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Extended Schools Survey February 2005

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1 Background

The Government wants to encourage all schools to become extended schools providing a range of services and activities during the school day, before and after school hours, at weekends and during the school holidays. Services offered will vary from school to school depending on local need and what provision already exists in the area. Types of services schools can offer, either directly or in partnership with other schools and providers, can include childcare, study support, parenting support, family and lifelong learning, access to ICT facilities, and health and social care related services. The Government has committed around £50 million over the period 2003-04 to 2004-05 for the development of extended schools, and from 2005-06 all local authorities will receive funding to enable all schools in their area develop extended services.

The Green Paper, *Every Child Matters*, the Five Year Strategy: *Children and Learners* and the 10 year Childcare Strategy: *Choice for parents, the best start for children* set out the Government's aspiration for extended schools.

Every Child Matters sets out the Government's strategy for reshaping services for children and young people. Extended schools are seen as being one of the most likely bases for the co-location of services; to be the hub of services for children, young people and their families.

The Five Year Strategy set out a core offer that all primary and secondary schools will offer over time. For primary schools this means they will offer a wide range of study support activities, parenting support, including family learning, and ensure swift referral from schools to a wider range of specialised support services for pupils. Secondary schools will be expected to provide a core offer of study support activities, widespread community use of the school's facilities, family learning activities and a youth offer that will be expanded on further in the Youth Green Paper.

The Ten Year Childcare Strategy set out that by 2010, guaranteed, affordable, school-based childcare will be available from 8am to 6pm all year round to every parent with children in primary school, and that all secondary schools will offer a range of exciting activities outside of school hours and in the holidays for young people aged 11-14.

Extended schools will play a key role in improving outcomes for all children and young people. The provision of services on school premises can lead to improvements in pupil motivation, attendance, behaviour, aspirations and achievement. They can provide support for parents and help meet other government priorities including childcare, community cohesion, neighbourhood renewal, adult learning, health inequalities and crime reduction.

2 Objectives of the Research Study

Against the background of the extended schools initiative, in 2003 a nationwide series of seminars was delivered by 4 Children (then known as Kids' Clubs Network) among Local Authorities. The programme was supported by the DfES and took place prior to the Green Paper 'Every Child Matters' to:

- highlight the key issues around the development of childcare in schools;
- discuss and disseminate the guidelines for childcare in schools in more detail;
- provide an opportunity for sharing experiences between Local Authority staff from both childcare teams and LEA support staff ;and
- explore good practice examples of the development of childcare in schools (Full service and existing schools)

Feedback from the seminars suggested that there was a high level of need for clarity about the forms and level of support for both Local Authorities (across a range of departments) and Schools. One of the ways in which this need would begin to be met was by a survey of headteachers to establish their level of interest in, understanding of and likely take up of the Extended School childcare offer as it became known. This survey was designed to meet this brief.

The survey would also identify current provision by schools of the different elements of childcare, such as breakfast clubs, after school clubs and holiday clubs/playschemes, through which schools already begin to provide some of the core elements of an extended school, and an estimate of the likely expansion of extended schools at this key time.

Recent commitments as part of the Government's 10 Year Childcare Strategy are to build on the current provision in schools of breakfast clubs, after school clubs and holiday clubs, to provide a guarantee of childcare provision between 8am and 6pm all the year round for at least half of all parents by 2008 and all parents by 2010.

3 Methodology and Sample

3.1 In February 2004, a questionnaire was designed (see Appendix) and mailed to 10,000 schools – all the 5,600 maintained and independent Secondary schools, and 4,400 of the maintained and independent Primary and Nursery schools in England. These Primary and Nursery schools were selected on a random basis from a database of all the Primary and Nursery Schools in England. The databases were obtained from Edubase, a directory of all the schools in England which is kept up to date by the DfES.

3.2 The Secondary schools database included maintained and Independent schools, special schools and Pupil Referral Units. Table 3.1 shows the composition of the Secondary school database.

Table 3.1 Type of school on Secondary School Database used for the Mailing

Type of Secondary School on Database*	Number	%
Community School	2,058	38
Voluntary	513	9
Voluntary Controlled	98	2
Foundation	494	9
City Technology College	14	-
Community Special	875	16
Non Maintained Special	56	1
Independent School Approved for SEN Pupils	62	1
Other Independent Special School	60	1
Other Independent	1,074	19
Foundation Special	17	-
Pupil Referral Unit	272	5
Further Education College	1	-
Total secondary schools on Edubase	5,595	101

* Totals include multiple mentions: date of database May 2002 and included Special Schools and PRU's

3.3 In this survey headteachers were not asked to state specifically whether their school was a maintained school. However it was safe to assume that they were mostly Maintained, as the Statistics of Education: Schools in England 2003 (DfES) stated that 92% of pupils were taught in Maintained Nursery, Primary and Secondary schools, 7 per cent of pupils attended Independent schools and 1 per cent attended Maintained and non-Maintained Special schools. Table 3.2 compares the achieved sample with the Statistics of Education: Schools in England 2003 publication.

3.4 1,159 schools participated in this research. Over half the responding schools were Primary schools (60%) and 25% were Secondary schools. The final sample included 4% Foundation schools and 8% Church Maintained schools. (See Table 3.2)

Table 3.2 Comparison of Survey Sample with Statistics of Education (DfES) 2003 all schools (maintained and independent)

Type of School	All Schools in England	% of All Schools in England	All schools in Sample	% of All Schools in Sample
Nursery	477	1.8	91	8
Primary	17,861	70.1	690	60
Secondary	3,436	13.6	287	25
Special Schools	1,160	4.5	98	8
PRUs	360	1.4	4	-
Independent Schools	2,178	8.6	46	4
Total	25,472	100	1159	105

* Sample totals do not total 100% because of overlap - multiple mentions by some headteachers i.e. they answered to having a Nursery, Primary and /or Secondary school. Schools can be any, and/ or all of primary / nursery / secondary / special etc

3.5 87% of Primary schools in the sample had up to 400 pupils on the school roll and almost all the responding Maintained Nursery schools (94%) and Special schools (98%) had 400 children or less enrolled. Almost all responding Secondary schools had more than 400 pupils (95%).

3.6 Table 3.3 shows the regional breakdown of the participating schools in the survey. This shows over reporting by 1% from the North West and Yorks and Humber, and under reporting by 2% from the East of England and East Midlands, and 3% from London, when compared with the breakdown from the Statistics of Education: Schools in England 2003 publication. 9% of the responding sample had not supplied a post code so could not be allocated to a region.

Table 3.3 Regional Breakdown of Participating Schools compared with All Schools in England - * maintained and independent

Region	% of All schools in Sample	% of All schools in England*
North East	6	5
North West	14	15
Yorkshire and the Humber	9	10
East Midlands	7	9
West Midlands	11	11
East of England	9	11
London	9	12
South East	16	16
South West	10	11
No Answer	9	None
Base	1,159	25,472

4 Timing

The questionnaire was mailed in February 2004 with a cut off date for return of the 24th February 2004. The analysis was completed in September 2004 and top-line results released.

5 Management Summary

On March 13th 2003, the Government announced its objective to ensure that at least one school in every local authority would provide a full range of community services by 2006. In addition, by 2008, 1000 Primary schools were expected to offer a core of extended services.

240 Full Service Extended Schools were to be funded over three years to 2005 to provide childcare, health and social care, lifelong learning opportunities, family learning, parenting support, study support, sports and arts, and ICT access.

Since this initiative was put in place, the emphasis has moved to new commitments for schools to become extended schools by 2010 with a childcare guarantee for parents of 3 to 14 year olds.

In 2003, feedback from Local Authority childcare teams, Early Years Development and Childcare Partnerships, Local Education Authorities and schools (headteachers and governors)¹ highlighted the need for high level of support for all these key stakeholders in developing childcare and other extended services. One of the ways in which this need would begin to be investigated was by a survey of headteachers to establish their level of interest in, understanding of, and likely take up of, the range of services, in particular, the “childcare offer” as it became known.

In February 2004 a questionnaire was mailed to 10,000 schools in England and responses were received from 1,159 schools. This is the summary of the findings from this research.

