

Harleston Cluster – case study

“The point I am keen to make was evidenced here only this month, during a recent run of 9 family learning workshops (Creepy Crawly Road shows) at our Cluster schools. I noticed that at Harleston, Alburgh and Brockdish almost all of our 'hard to reach' or 'disadvantaged' families attended the events. This was with no special prompting but just through normal replies to a letter. We were stunned as previously many of these families would have stayed well away. My point is that it has taken time to build their confidence, to get to know us (myself and the PSA) and to feel comfortable coming into school. I can't tell you how pleased I was to see them all there; many were families who work with the PSA too. To take away the PSA/ESCO now would undo all this hard work, the families and children would lose confidence and we'd be back at square one. We may tick the 'full core offer' box but what's really important is who we are reaching and we are only starting to reach those that really *need* us.

This time last year we would just have seen the families who can and do support their children and go the extra mile for them, now we have a much broader mix and the comments from these harder to reach families are great - one Mum said "I've never done anything like this with him before, we've never worked on something together - it's great"! Last week at a Harleston Creepy Crawly Road show a family attended who have never been in for anything other than parents' evening before, Mum, her partner and their 2 children, while Mum found it a little hard to engage she smiled throughout; her partner was very hands on and was working with the children which was lovely to see. What was important was that they were there, learning with their children, taking an interest in their child's education.

I think the above point is probably the most important of all. One other thought - I am thrilled that I have been awarded funding for 2 of my 3 Extended Schools Capital bids and the 3rd is still in with a chance. Not only have these taken over a year to put together but now the money is there I need to be able to put the projects together. Who would do this if I'm not here? These are big jobs, particularly setting up wraparound childcare at Harleston in conjunction with the Children's Centre - a huge task with so many things to consider. Will anyone be able to take this on? School staff are so stretched, I think if the PSA/ESCO roles went the jobs we do will simply go too, the variety of clubs on offer will suffer, family learning will become a thing of the past and no-one will have time to work on getting the community into our schools”.

Emma Johnson,
Extended Schools Co-ordinator

Extended School/PSA Impact evidence for Lynn Grove cluster of schools, Gorleston

Headteacher – Homefield Primary School

Your role to us is invaluable as we have nobody who would have the time to research/meet with bodies, etc. and arrange after school activities above and beyond those activities a school can offer.

Headteacher – Hillside Primary School

I have only used the PSA once and that was because we had a parent in real crisis. Claire did help settle the situation. By signposting her it gave the necessary support to the parent quickly and ensured the child got into school.

Without the ESCO post we wouldn't have been able to offer all of the activities that we do offer as Jodie has set some of these up - widening the choice for the children. Running and arranging the after school activities falls on my shoulders and without your support my work load would increase and, in fact, only a few things would be able to be done as I have a number of other pressing things to do!!!

Headteacher – Woodlands Primary School

Extended Schools Coordinator

This has been very beneficial. The wonderful opportunities offered to our children would be curtailed because our senior team would not have the time to coordinate the work.

PSA

The PSA's work has been greatly appreciated. Claire has worked with a number of our families and it is a relief to know that the school can call on the support and help that are so badly needed.

Headteacher – Hopton First School

As you know, we have referred parents to the PSA on a few occasions. We have turned to your service for help at times when a parent needed general support, such as when a CAF process came to a conclusion, leaving a parent still in need of some form of contact. In this respect, it has been a great help to have you at the end of a 'phone, and you have always been more than willing to become involved. Beyond that, the process becomes confidential, so I have no clear idea about how the families view the outcomes.

Headteacher - Wroughton Infant School

As our Extended Schools Coordinator, Jodie Fabian has had a huge impact on the extra-curricular activities and experiences available for our children and their families. She has been able to access information, activities and advice on our behalf that we otherwise would not have had the time or the knowledge to access.

Over time Jodie's role has naturally grown and developed to become much more than just that of a coordinator. Because she is based at our school, parents have begun to seek her out and deal directly with her, giving her a much more accurate understanding of what our families want, and thus making her more effective. In this way she is

beginning to develop a positive, supportive relationship with our parents which can only be of benefit to our children.

I am very aware of how uncertain the future funding for the ESC role is, but it would be a great loss to the cluster in general and our whole school community in particular, if we were to lose this role.

