schools which appeared to be making a significant difference, we set out to explore ways in which leaders and managers of extended and full-service schools are already helping – or planning – to transform communities. We discovered that, in doing so, these leaders had found the very nature of their schools had changed and continued to change – in staffing, structures, resourcing and inevitably in leadership and management. Of course, there is a long way to go and much more to do, but we believe that even those who are only at the beginning of their journey to becoming an extended school will find

inspiration and, we hope, practical help in this book.

Firstly, in the book, we set the scene and explore the ideas in extended schooling, examining its impact on school features and on leadership. We then describe the implications for staffing, accountability, parents and the many new partnerships which develop out of this new kind of schooling. Resourcing is also explored and we have tried to suggest some ideas for readers' reflections in terms of possible actions to be taken. Case examples are widely used and we have drawn fully on discussions with social workers, health workers and community helpers as much as educationalists in offering these. Throughout, we have been reminded that the individual child/pupil/student remains central to all developments and that the 'day job' of the leaders is to keep that constantly in focus. The goal of achieving social justice, while at the same time reducing the underperformance of some schools, is likely to continue to prove difficult, but the signs of the impact of extended schooling on this are encouraging.

The schools we visited or contacted included nursery, primary, secondary and special and, since schools appear to use different terms for their learners, we have adopted the use of 'pupils' for children of primary education age and 'students' for secondary education age throughout the book.

We would not have been able to complete this project without the generosity (especially with their time) and cooperation of the many people with whom we have met and discussed their experiences and ideas. Some of these people were happy for us to use their and their schools' actual names, whilst others preferred more anonymity. We have respected their wishes in all cases. In addition, two people from Beauchamp College have been invaluable in enabling us to write this book. Kanta Chauhan has been a tower of strength with her patience, commitment and technical prowess; Bob Mitchell has been a huge help with the sharing of his knowledge, contacts and experience, especially in the field of partnerships.

We wish to thank Marianne Lagrange and Matthew Waters at Sage Publications for their support. David owes thanks to Janine, Tim, John, Tracey, Paul, Sam and Michael for keeping him constantly inspired in adult learning and, above all, to Jacqui for her unwavering faith in him, and Richard thanks Nora for her encouragement, her support and her belief.

David Middlewood
Richard Parker

Glossary

AOT	Adult Other Than Teacher
ASPECT	Association of Professionals in Education and Children's Trust
ATL	Association of Teachers and Lecturers
CABMAG	Comberton and Bassingbourn, Melbourn and Gamlingay
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CEO	Chief Executive Officer
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
ECM	Every Child Matters
ETC	Extending to Communities
FSES	Full-Service Extended School
ICT	Information Communications Technology
LA	Local Authority
LOOSH	Learning Out Of School Hours
NAHT	National Association of Head Teachers
NCLB	No Child Left Behind
NCSL	National College of School Leadership
NPQICL	National Professional Qualification in Integrated Centre Leadership
NUT	National Union of Teachers
OECD	Organization for Economic and Social Development
OFSTED	Office for Standards in Education
PCT	Primary Care Trust
PEP	Personal Education Plan
PTA	Parent Teacher Association
PTFA	Parent, Teacher and Friends Association
SBM	Site Based Management
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator

TDA	Teacher Development Agency
TES	*Times Education Supplement*
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
YOT	Youth Offending Team

Contents

Part 1

The Concept and Context of Extended Schools

Introduction

For those with the view that there is nothing new in education or indeed in politics, the notion of schools being integral to their communities seems ironic. State schools in England and Wales, for example, were specifically designed in the nineteenth century to meet the basic needs of local communities, and only the wealthy or aspiring sent their sons away to private schools for a 'proper' (i.e. academic) education. Apart from some Boards of Governors, the actual people of the communities were not involved in school, except for ensuring their children attended school and were later supported in terms of homework, school functions and fund-raising. In researching for this book, and talking with men and women who had been secondary school pupils in the 1950s, a common image is of them looking over the fences in school holidays at school playgrounds and playing fields which lay deserted, while they played games or kicked footballs in the streets. 'They were sacrosanct' said one man, 'and it never occurred to us to question the situation of waste.'