Current Developments

From this research it can be shown that around two thirds of schools are already developing some form of out of school hours provision, whether directly, or indirectly through a third party. This means that two thirds of schools are providing breakfast and/or an after school club and/or a holiday club and/or holiday playscheme. In addition, nearly 100% of Secondary schools provide some form of out of school hours learning and out of school hours activities². This means that the critical mass of schools are already offering beyond the formal school day although this is not likely to be comprehensive or consistent throughout the week nor provide a guarantee of childcare provision.

Recent commitments as part of the Government’s 10 Year Childcare Strategy are to build on the current provision in schools of breakfast (clubs)³, after

¹ A national development support programme of seminars and workshops run by 4Children and supported by the DfES.

² Out of school hours learning and activities include study support and activities like homework club, drama club, football club, French club etc.

³ Breakfast club often used to describe breakfast only provision, not childcare.

school clubs and holiday clubs, to provide a guarantee of childcare provision between 8am and 6pm all the year round for at least half of all parents by 2008 and all parents by 2010.

This survey also confirms the level of demand for childcare and out-of-school hours learning from parents and children. Waiting lists for individual types of provision run at 30% above capacity. 70% of childcare provision is supported by parental fees. The results also show that 7% of school age children have an after school club provided by the school whether on or off the premises.

Knowledge of Extended Schools

Getting the message about schools and the full or core of extended service out to schools has been reasonably successful. One in two headteachers were familiar with the Initiative for Childcare in Extended Schools and one in five say their staff or governing board were also familiar with this. In addition six out of ten headteachers had read all or part of the Extended School Guidance while nearly half had read the Childcare in Extended Schools Guidance⁴.

In addition, headteachers discriminate between the different elements of the Extended School concept for example, they tend to be highly committed to the notion of the role of the school as the hub of the community and to the idea of working in partnership with parents, but they are less likely to embrace the notion of more childcare providers being needed and schools wanting to provide childcare-only 47% of headteachers concurred with this view.

There is considerable engagement of headteachers with the Extended School concept - six out of ten headteachers (63%) would like their school to become one, and nearly half the Primary schools surveyed expect to have embraced the initiative within the next two years, with particular reference to childcare.

However, schools do say they need support to achieve this. Seven out of ten headteachers are looking for an available support service from their Local Education Authority/Local Authority to help them develop into an Extended School. They also want publications signposting them to information on, or specifically geared to, the issues which most concern them about becoming an Extended School. Funding and sustainability are key areas of concern for 60% of schools. The top four areas of concern are about

- staffing (74%)
- premises (67%)
- sustainability (60%)
- financial responsibilities (60%)

In conclusion, this survey shows significant progress is being made towards developing extended services with many schools already offering elements of

⁴ These were guidance booklets for schools produced and distributed by the DfES.

the wider children's services⁵, that is, childcare and wider support for children and families, including study support, family support and access to children's services. There is a need to encourage schools to realise how much they already offer which fits the description of an Extended School offering core services. There is also a need to help schools to work with other professionals to deliver the remainder.

They need help and support, preferably from a designated co-ordinator from the Local Authority that pulls together the educational, social care and childcare strands, with advice and publications to guide them through the main issues such as finding premises and sustainability. Finally many schools already believe that the school is the hub of the community and are keen to continue to build on this. However the levels of concern around this are real and may become major if not addressed.

⁵ Wider Children's Services are defined as childcare, enhanced curriculum (out of school hours learning, study support, and activities), family support and access to children's services.

6 Key Findings

6.1 Provision of Childcare and Out of School Hours Learning and Activities in Schools

6.1.1 Around two thirds (65%) of all schools, (67% of primary schools) were already developing childcare provision whether directly (run by the school) or via a third party.

6.1.2 36% (Table 7.1.1) of schools provided some form of out of school childcare directly (run by the school): that is a breakfast club and/or an after school club and/or a holiday club and/or a holiday playscheme, while 12% of schools provided after school childcare themselves (not via a third party) (Table 7.1.2).

6.1.3 9% of schools provided out of school childcare from 8am to 6pm as well as a holiday club or playscheme.

6.1.4 38% of schools provided holiday clubs or playschemes and 46% provided breakfast clubs whether directly or through a third party.

6.1.5 85% of schools provided out of school hours learning and activities directly and 27% provided it through a third party

6.1.6 7% of schoolchildren had access to a place in an after school childcare club through their school.

6.1.7 There was substantial demand from parents and children for more provision of childcare and out of school hours learning and activities in schools. Individual waiting lists for childcare and other activities in schools were run at around 30% above capacity. Overall demand was calculated as 73% above capacity.

6.1.8 70% of out of school childcare provision for schools was supported by parental fees.

6.1.9 72% of schools provided at least one of the following - breakfast club, though this was generally breakfast rather than childcare, day care nursery provision, wrap around childcare, after school club or holiday club or playscheme.

6.2 Awareness of the Extended School Initiative among Schools

6.2.1 51% of headteachers said they were familiar with the Initiative for Childcare in Extended Schools, 21% said their staff were familiar with it and 21% said their school governors were also familiar with this Initiative.

6.2.2 Nursery schools headteachers (69%) and Primary school headteachers (55%) were more likely to be familiar with the Childcare in Extended Schools Initiative than Secondary school headteachers (46%).

6.2.3 Nearly six out of ten headteachers (57%) had read the DfES Extended School Guidance compared with 4 out of ten (41%) who had read the DfES Childcare in Extended Schools Guidance.

6.2.4 Secondary school headteachers were less likely to have read either guidance compared to other headteachers, particularly the guidance relating to childcare (29%).

6.3 Engagement of Schools with the Extended Schools Initiative

6.3.1 More headteachers (63%) would have liked their school to be an Extended school than were familiar with the Childcare in Extended Schools Initiative (51%) or had read the Extended Schools Guidance (57%).

6.3.2 Around half of all primary schools believed they were very or extremely likely to embrace extended schools over the next two years. 46% of primary schools (and 46% of all schools) believed they would embrace the extended schools concept over the following two years and 67% of primary schools? saw the concept as being relevant to the broader work and aims of the school.

6.3.3 A series of statements were ranked by headteachers. Headteachers agreed least with the idea that more childcare is needed and that schools would want to provide it (47%), or that any development of childcare in schools should not be at the detriment of childcare in the community (54%).

6.3.4 Headteachers agreed more with the concepts of parental involvement (86%), and schools as a community resource (75%) than with the concept of consultation by schools? about the local need for childcare with key stakeholders (72%).

6.3.4 43% of schools had been in contact with their Local Authority about providing childcare in school - setting up breakfast clubs, pre school, wrap around, holiday clubs and extended schools. Only one school mentioned having contacted their Local Authority about the Extended Schools Initiative.

6.4 Barriers and Concerns about Extended Schools

6.4.1 The four most important issues for schools in the context of providing childcare and extended Schools were staffing (74%), premises (67%), sustainability (60%) and financial responsibilities (60%).

6.4.3 According to headteachers, the issues holding schools back from providing extended services were funding (44%), staffing (25%), premises (20%), time and workload (19%), lack of information (10%) and lack of help from their Local Authority (9%).

6.4.4 For the 37% of schools who did not say they wanted to become an Extended School, the barriers and concerns were the same as for those who

were positive about offering extended services, particularly funding, staffing increased responsibility and premises/capacity.

6.5 Potential Take Up of Extended School Initiative

6.5.1 63% of headteachers said they would like their school to become an Extended School and 61% that their school had the potential to become one.

6.5.2 The main reason for wanting their school to become an Extended School was their commitment to serve their local community (29%).

6.5.3 46% of Primary schools (and 46% of all schools) believed they would embrace the extended schools concept over the following two years by developing childcare in school within the Full Service Extended Schools Model and 67% saw the Extended Schools concept as being relevant to the broader work and aims of the school.

6.6 Support needed by Schools to become an Extended School

6.6.1 Headteachers of schools who said they had the potential to become an Extended School needed support on legal issues, sustainability and the help of a local coordinator.

6.6.2 70% of headteachers thought that an available support service from their Local Authority would be the most important ingredient in encouraging childcare within the Extended School concept.

6.6.3 Publications which either signposted them to appropriate information or were on specific issues such as funding and legal issues would be most important in helping them to develop as an Extended School according to 70% of schools.

6.6.4 58% of Headteachers said they would want and need support to become an Extended School - mainly funding and help from the Local Education Authority.

7 Detailed Findings

7.1 Provision of Childcare in the context of Wider Services⁶ in Schools

Note on the definitions of the term 'childcare' and 'out of school childcare'.

Previous research has shown that the definitions of the term 'childcare' and 'out of school childcare' vary considerably among headteachers.

In this survey headteachers were asked first to describe their school with regard to the provision of childcare according to the following definitions:-

- *the school provides childcare directly for children in the school only*
- *the school provides childcare directly for children in the school and also from other schools*
- *an independent third party provides childcare for children in the school only*
- *an independent third party provides childcare for children in the school and also from other schools*
- *Childcare provided for children in the school is not connected with the school*
- *No childcare is provided for children in the school*

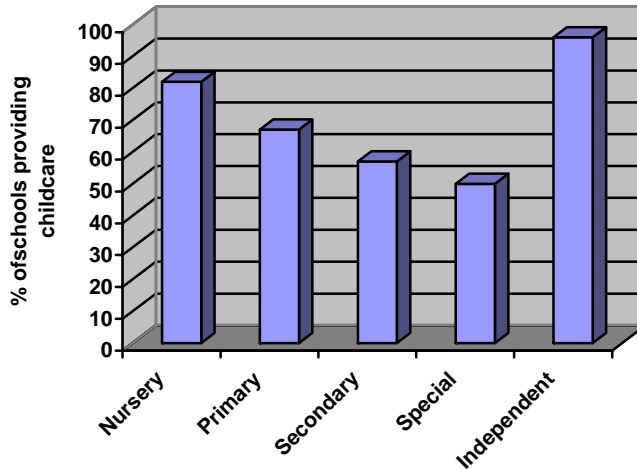
All positive responses to the first five definitions were included in the definition 'the school provides childcare'. This provided data on the childcare provision offered by schools according to each headteacher's personal definition of childcare and included any nursery provision, whether nursery classes/school or daycare nursery, lunch clubs, wrap around childcare, out of school childcare and sometimes out of school hours learning and out of school hours activities. (7.1.1 to 7.1.3).

Headteachers were then asked to itemise the different childcare provisions and out-of-school-hours learning and activities for children they offered, and the answers were then aggregated to provide data based on the definition of 'out of school childcare' as breakfast clubs, after school childcare clubs and holiday clubs or playschemes only. (7.1.4). It must be noted that breakfast club will often be breakfast provision without formal childcare.

⁶ Wider services include childcare, out of school hours learning and activities, family support etc.

7.1.1 Over two thirds (67%) of primary schools provided childcare in their schools whether directly (run by the school) or via a third party.

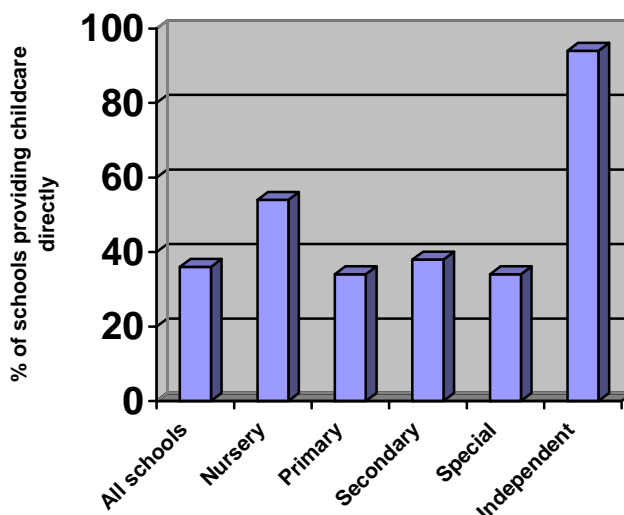
Chart 1 Percentage of Schools Providing Childcare



Question 3: Which of the following best describes your school with regard to childcare provision for the school?

7.1.2 36% of all schools provided childcare run by the school. Just under a third of all participating schools (29%) indicated that they provided childcare directly (run by the school) for the children in their own school only. A third (36%) of Maintained Nursery schools provided childcare directly for the children in their own school only, and 18% of maintained nursery schools also provided childcare for children from other schools.

Chart 2 Childcare Provided Directly by the School (%)



Question 3: Which of the following best describes your school with regard to childcare provision for the school?

7.1.3 Half the Special schools and almost half (43%) of Secondary schools said they did not provide childcare for children in school. Up to 5% of any type

of school said they offered childcare in their school that is not connected to the school.

Table 7.1.1 Childcare Provision by Type of School (%)

Childcare provision provided by schools	% of all schools	% of Maintained Nursery Schools	% of Primary Schools	% of Secondary Schools	% of Special Schools
Direct for children, in this school only	29	36	28	30	28
Direct for children, in this school/other schools	7	18	6	8	6
3 rd party, in this school only	8	11	12	-	1
3 rd party, in this school/other schools	13	15	18	4	2
Childcare provided not connected with this school	5	7	5	5	3
No childcare provided for the school	35	18	31	43	50
Other	4	4	3	6	4
No reply	5	4	4	8	10
Total*	106	112	107	102	105
Base (all schools)	1159	91	690	287	98

Question 3: Which of the following best describes your school with regard to childcare provision for the school?

*total more than 100% because of multiple mentions where a school offers direct and third party childcare

7.1.4 Table 7.1.2 shows the percentage of schools offering different kinds of childcare as calculated from the itemised data collected in the survey. This includes “out of school childcare” (OOSC)), defined in this research as a breakfast club, an after school club, and/or a holiday club or playscheme. 68% of schools are shown as offering at least one element of out of school childcare. The table also shows the proportion of schools offering day care nursery, wrap around childcare and other services, whether this is provided directly or by a third party. 12% of all schools provided after school childcare directly and 38% of schools provided holiday clubs or playschemes, either directly or through a third party. 46% of all schools provided breakfast clubs, with eight out of ten running this themselves. This breakfast provision would not be fully registered childcare but offered some support to parents at a time when they needed it.

Table 7.1.2 % of Schools Providing Different Types of Childcare by Type of School and whether Directly or through a Third Party

Different types of childcare provision	% of all schools	% of Maintained Nursery schools	% of Primary schools	% of Secondary schools	% of Special schools	% of Independent schools
Breakfast club*	46	54	42	61	36	30
Directly	34	40	25	55	35	30
3 rd party	13	14	17	8	3	-
After School club*	34	51	44	12	14	54
Directly	12	21	11	8	12	54
3 rd party	22	30	33	4	3	-
Holiday club/playscheme*	38	43	34	41	46	41
Directly	12	16	6	21	20	28
3 rd party	26	26	29	23	30	13
Wrap around care	9	35	10	3	3	9
Directly	5	26	4	2	3	9
3 rd party	4	9	6	1	-	-
Daycare**nurseries	31	72	34	22	8	70
Directly	21	63	23	8	6	70
3 rd party	11	12	12	14	2	-
Out of school childcare*	68	78	66	75	69	67
Directly	42	49	31	64	51	65
3 rd party	38	41	44	29	31	13
Number	1159	91	690	287	98	46

*Out of School childcare (OOSC) is defined as breakfast clubs, after school clubs and/or holiday clubs or playschemes.

** includes full and part time daycare

Question 4: Does your school offer any of the following, whether on or off the premises, and is this provision provided directly by the school or by a third party?

7.1.5 Table 7.1.4 compares the 65% of schools that said they provided some form of childcare, at some part of the day, (whether directly for the school only, directly for the school and also other schools, by a third party for the school only or by a third party for the school and other schools), with the 68% that provided any form of out of school childcare (as calculated from the aggregation of the detailed information provided by headteachers and defined as breakfast, after school and holiday clubs or playschemes). We know this is 65% of schools in total because 35% of schools said they did not provide childcare as is shown at the bottom of the last column on the left.

Table 7.1.4 Childcare and Out of School Childcare (OOSC) Provision in Schools

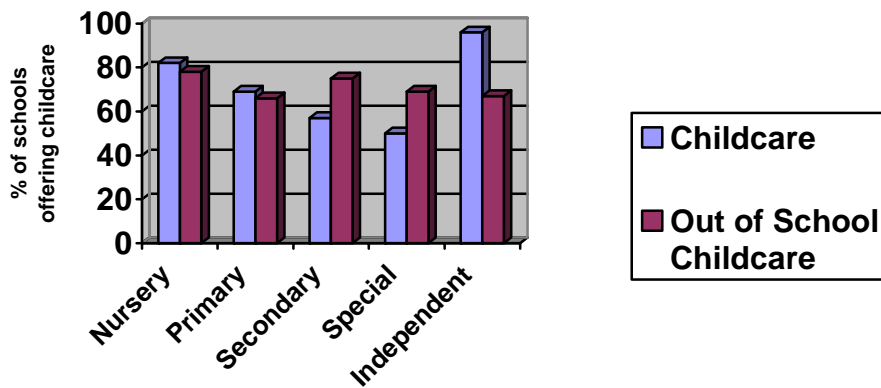
Type of out of school childcare provision	% of All Schools	% of schools providing childcare directly for the school only	% of schools providing directly for school and other schools	% of schools providing childcare by third party for the school only	% of schools providing by third party for their school and other schools	% of schools providing childcare by the school but not connected with the school	% of school where no childcare is provided
	%	%	%	%	%	%	%
Breakfast club	45	56	73	61	57	38	27
After school club	34	38	64	88	78	42	3
Holiday play scheme/club	36	32	60	51	65	49	21
Any out of school childcare* provision in the school	68	77	94	99	93	75	40
Total of all schools	1159 (100%)	339 (29%)	85 (7%)	90 (8%)	148 (13%)	55 (5%)	404 (35%)

Question 3: Which of the following best describes your school with regard to childcare provision in the school/Question 4: Does your school offer any of the following, whether on or off the premises, and is this provision provided directly by the school or by a third party?

*out of school childcare (OOSC) defined as breakfast, after school, holiday club or playscheme

7.1.6 The differential between the 68% that offered out of school childcare and the 65% that offered childcare was created by the difference between how headteachers defined childcare, and the definition of out of school childcare as 'any breakfast club, any after school clubs or any holiday club or playscheme'. Headteachers' definitions may have included daycare nursery or wrap around childcare and even out of school hours learning and out of school hours activities. The table shows that schools who said they did not offer childcare often offered breakfast 'clubs' or holiday clubs. The differential in definition is more evident among Secondary schools, Special schools and Independent schools as shown in Chart 3.

Chart 3 - The Childcare Offer and the Out of School Childcare Offer

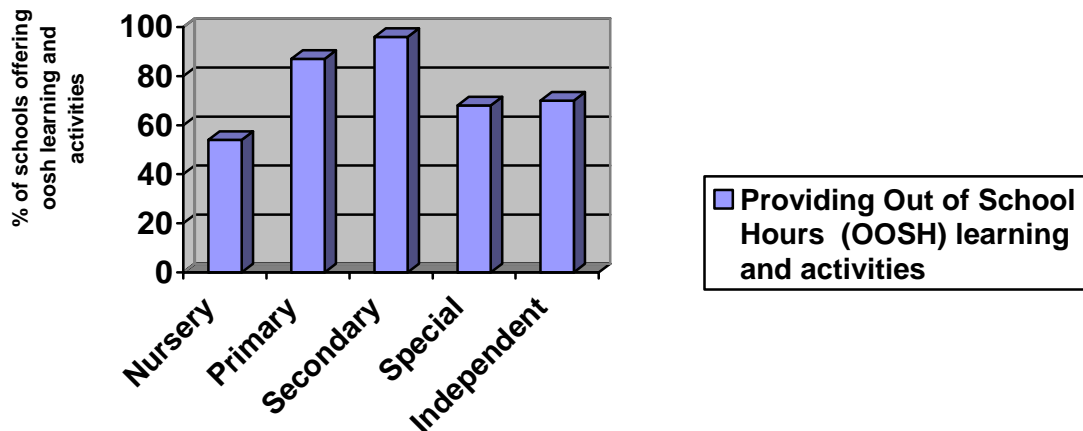


Question 3: Which of the following best describes your school with regard to childcare provision for the school?

Question 4: Does your school offer any of the following, whether on or off the premises, and is this provision provided directly by the school or by a third party?

7.1.7 97% of all participating Secondary schools offered out of school hours learning directly, as did 91% of Primary schools. Overall 85% of schools provided this service directly and 27% provided it via a third party. As would be expected fewer Maintained Nursery schools provided out of school hours learning. Out of school hours learning is defined in this survey as any out of school hours learning club, homework club, maths club, languages club, music club, sports club, drama club, arts club or IT club. It also includes learning support.

Chart 4 - Types of Schools Providing Out of School Hours (OOSH) Learning and Activities



Question 4: Does your school offer any of the following, whether on or off the premises, and is this provision provided directly by the school or by a third party?

7.1.8 38% of schools offered a homework club run by the school and 21% offered a holiday sports scheme or sports club, usually provided by a third party.

7.1.9 London and the South East are the only two regions that showed a significant difference in the level of out of school childcare provision compared with the overall distribution of schools in this sample, with London provision being a little above average and provision in the South East being a little below average.

Table 7.1.4 Regional Differences in Out of School Childcare Provision (Breakfast / After School / Holiday Clubs / Playschemes)

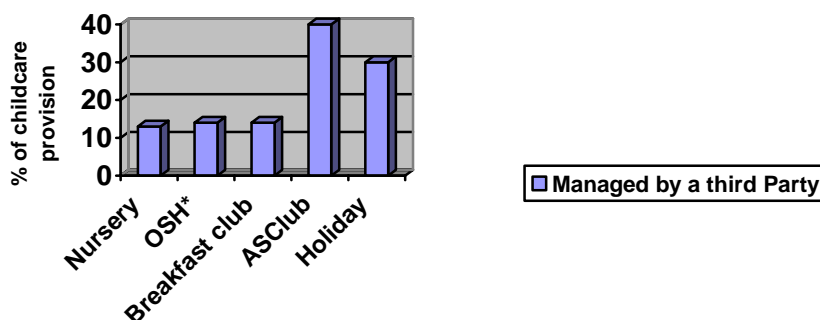
Region in England	% of All Schools	% of Schools providing OOSC*
North East	6	6
North West	14	14
Yorkshire and the Humber	9	9
East Midlands	7	6
West Midlands	11	12
East of England	9	9
London	9	11*
South East	16	14*
South West	10	10
Base	1159	1059

*out of school childcare

7.2 Management of Provision in Schools when provided by a Third Party

7.2.1 Where is was provided, after School childcare provision was most likely to be delivered by a third party (40% of schools providing childcare), followed by holiday clubs (30% of schools providing childcare) while breakfast clubs and nursery provision were predominantly delivered directly by the school. This finding has important implications for selecting priorities in models of development in the next phase of extended schools.

Chart 5 - Proportion of childcare provision for a school managed by a third party



Question 5: Where a third party is involved what kind of organisation is that? *OSH - out of school hours learning and activities

7.2.2 In the approximately one third of schools where any provision was delivered by a third party, private business and Voluntary Management Committees were the most popular form of management for breakfast clubs, after school clubs and nurseries. (Table 7.2) Each of these averaged around a third of these kinds of provision. In contrast more than a third (36%) of holiday clubs run by a third party were run by Local Authorities as were just 9% of breakfast clubs and 12% of after school clubs not run directly by the school.

Table 7.2 Management of Provision

Type of third party organisation	% of daycare Nursery provision	% of OOSH learning and activities	% of Breakfast provision	% of After school provision	% of Holiday club/play scheme
Voluntary Management Committee	31	14	32	28	15
Limited Company	7	7	11	6	7
Local Authority	20	21	9	12	36
Community Business	3	12	6	9	9
Private Business	31	40	31	37	25
Charity	12	16	8	10	11
Other	8	12	8	11	9
Base	147	161	167	465	343
% of sample	13	14	15	40	30

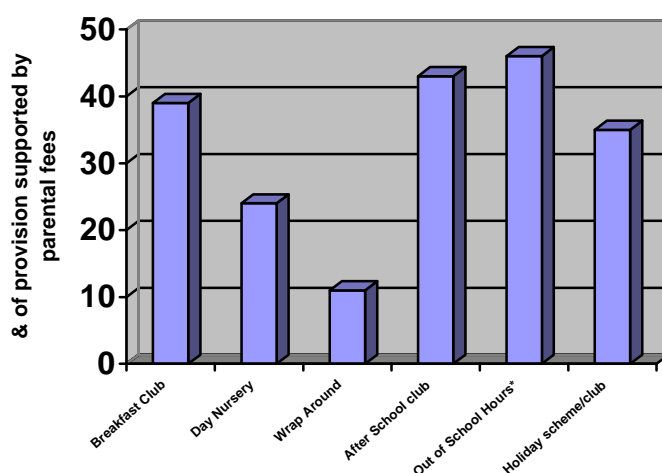
Question 5: Where a third party is involved what kind of organisation is that?

7.2.3 Overall 40% of the out of school provisions delivered by a third party were managed as private businesses. This varied across the different types of provision, with around a third of breakfast clubs (31%), and after school clubs (37%), that were managed by a third party, managed like this. Where a nursery was provided by a third party, 31% were run as private businesses.

7.3 Parental Financial Support for provision for schools

7.3.1 Overall 70% of out of school childcare, that is breakfast, after school and holiday clubs, were supported by parental fees. Parental fees contributed more to out of school hours learning compared with out of school childcare. Out of school hours learning in this instance included specialist classes and clubs like football, drama and music.

Chart 6 - Proportion of Provision Supported by Parental Fees

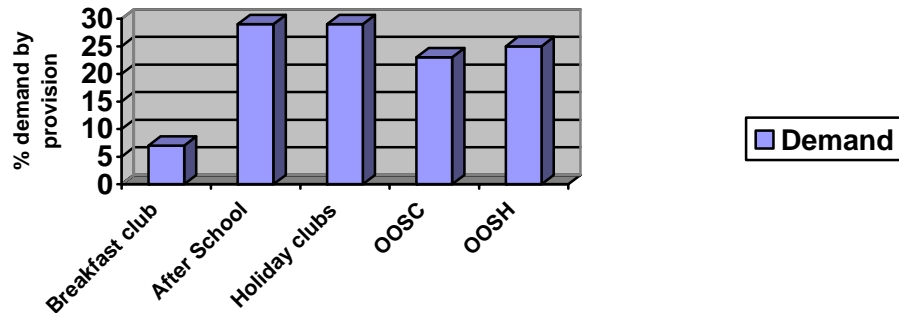


Question 6: Which of this provision is supported by parental fees? *OOSH learning and activities

7.4 Parental Demand for Childcare Provision in Schools

7.4.1 Demand for childcare and out of school hours learning activities in schools, from parents and children ran at 29% of provision for after school clubs and holiday play schemes or clubs and 25% for any out of school hours learning and activities.

Chart 7 Demand for Childcare and Out of School Hours Learning and Activities (Unweighted)



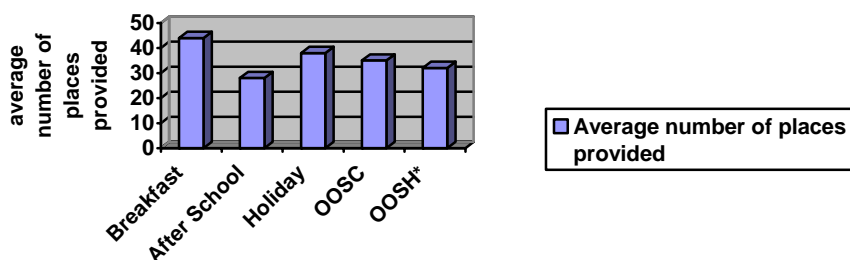
Question 7: For each one that applies to your school, how many places are provided and how many places are on the waiting list?

7.4.2 Schools were asked to record the numbers of places they provided for a wide range of out of school childcare and wider activities and the number of places on the waiting lists for these activities. The overall estimate for demand for provision was calculated on aggregates adjusted as follows:-

- Twice as many schools provided figures for out of school childcare as for out of school hours learning and other out of school activities.
- Therefore the adjusted figure for places for both types of provision = 86,011
- 6 times as many schools provided figures for places attending out of school childcare and wider activities as provided figures for places on the waiting list for out of school hours learning
- Therefore the adjusted figure for places on the waiting list for both types of provision = 62,726
- Therefore demand for any out of school childcare or any out of school hours learning can be calculated as 73% of existing provision.

7.4.3 It was estimated from this study that only 7% of school age children had access to an after school club from school. This is based on the total number of children in the sample of 1,159 schools, 457,757, which gives an average of 407 children per school. There were 28 after school childcare places per school. Therefore we can estimate that only 7% of school age children had access to an after school club place in school.

Chart 8 - Average Places Provided for Schools

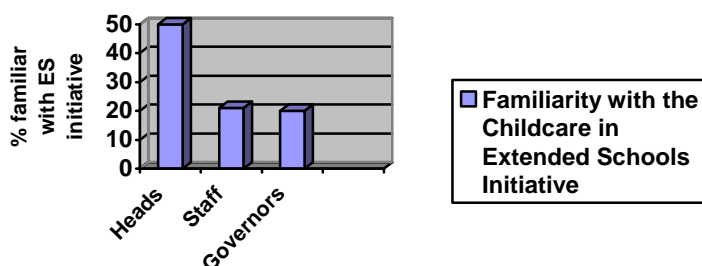


Question 7: For each one that applies to your school, how many places are provided and how many places are on the waiting list? *out of school hours learning and activities

7.5 Awareness of Extended Schools Initiative among Schools

7.5.1 50% of headteachers were familiar with the Childcare in Extended Schools Initiative and claimed that 21% of their staff were also familiar with it. 60% (57%) said their governors were not familiar with it.

Chart 9 - Familiarity with the Childcare in Extended Schools Initiative



Question 10: How familiar are you or your staff with the initiative for Childcare in Extended Schools announced by the Government last year in the Education Act 2002?/ Question 14: How familiar is your governing body with the Childcare in Extended schools Initiative?

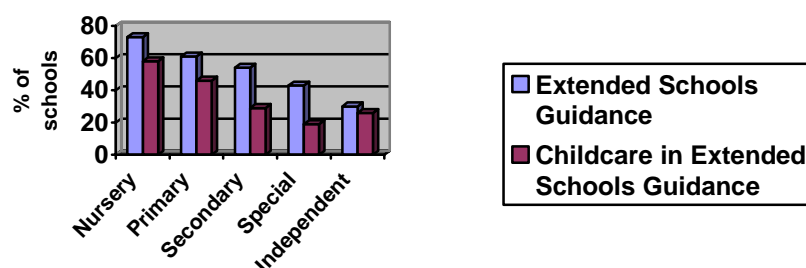
7.5.2 Drilling down into the data a positive correlation was identified between schools that offered childcare provision and schools where the head was familiar with the Childcare in Extended Schools Initiative e.g. 54% of schools that offered childcare were familiar with the Extended Schools Initiative compared to 48% of all schools.

7.5.3 Headteachers showed more engagement with the Extended Schools Initiative than with the Childcare in Extended Schools element. 57% said they had read the Extended Schools Guidance, compared with 41% of headteachers who had read the Childcare in Extended Schools Guidance.

7.5.4 Around 20% of headteachers said they had not seen either Guidance publication. This figure rises to 25% for Secondary schools with 27% of Secondary school heads saying they had never seen the Childcare in Extended Schools Guidance.

7.5.5 Nursery school heads and Primary school heads were more likely to have read the Guidance publications than Secondary school headteachers. For example, 54% of Secondary heads had read the Extended Schools Guidance but only 29% had read the Childcare in Extended Schools Guidance.

Chart 10 Headteachers who had read the Guidance



Question 11: Have you read the Guidance produced by the Sure Start Unit (DfES) entitled Extended Schools or Childcare in Extended Schools 2002?

7.5.6 Just under half of all schools, 43%, had been in contact with their local authority (or childcare partnership) to talk about issues around providing childcare in school. This varied from 69% of Nursery schools, to 50% of Primary schools and only 31% of Secondary schools.

7.5.7 15% of schools who had been in contact with their local authority had contacted them about funding or NOF (New Opportunities Fund) and 8% for general support, but most comments showed that the contact was about setting up childcare provision - breakfast clubs (13%), after school (14%), nursery (16%), pre school (4%), wrap around (9%), holiday clubs (4%), children's centres (4%), and crèche and playgroups (5%). 6% made contact about premises, 4% about training and 5% of schools mentioned 'extended schools' issues.

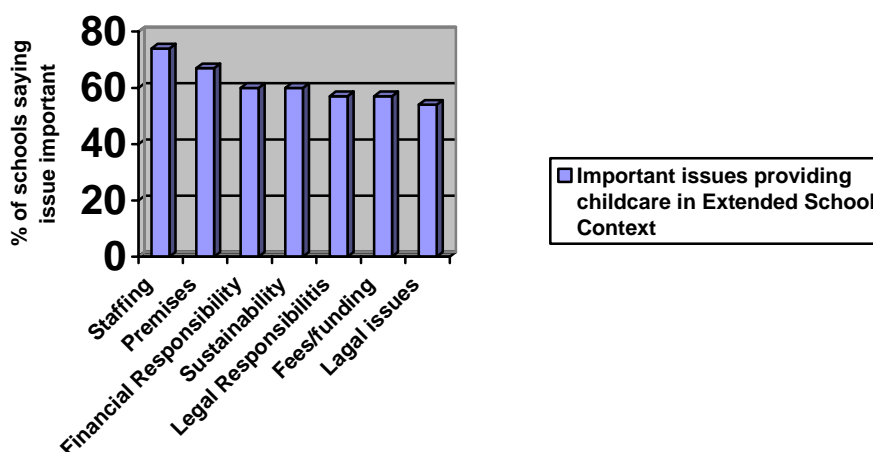
7.6 Issues Surrounding Provision of Childcare in the Context of the Extended Schools Initiative

7.6.1 The most important issues (see Chart11) for headteachers in the context of providing Childcare within the Extended Schools Initiative were staff (74%), premises (67%), sustainability (60%), financial responsibility (60%) and legal responsibility (57%). As can be seen later in Table 7.7.3 these important issues were perceived as potential barriers to implementing the extended school initiative. Headteachers were concerned that their staff would be asked to take on more responsibilities or that they would need to have staff with specialist qualifications.

7.6.2 Headteachers were also concerned that they would not have the premises available. At the time, it was not unusual for classrooms to be made over for use as the after school club and the school hall to be used for the holiday club. As well as sustainability recurring as an issue headteachers were also unclear about the financial and legal responsibilities involved in developing an extended school.

7.6.3 These issues were the top issues for Primary and Secondary schools, fees and funding were the top issues for Maintained Nursery Schools and for Special Schools, and legal responsibilities and legal issues were the top issues for Independent schools.

Chart 11 - Importance of Issues in Providing Childcare in Extended School Context



Question 15: How important are each of the following issues for your school in regard to the provision of childcare in school within the Extended School initiative?

7.6.4 The other issues mentioned by schools as important were support from the Local Authority (47%), OFSTED (46%), existing provision /local need

(45%), inclusion issues (43%) and capacity (43%). Support from the Local Authority was important for 71% of Maintained Nursery schools and for 9% of Independent schools.

7.6.5 Inclusion issues were important for 60% of Maintained Nursery schools compared with the average of 44% and capacity issues were more of an issue for Maintained Nursery schools and Primaries than other schools.

7.7 Attitudes of Schools towards the Extended Schools Initiative

7.7.1 Headteachers agreed more with the concepts of parental involvement, and schools as a community resource than with the concept of developing childcare in schools in response to local need after consultation with key stakeholders. They were least in sympathy with the idea that more childcare is needed in schools, that schools want to provide it, or that any development of childcare in schools should not be at the detriment of childcare in the community.

7.7.2 This was not affected by the type of school the head was running. There was little variation between different types of school.

Table 7.7.1 Attitudes towards the Extended Schools Initiative

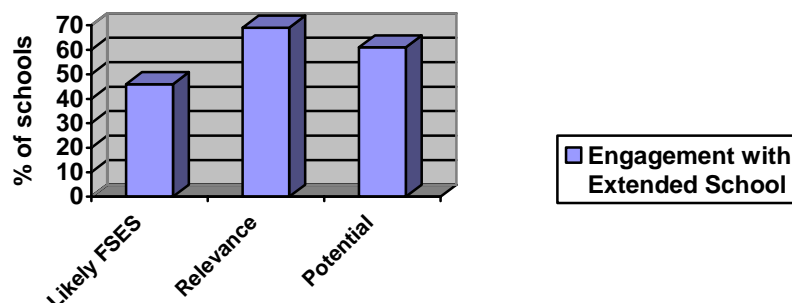
Attitude statement about the Extended Schools Initiative	% of schools agreeing with the statement
Children learn and develop better if their family is involved	86
Schools are community resources, accessible by parents and children and designed for children	75
The development of childcare in schools must be in response to local need after consultation with key stakeholders	72
School and home must engage in the regeneration debate and work in partnership	71
The development of childcare in schools must not be to the detriment of childcare in the community	54
More childcare providers are needed and many schools would like to be more involved in providing childcare	47
The Green Paper concerns structural processes which do not affect schools	6
Base (all schools)	1159

Question 16: How much do you agree or disagree with the following statement around childcare in schools within the Extended Schools initiative?

7.7.3 Around half of all Primary schools believed they were very or extremely likely to embrace extended schools in the following two years. 46% of Primary schools (and 46% of all schools) believed they would embrace the extended

schools concept over the following two years and 67% saw the concept as being relevant to the broader work and aims of the school.

Chart -12- Engagement with the Extended School



Question 18: By 2006, all local authorities will be getting funding for the co-ordination of childcare services. Given the opportunity, how likely is it that your school will develop childcare in school within the Full Service Extended School Model?/Question 20: How relevant do you feel the Extended Schools Initiative is in relation to your school overall?/Question 23: Does your school have the potential to become an Extended School?

7.7.4 Maintained Nursery schools were more likely to feel that the Extended School Initiative is relevant to them while 69% of Secondary schools were likely to think they have the potential to become an Extended School but only 45% thought they were likely to develop childcare as part of the Extended School.

Table 7.7.2 Likely to develop childcare, relevance and potential in context of Extended School

Engagement with the Extended School	% of All Schools	% of Maintained Nursery Schools	% of Primary Schools	% of Secondary Schools	% of Special Schools	% of Independent Schools
Likelihood to develop childcare as FSES	46	66	47	45	34	20
Relevance to my school	69	82	70	73	64	27
Potential to become an Extended School	61	67	60	69	56	37
Base	1159	91	690	287	98	46

Question 18: By 2006, all local education authorities will be getting funding for the co-ordination of childcare services. Given the opportunity, how likely is it that your school will develop childcare in school within the Full Service Extended School model?/ Question 20: How relevant do you feel the Extended Schools initiative is in relation to your school overall?/ Question 23: Does your school have the potential to become an extended school?

7.7.5 Headteachers were asked to give their views on Childcare in Extended Schools with the Extended Schools Initiative and 26% did so. 32% of the responses were generally positive about Extended Schools and 34% were negative.

7.7.6 The comments related to funding, staffing, concerns about increased workload and responsibilities and premises and capacity. (Table 7.7.3)

Table 7.7.3 Response to the Extended Schools Initiative

	%
Funding issues	21
Staffing issues around specialist/ qualifications	15
Concerns about additional work/ responsibilities for headteacher/staff	15
Premises issues	10
Capacity /lack of space	10
Resource/support issues	8
Sustainability	6
No demand	4
Children should be with/the responsibility of parents	4
Base: All schools making a comment	301

Question 19: Is there anything else you would like to tell us about your views on childcare in schools with the Extended Schools Initiative?

7.8 Potential Take Up of the Extended School Initiative by Schools

7.8.1 63% of all schools would have liked to become an Extended School, 68% for secondary schools. 2% claimed to be Extended Schools at the time - 'we are part of the process'. (There were 106 Extended Schools in the Full Service Extended Schools programme in England at the time of this research, so this survey achieved a 22% response from them).

7.8.2 More headteachers (63%) would have liked their school to be an Extended School than were familiar with the Initiative (50%) or who had read the Extended Schools Guidance. Even fewer had seen or read the Childcare in Extended Schools Guidance (45%).

7.8.3 When asked why they would like to become an Extended School, 86% of the comments from heads were positive because of their commitment to the community and because they felt they could become an Extended School or were becoming an Extended School. 5% would have liked to become an Extended School provided they were given support.

Table 7.8.2 Why schools wanted to become an Extended School and why they thought they had the potential

	Would like to be an Extended School Q22 %	Have potential to be an Extended School Q24 %
Commitment to serve local community/ hub of the community	29	19
Because we can/we do	21	64
Partnership with parents	13	3
Local need	12	7
Benefit for children/pupils	11	1
Base: All schools making a comment and answering Q22 or Q 24	730	707

Question 21: Would you like your school to become an Extended School? Q22 Why do you say that?
Question 24: Why do you say that?

7.8.4 36% of the comments from those who would not have liked to become an Extended School were negative. These were about inadequate premises, old buildings, inadequate capacity or space, inadequate funding and no local demand. 44% of comments were negative from those who did not think they had the potential to become an Extended School mostly because of funding and premises issues.

7.8.5 For the 70% of schools who said there were issues holding them back from developing extended services, the issues holding them back were:

- funding (for 44%)
- staffing (for 25%)
- premises (for 20%)
- time and workload (for 19%)
- lack of information (for 10%)
- lack of help from their Local Authority(10%)

7.8.6 The conclusion was that 70% of schools were being held back from developing as an extended school because of concerns about funding, staffing and premises. This is a significant finding in relation to the government's target of 100% of schools offering extended services by 2010.

7.8.7 The other issues mentioned by fewer than 5% of responding schools were that there was no local demand, there was enough existing provision, transport, sustainability, legal issues or red tape.

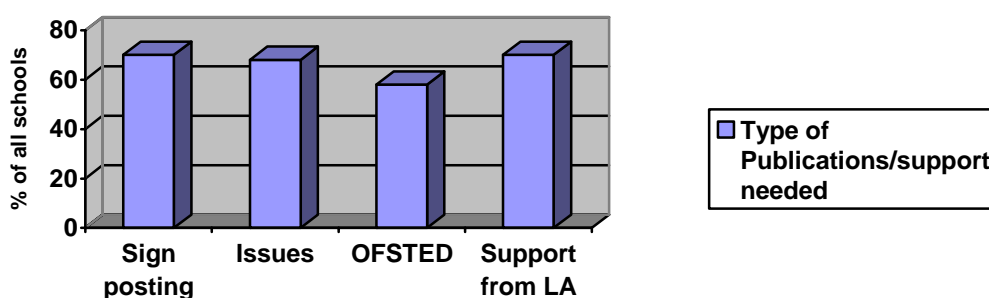
7.9 Support Needed by Schools to become an Extended School

7.9.1 Schools thought that the most important publications needed to encourage the development of childcare in schools within the Extended

Schools Initiative were those that that would signpost them to sources of support (70%), publications on specific issues such as funding, legal issues and so on (68%) and clarification of the difference in OFSTED regulations as they affect childcare (58%).

7.9.2 However 70% of headteachers thought that an available support service from their Local Authority would be the most important ingredient in encouraging childcare within the Extended Schools Initiative.

Chart 13 - Type of Support Needed



Question 17: How important do you think the following would be to encourage the development of childcare in schools within the Extended Schools initiative?

7.9.3 There was little difference in opinion about the type of support needed between different types of schools. More Maintained Nurseries and Primary schools were asking for support than Secondary schools, 7 out of ten on average compared with 6 out of ten.

7.9.4 58% of headteachers said they would like or would need support to become an Extended School. The top forms of support mentioned were:-

Table 7.9.2 Type of Support Needed (unprompted)

	<u>%</u>
Funding	43
More help from the LEA	26
Better premises	15
More information	15
Expert advice from local advisers	15
Qualified and expert staff	14
Base All schools answering Q26	672

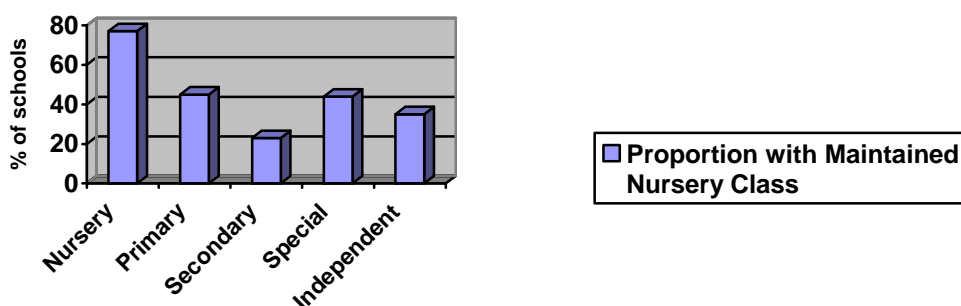
Question 26: What support would you like or need to become an Extended School?

8 Maintained Nursery Class Section

8.1 77% of Maintained Nursery schools had a Maintained Nursery class. 45% and 44% of Primary schools and Special schools also offered this. 23% of Secondary schools seemed to offer this, however this was due to the fact

that some headteachers described their schools as a Nursery, Primary and/or Secondary school, that is, they appeared more than once in the analysis.

Chart 14 - Schools with a Maintained Nursery Class



8.2 One third of Maintained Nurseries that offered a Maintained Nursery class also offered childcare at lunchtime as did 25% of Secondary schools with a Maintained Nursery Class.

Table 8.1 Type of Childcare Provision in Maintained Nursery Class

Type of childcare provision where maintained nursery class	% of Maintained Nursery schools offering a maintained nursery class	% of Primary schools offering a maintained nursery class	% of Secondary schools offering a maintained nursery class	% of Special schools offering a maintained nursery class	% of Independent schools offering a maintained nursery class
Childcare at lunchtime	34	25	9	19	75
Childcare alongside Early education at separate venue	9	6	3	-	12
Other childcare	10	3	2	2	-
No childcare	54	69	86	79	19
Base: All schools with a maintained nursery class	70	313	65	43	16

Question 8: If you have a maintained nursery class, do you provide childcare at lunch time or childcare alongside early education in a separate venue?

8.3 Significant proportions of these schools with a Maintained Nursery class did not offer childcare, 54% of Maintained Nursery schools, 69% of Primary schools and 86% of Secondary schools. 75% of Independent schools with a Maintained Nursery class offered childcare at lunch time.

8.4 For those with a Maintained Nursery class but no current childcare provision who said they could provide sessional childcare, 32% could offer up to 1.5 hours per session, 26% could offer up to 3.5 hours per session and 8% could offer over 4 hours.

Table 8.2 Ability to Provide Sessional Childcare in Maintained Nursery Class

Ability to provide sessional childcare by those with maintained nursery class but no current childcare provision	% of Maintained Nursery Schools	% of Primary Schools	% of Secondary Schools	% of Special Schools
Up to 1.5 hrs per session	32	48	20	40
Up to 3.5 hrs per session	26	32	40	-
Over 4 hrs	8	15	40	60
Base: All schools with a maintained nursery class but no childcare provision	19	75	5	5

Question 9: If you have a maintained nursery class and you do not currently provide childcare, would you be able to provide childcare for up to 1.5 hours a session, up to 3.5 hours per session or over 4 hours per session?

Most schools with a maintained nursery class that did not at the time provide childcare, indicated that they would be able to provide childcare for up to 1.5 hours a session (47%).

9 Conclusions

There was considerable engagement with the extended school concept among schools: six out of ten headteachers would have liked their school to become an extended school, and nearly half of Primary schools expected to have embraced the initiative within the following two years, with particular references to childcare.

However, headteachers were held back from developing this extended service because of serious concerns about staffing, funding, sustainability and building capacity. Schools did say they needed help to develop childcare as an extended service.

This was a significant finding in the context of the government's ambitious target for schools to become extended schools over time with a commitment of a school based childcare guarantee to parents of children at primary school and that all secondary schools will provide activities for 11-14 year olds outside school hours by 2010.

This commitment had already created a culture of expectation among headteachers and parents and this survey shows that there was a great deal already happening in the development of extended schools. Schools need to be supported and helped to overcome the barriers they perceived around funding and sustainability, premises and staffing so that they can build on the real potential evidenced through this survey.

- No childcare is provided for children in the school
- Other, please write in _____
- No answer

Q4 Does your school offer any of the following, whether on or off the premises, and is this provision provided directly by the school or by a third party . Please tick as many as apply.

provided	Provided	Provided by	Not
	Directly by the school	a third party	at all
Breakfast club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full day care nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part time day care nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrap around care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After school childcare club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of school hours learning club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other out of school hours learning club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holiday play scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holiday club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holiday sports scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holiday sports club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write in) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None of these	<input type="checkbox"/>	GO TO Q9	

Q5 Where a third party is involved, what kind of organisation is that (please tick as many as apply)?

	Any	Any	Break	After	Any
	Nursery	OOSHL	fast	School	Holiday
	Club	Club	Club	Club	Club
Voluntary Management Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write in) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No third party involved					

Q6 Which of this provision is supported by parental fees (please answer for each one that applies)?

	Supported by Parental fees	Not supported by parental fees
Breakfast club	<input type="checkbox"/>	<input type="checkbox"/>
Full daycare nursery	<input type="checkbox"/>	<input type="checkbox"/>
Part time daycare nursery	<input type="checkbox"/>	<input type="checkbox"/>
Wrap around care	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime club	<input type="checkbox"/>	<input type="checkbox"/>
After school childcare club	<input type="checkbox"/>	<input type="checkbox"/>
Out of school hours learning club	<input type="checkbox"/>	<input type="checkbox"/>
Homework Club	<input type="checkbox"/>	<input type="checkbox"/>
Maths Club	<input type="checkbox"/>	<input type="checkbox"/>
Languages Club	<input type="checkbox"/>	<input type="checkbox"/>
Music Club	<input type="checkbox"/>	<input type="checkbox"/>
Sports Club	<input type="checkbox"/>	<input type="checkbox"/>
Drama Club	<input type="checkbox"/>	<input type="checkbox"/>
Arts Club	<input type="checkbox"/>	<input type="checkbox"/>
IT Club	<input type="checkbox"/>	<input type="checkbox"/>
Other out of school hours learning club (please write in)_____	<input type="checkbox"/>	<input type="checkbox"/>
Holiday play scheme	<input type="checkbox"/>	<input type="checkbox"/>
Holiday club	<input type="checkbox"/>	<input type="checkbox"/>
Holiday sports scheme	<input type="checkbox"/>	<input type="checkbox"/>
Holiday sports club	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write in)	<input type="checkbox"/>	<input type="checkbox"/>

Q7 For each one that applies to your school, how many places are provided and how many places are on the waiting list? Please write in the number for as many as apply.

places	Number of places	Number of on the waiting list
Breakfast club	<input type="checkbox"/>	<input type="checkbox"/>
Full day care nursery	<input type="checkbox"/>	<input type="checkbox"/>
Part time day care nursery	<input type="checkbox"/>	<input type="checkbox"/>
Wrap around care	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime club	<input type="checkbox"/>	<input type="checkbox"/>
After school childcare club	<input type="checkbox"/>	<input type="checkbox"/>
Out of school hours learning club	<input type="checkbox"/>	<input type="checkbox"/>
Homework Club	<input type="checkbox"/>	<input type="checkbox"/>
Maths Club	<input type="checkbox"/>	<input type="checkbox"/>
Languages Club	<input type="checkbox"/>	<input type="checkbox"/>
Music Club	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|---|--------------------------|--------------------------|
| Sport Club | <input type="checkbox"/> | <input type="checkbox"/> |
| Drama Club | <input type="checkbox"/> | <input type="checkbox"/> |
| Arts Club | <input type="checkbox"/> | <input type="checkbox"/> |
| IT Club | <input type="checkbox"/> | <input type="checkbox"/> |
| Other out of school hours learning club | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday play scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday club | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday sports scheme | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday sports club | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please write in) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Q8 If you have a maintained nursery class, do you provide childcare at lunch time or childcare alongside early education in a separate venue

- | | |
|---|--------------------------|
| Childcare at lunchtime | <input type="checkbox"/> |
| Childcare alongside early education at a separate venue | <input type="checkbox"/> |
| Other childcare (please write in) _____ | <input type="checkbox"/> |
| No childcare | <input type="checkbox"/> |

Q9 If you have a maintained nursery class and you do not currently provide childcare would you be able to provide childcare for up to 1.5 hours a session, up to 3.5hours per session or over 4 hours per session?

- | | |
|---------------------------|--------------------------|
| Up to 1.5 hours a session | <input type="checkbox"/> |
| Up to 3.5hours a session | <input type="checkbox"/> |
| Over 4 hours per session | <input type="checkbox"/> |

About Childcare in Extended Schools

Q10 How familiar are you or your staff with the initiative for Childcare in Extended Schools announced by the Government last year in the Education Act 2002?

- | | Yourself | The staff |
|----------------------------------|--------------------------|--------------------------|
| Very familiar | <input type="checkbox"/> | <input type="checkbox"/> |
| Quite familiar | <input type="checkbox"/> | <input type="checkbox"/> |
| Neither familiar /nor unfamiliar | <input type="checkbox"/> | <input type="checkbox"/> |
| Not very familiar | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all familiar | <input type="checkbox"/> | <input type="checkbox"/> |

Q11 Have you read the Guidance produced by the Sure Start Unit (DfES) entitled Extended Schools or Childcare in Extended Schools 2002

- | | Extended Schools | Childcare in Extended Schools |
|--------------------------|--------------------------|-------------------------------|
| Read form cover to cover | <input type="checkbox"/> | <input type="checkbox"/> |
| Read in part | <input type="checkbox"/> | <input type="checkbox"/> |
| Not read at all | <input type="checkbox"/> | <input type="checkbox"/> |
| Have never seen | <input type="checkbox"/> | <input type="checkbox"/> |

Q12 Have you or one of your staff been in contact with your Local Authority (or Early Years Development and Childcare Partnership) about any issues around providing childcare in school?

- Yes
- No
- Don't know
- No answer

Q13 If yes, what issues were they contacted about? Please write in _____

Q14 How familiar is your Governing Body with the initiative for Childcare in Extended Schools announced by the Government last year in the Education Act 2002?

- Very familiar
- Quite familiar
- Neither familiar /nor unfamiliar
- Not very familiar
- Not at all familiar

Q15 How important are each of the following issues for your school in regard to the provision of childcare in school within the extended school initiative? Where 5 is extremely important and 1 is not at all important, please put a number in each box which best represents your view.

- Premises
- Staffing
- Legal issues
- Legal responsibility
- Financial Responsibility
- OFSTED Regulations
- Fees/Funding
- Existing provision/local need
- Sustainability
- Support from Local Authority
- Capacity
- Inclusion issues
- Other (please write in) _____

Q16 How much do you agree or disagree with the following statement around childcare in schools within the Extended Schools initiative? Please put the number in each box which best reflects your view where 5 is agree completely and 1 is do not agree at all.

The Green Paper concerns structural processes which do not affect schools

Children learn and develop better if their family is involved

More childcare providers are needed and many schools would like to be more involved in providing childcare

Schools are community resources , accessible by parents and children and designed for children

The development of childcare in schools must not be at the detriment of childcare in the community

The development of childcare in schools must be in response to local need after consultation with key stakeholders like parents, existing providers etc

Schools and home must be there to engage in the regeneration debate and work in partnership

Q17 How important do you think the following would be to encourage the development of childcare in schools?

Specific publications for schools signposting to sources of support

Specific publications for schools on each subject – funding, registration, legal, etc

Clarification of the difference in OFSTED regulations in education/childcare/over 8's

Available support service from Local Authority

Other (please write in)

Q18 By 2006, all Local Education Authorities will be getting funding for the coordination of childcare services. Given the opportunity, how likely is it that your school will develop childcare in school within the Full Service Extended School model?

Extremely likely

Very likely

Neither likely/nor unlikely

Not very likely

Not at all likely

Q19 Is there anything else you would like to tell us about your views on childcare in schools with the Extended Schools initiative, please write in

About Extended Schools

Q20 How relevant do you feel the Extended Schools initiative is in relation to your school overall?

- Extremely relevant
- Quite relevant
- Neither relevant nor irrelevant
- Not very relevant
- Not at all relevant

Q21 Would you like your school to become an Extended School?

Yes No

Q22 Why do you say that ?

Q23 Does your school have the potential to become an Extended School?

Yes No

Q24 Why do you say that?

Q25 What are the issues which are holding you back? Please write in _____

Q26 What support would you like or need to become an Extended School?
Please write in

Q27 Is there any further comment you would like to make about the Extended School initiative?

THANKS FOR COMPLETING THIS SURVEY. YOUR VIEWS ARE IMPORTANT TO US. PLEASE RETURN THE SURVEY IN THE REPLY PAID ENVELOPE PROVIDED TO HAVE A CHANCE TO WIN £250 FOR YOUR SCHOOL