Raychel Marcus, Youth Worker, Norfolk County Council

This will be a great shame. As a Youth Worker with the Duty Team the fund has enabled me to support young people within disadvantaged families.

It has enabled many young people to access opportunities that would otherwise not be available to them.

I have worked with young people who have behavioural and family issues, extreme low confidence and self-esteem and by being able to attend sessions such as 'Drama', Horse Riding, Street Dance, Football sessions, each person has been able to grow and begin to recognise their own individual worth, potential and value.

The fund has provided those young people who have not ever had a focus to find something that they are passionate and excited about. The funds provides the opportunity for young people to realise that there is a lot more to life than what many have at this time.

DPA (Drama & Dance Productions) – Karen Thompson, Principal

Working with Jodie Fabian and the ESC has been fantastic for DPA. We opened our new Performing Arts Academy in September and Jodie has promoted us to the parents and students in her cluster. We have had 16 new students join due to Jodie actively promoting us. We ran a workshop in the October Half Term where our numbers were increased massively due to a competition that Jodie and I ran offering children the opportunity to attend Free of Charge. Without Jodie and the Extended School Cluster Co-ordinator post I feel that communications between Schools and Out of School Clubs will suffer as it is fantastic for us to have a contact at the end of the 'phone.

*We have been able to provide some very targeted sessions for children with low self-esteem as the ESCO was able to identify them through conversations with the parents/child within school, therefore ensuring far better outcomes and participation for the child.

Adrian Barnes, Play Development Worker, Great Yarmouth Borough Council

I am very grateful to the Extended School Co-ordinators for distributing play publicity which I have provided to infant, junior and primary schools. This has been a great help saving me having to visit so many schools myself.

I am also grateful for their attendance at one of the play sessions which I arranged at Gorleston Library during the October 2010 half term holidays.

Thank you also for your support with Great Yarmouth's first Play day event held in August 2009 when you helped by delivering bottled water donated by a supermarket.

Richard Grove

**Partnership Development Manager for East Norfolk SSP
and Secretary for Norfolk Schools RFU**

Being able to link with the ESC teams across my SSP has made a huge difference to the number of young people that have been able to access the sporting opportunities we have offered. The enthusiasm and energy that the ESC team have is outstanding and they make sure that every pupil has an equal opportunity to take part in sporting activities.

I sincerely hope that I will be able to liaise with the ESC team in the future.

Wymondham Cluster – case study

“I have spent a lot of time building up the cluster as a unit. This has taken many directions. Firstly I set up and continue to maintain our Cluster [website](#). I have spent a lot of time working with the cluster as a unit. This has taken many directions. Firstly I set up and continue to maintain our cluster website. The feedback I have had from parents has been that it is invaluable. I list events (not just those that I or Tina have organised) but basically everything that I hear about or am told about across the cluster and wider. The amount of hits that the site receives is testament to its popularity, as is the fact that people now call/e-mail me to be included. It has spread the word wider about mine and Tina's role - people now know us and what we do and come to us for help. I also produce a half termly newsletter with similar information on it. Just these 2 things on their own take a lot of time and if my role goes, I don't know who would have the time to take it on.

Similarly the disadvantage subsidy takes a lot of time and effort to administrate and run. Tina and I are both heavily involved in making sure that parents are aware of it and the money is used to benefit children and families. It is hugely rewarding, the response from families is fantastic, but it is a lot of work, and who would be able to do that in our absence?

We are now concentrating on running a lot of parent/child events for cluster families. As we are working across the whole cluster, we have economies of scale that schools on their own would not have. We trial an event at one school and then if successful roll out across the cluster. Things we are looking at include parent drop-in sessions, craft activities, story telling, Saturday morning film club, family walks, den building, cluster events, all offered as free or for a nominal fee. All of which engage parents with their schools and in their children's learning.

The other thing that takes time, that I don't think would continue should my role go are the holiday activities I coordinate. Parents find the Active Norfolk and Premier Sport etc. days helpful, and children enjoy them, particularly over the summer, and they need to be coordinated centrally, or they would not happen. I'm also instrumental in finding many of the new providers that my schools use for after school clubs etc. Again as a central contact and with my links with other ESCOs I can make this happen.

I think we have a strong, well functioning cluster. Just through the disadvantage subsidy we have funded over 150 activities for children and families. The amount of people who have attended all our other events and benefited from them must be in the 1000s. It would be such a shame for all this hard work to just be lost. School staff do not have the time to do our roles, and inevitably any staff member at one school would look to working with their own families rather than the big picture which we are able to do for them.

I have also worked across clusters. Recently I helped to organise a Futures Day event for year 10s across Wymondham, Attleborough, Old Buckenham and Hethersett. This was a huge amount of work, but it was successful. We can now run it again, year after year. After hearing about it on Norfolk radio, 2 other schools want to be included next year”.

Anna Brett, Extended Schools Co-ordinator

Comment from Anna's line manager

"It is a testament to the extremely valuable work you do and I wholeheartedly support what you have written. To add my own bit: Wymondham community would be comparatively barren without your input and speaking on behalf of myself and Ashleigh community there is no way we could replicate your valuable input. This is not just a testament to your role, it is also a testament to you who have made the role your own and given so much to the community. This also applies to Tina and I absolutely live in fear of losing either of you! "

Wayland Cluster – Disadvantage Subsidy impact case study

School
<p>Ashill Primary School, Carbrooke Primary School, Caston Primary School, Parkers Primary School, Thompson Primary School, Watton Junior School, Wayland Community High School</p>
Context of Child (background, situation)
<p>Free School Meals Young Carers Difficult Family Issues (including Bereavement) SEN Families with EAL Economically Disadvantaged</p>
Activities taken part in or equipment/support provided
<p>Archery and Spiders Web Tower Art Activities with a local artist Gardening / Healthy Eating Rock / Wall climbing Sport Activities (Kwik Cricket, Hockey) Team Building exercises</p>
Noticed difference/impact as a result of participation or equipment/support provided. This could be, attendance, behaviour, attitude, willingness to stretch themselves/try, confidence, self esteem, academic impact, etc.
<p>The day was offered to all Year 6 pupils including those out of catchment area who would be starting at Wayland Community High School in September 2010; it was also offered to the remaining pupils within the Cluster who were moving to other High schools. There was a 99.98% attendance on the day; all 147 pupils starting at Wayland High School attended.</p> <p>The pupils were able to spend the day in their Year 7 forms.</p> <p>The day empowered the pupils to:</p> <ul style="list-style-type: none"> • form new friendships • work together as a team • offer support to each other, and • build on their self-confidence and self-esteem • introduce them to other activities that they had previously not encountered. <p>The day allowed staff to monitor the new pupils and identify any needs or issues and Wayland were then able to arrange with parent/carers to meet and decide on positive targets and outcomes before the start of Year 7.</p>

Miss J Skeats (Head of Year7) commented: " We have already seen improvements in our children's behaviour, communication and confidence; because of this the children feel able to approach us with any problems and there has certainly been more positive communication between school and parents. There has been some excellent feedback from the benefits of this day from the staff of the High School and staff from the feeder schools but more importantly terrific feedback from pupils and parents!"

Mrs S Lee (Parent Support Adviser) has already been contacted by three sets of parents with pupils in Year 5 and asked if the day will go ahead for the 2011 pupils.

Any other relevant information

This day was based to enable Year 6 pupils who would be starting at Wayland Community High School in September 2010, the chance to work together in a range of activities that would build their relationships, improve confidence and self-esteem and enable the Head of Year 7 and Form Tutors a chance to identify any problems that could have occurred in September and deal with these early.

Feedback from pupils and parents was very strong; many stated that it had had a significant effect on their child's outlook to High School and that because their child was more confident about the transition and understood the concept, and had already had the benefit of meeting other pupils who were going to be in their form and build up friendships, this in turn had made the parent/carers more confident about their child's transition.

This extra curricular day was so effective that the Cluster schools would like this to become part of the transition move.

"I cannot register enough the amount of damage to this area (children and families) which will be caused when the PSA funding ceases. Sue Lee is our PSA - she is excellent and I have no doubt losing her will lead to a significant increase in non-attendance (unauthorised) across the cluster, a rise in Permanent Exclusions (both at KS2 and KS3/4) and significant issues linked to transition and vulnerable families and EAL families".

Michael Rose, Headteacher
Wayland High School
Watton