When the possibilities of extended and full-service provision schools are considered, and the ideas of 'open all hours', staggered hours of learning and part-time attendance changing the very nature of a school are reflected upon, there can be a realization that the extended school really has the potential to represent the biggest change in education for more than a century, as some of its exponents claim. In this first section, Chapter 1 examines the need for this change and how it has gathered impetus. Chapter 2 discusses some of the huge implications these changes have for those working in schools and living and working in their communities. Chapter 3 addresses the impact these same changes have upon our notions of what leadership in education involves, both conceptually and practically.

1

What are extended schools and why are they needed?

This chapter considers the following questions:

- What is meant by extended schools and how did they develop?
- What other educational developments link with it?
- What are the indicators of effective extended schools?

While extravagant claims have been made for various educational reforms as being the most important, none can have been as far-reaching as that for the development of extended schools, because its ultimate aim must be not to transform schools, or even education, but to *transform communities*. As West-Burnham (2006, p. 103) suggests:

> Pivotal to the long-term development of extended schools is the notion of community-moving from schools in a community through community schools to communities which include schools as part of their educational provision. There is a very important symbolic and semantic point … when we will stop talking about extending schools and start talking about developing the community.

In one sense, this concept is revolutionary; in another, it is entirely logical, since what is the purpose of education if it is not to change, develop and improve the world in which we live? It is only revolutionary in terms of how we have come to perceive schools, as institutions separate from communities, with a specific purpose of preparing children and young people for adult life – especially through the gaining of qualifications.

From separation to community awareness

In the UK, despite the pioneering efforts of Henry Morris in the 1920s with the Cambridgeshire Village College, and the building of Community Colleges in the 1960s, the widespread model was of schools separated from their local environment, except for the provision of formal Adult Education Classes. Tim Brighouse, in a speech in the 1970s, described the typical purpose-built community college as a castle, neatly situated *outside* the population centres and 'surrounded by a lovely green moat'. Clearly, the drawbridge could be drawn up if the community needed to be kept out!

It is interesting to note that earlier efforts in both the USA and the UK were more successful in rural contexts – Barnard's and Dewey's ideas of the school as an embodiment of a democratic community in the USA were perhaps more easily realized there than in the growing turbulence of modern urban life.

In this urban context, the Children's Aid Society (founded in 1853) was involved in the USA's first compulsory education laws, and was eventually responsible for the creation of New York's first vocational schools and first free kindergartens. Until the 1980s however, the Society remained focused on health services and the integration of these with schools did not emerge until the programme for community schools got under way in New York. In both the USA and the UK, schools were for teaching and not much else.

This perception of schools as separate educational providers was gradually accompanied in several developed countries by a narrowness of focus as to the purpose of schooling, with a massive emphasis on testing and examination results, shown most powerfully perhaps in England and Wales. This performance culture (for an overview, see Gleeson and Husbands, 2001) was accentuated by the marketization of education and competition between schools. While parental involvement in their children's education was increasingly acknowledged as important, it was usually seen in terms of parental support for schools, rather than in terms of any kind of partnership for learning.

By the late 1990s however, Fullan (1998, p. 2), using an image similar to Brighouse's, could describe the fences of the school in several countries as 'tumbling down metaphorically speaking … as government policy, parent and community demands, corporate interests and ubiquitous technology have all scaled the walls of the school'.

Fullan was describing developments in school reform in countries such as Australia, Canada, the United States and the United Kingdom. In the last two countries in particular, there were a number of factors which made policy-makers, educationalists, public-service leaders and managers come to realize the dangers and impracticalities of schools operating in comparative isolation. These factors include: