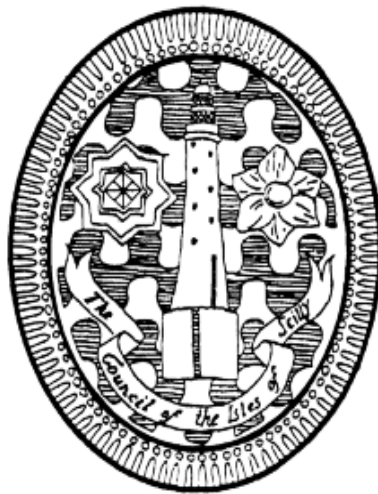
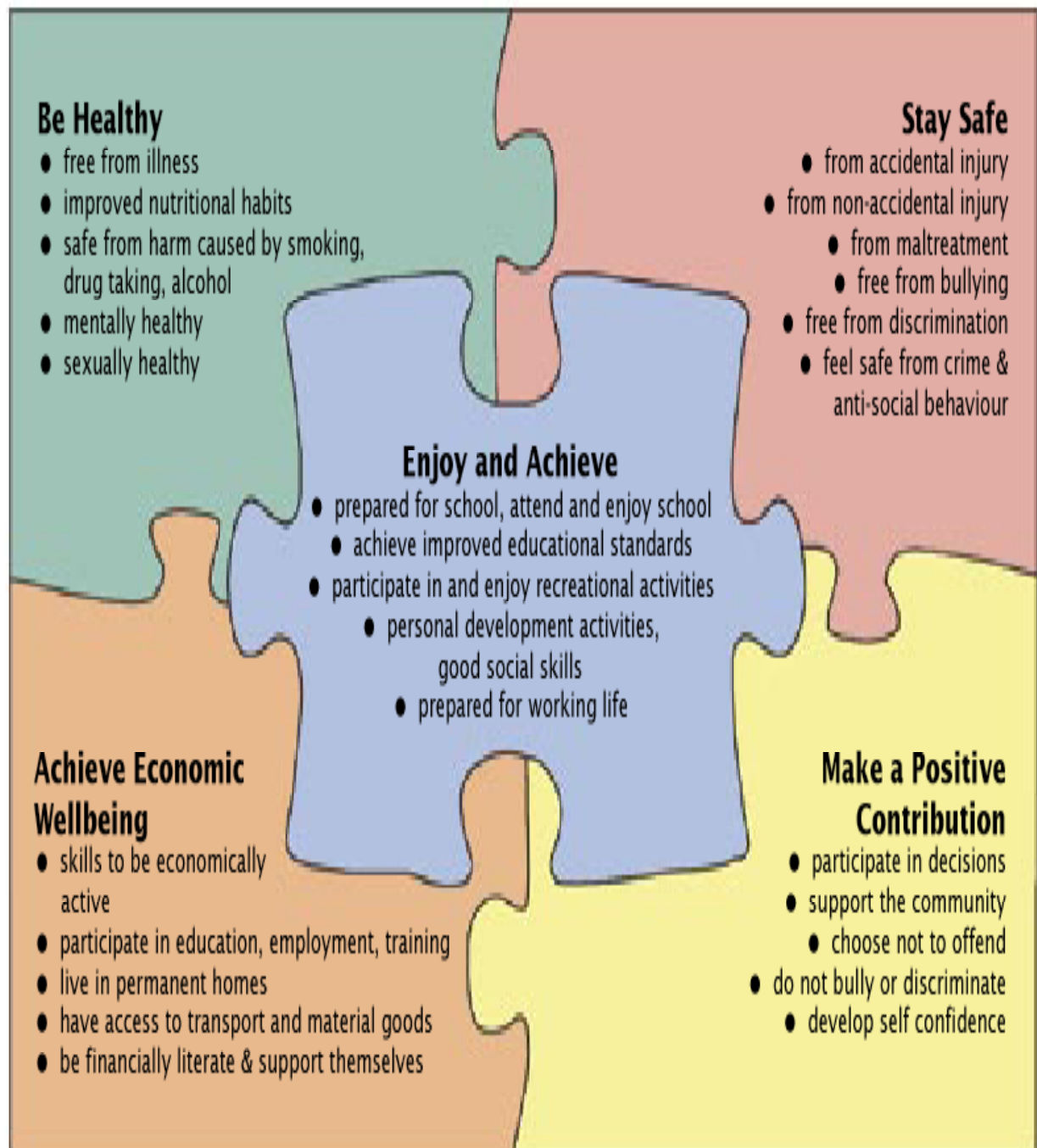


Council of the Isles of Scilly Extended Schools Strategic Delivery Plan

2007-2010





Overview

In 2003, the Government published Every Child Matters, a Green Paper building on existing plans to strengthen preventative services for children and young people.

Following consultation, the Children Act 2004 was passed, providing the legislative spine for developing more effective and accessible services focused around the needs of children, young people and families. This Extended Schools Plan represents an important part of the reforms underpinned by the new act and contributes to corporate objectives outlined in the Community Strategy.

The Every Child Matters: Change for Children Agenda is a shared national programme of system wide reform designed to ensure that children's services work better together as well as with parents and carers. All this is aimed at giving children more opportunities and better support. It focuses on five outcomes that children and young people consider to be most important to their well being.

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well-being**

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins the objectives and aspirations contained within this Extended Schools Plan.

Purpose of this plan

The overall purpose of this plan is to clarify and focus the direction that resources will be allocated in order to deliver the Extended School objectives on the Isles of Scilly. Providing a coherent and integrated approach to service delivery will enable significant improvements to be made to the lives, and life chances of children, young people and the wider community.

Whilst the term Extended Schools is relatively new, the practice of our school working with others to meet the needs of students, families and the wider community has a long local history.

This plan seeks to complement and support the aims and objectives of other strategic documents including the **Community Strategy** and the **Children and Young People's Plan**. Both of these plans provide the overarching strategic guidance required to develop and reshape corporate services. The Extended Schools Plan sits below these two influential documents providing challenging but achievable targets, linked directly to the core offer requirements.

Ensuring high levels of consistency are prevalent across these strategic documents will contribute to a more efficient and effective use of resources that target specific areas of community need.

This document aims to create a vision of how Extended Services on Scilly will look in the future. Underpinning all targets will sit the following principles -

- Establishing and communicating realistic, aspirations and targets
- Ensuring efficient, effective and targeted use of human and financial resources
- Providing services that are inclusive, accessible and sustainable within the island context
- Engaging all statutory and voluntary service providers in the ethos and potential of the project

Local vision

The development of Extended Schools to increase opportunities for sport, culture and enhanced civic spirit of children and young people comes at an exciting time. The Five Islands School will be the hub of this activity. The development of wrap-around childcare with parenting support and wider community access to improved facilities will all be part of this unique opportunity.

Local influences dictate that provision of Extended Services emanating from in and around the Five Islands School will reflect different priorities and styles of delivery than more established mainland models. Integrating planning around other strategic documents including the Community Strategy and the Children and Young People's Plan will ensure that this work enhances community development and does not duplicate or compromise other efforts.

Observations and consultation exercise have already highlighted some outstanding examples of Extended Services provision that have been undertaken for many years. Building around existing examples of good practice will help to ensure long term sustainability and protect existing services so that this project not only supports but extends provision for the islanders.

Delivering the core offer for all island communities will provide a challenge. It is unrealistic to expect that each school base will be able to provide or support all areas. By providing services that are inclusive and accessible across the Five Islands will ensure we are in a strong position to successfully achieve the stated core outcomes.

For this strategy to work across the islands it is crucial that we address the state of the community buildings that currently are used to deliver services. This objective will give each community a sustainable multipurpose facility that will accommodate changing needs against the five core objectives.

There is a need to recognise that improved services can only be fully achieved through collaboration between the many agencies working across the islands. Extended Services are seen as a way of coordinating this work thus avoiding duplication of effort and resources.

To achieve strong and coherent outcomes for all areas of the community it will be necessary to take a pragmatic and intelligent view on how multi agency funding is allocated. Building strategic relationships will help embed good practice and cement future developments within a multi agency framework.

Background to Extended Schools

In June 2005, the Extended Schools Prospectus which set out a core offer of services that all children should be able to access through schools by 2010 was published by the DfES. Extended Schools offer a range of services such as childcare, health support, referral services, study support and adult education to families and local communities. Extended Services can help to improve children's motivation, behaviour and achievements. They remove barriers to learning and help teachers focus on their core job of teaching. Schools providing Extended Services are a practical resource for children, parents and the community. By offering services schools can focus on raising standards and achievement.

By consulting with children, parents and partner providers, a package of services can be developed which best meet the needs of our local communities.

To focus on specific objectives the Government have set out a core offer of services that they expect all schools to offer in partnership with local authorities and providers by 2010. The core offer includes access to:

- **A varied menu of study support activities such as homework clubs**

For children and young people to reach their full potential they need a positive approach to learning and school. Having opportunities before and after school to play sport, engage in arts and drama, volunteer and make creative use of ICT all help.

Study support, covering learning activities that take place out of school hours, helps to improve young people's motivation, build their self-esteem and help them to become more effective learners. Above all it aims to raise levels of achievement.

- **High-quality childcare provided on the school site or through local providers, with supervised transfer arrangements where appropriate, available 8am-6pm all year round for primary schools**

High quality childcare combined with activities such as arts and sports can help raise educational achievement and children's wellbeing. By enabling parents to return to work it can also help to reduce low income households. Working parents, particularly lone parents need access to year-round childcare. Existing Sure Start provision aims to meet the needs of all children and parents across the islands.

- **Parenting support, including information sessions for parents at key transition points, parenting programmes run with the support of other children's services, and family learning sessions to allow children to learn with their parents**

Research has shown that good parenting in the home makes a difference to children's outcomes. Schools which work in partnership with parents to support their children's learning and development can expect significant, consistent and lasting benefits.

By providing access to information sessions for parents at key transition points in their children's lives, parenting programmes, family learning sessions and signposting to support services parents can positively influence their children's learning and behaviour.

- **Swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support and sexual health services**

Providing quick and easy access to services such as health and social care means that problems affecting children's learning can be more easily identified and dealt with. Communities as a minimum should be expected to have a clean, comfortable and confidential area to meet with health professionals

There is a range of specialist health and social care services that children, young people and adults need to access at different times in their lives. Examples of specialist services are speech therapy, child and adolescent mental health services (CAMHS), family support services, intensive behaviour support, and (for young people) sexual health services.

- **Secondary schools will be open from 8am – 6pm providing community access to ICT, sports and arts facilities and adult learning.**

It is anticipated that the secondary school base will be open 8am – 6pm all year round providing a wide range of activities for the community to access, these could include; study support, recording studios, radio station, music practice and adult and family learning.

There is no expectation that any of these offers will be directly or indirectly coordinated by existing school staff.

Potential benefits

Some of these services will be delivered directly by the school, within school premises and some may be coordinated by third party providers from the private or voluntary sector working in partnership with the school. There will also be examples of services that run independently from the school

The reasons for providing Extended Services through the school are compelling. High quality provision combined with activities and support will help raise educational achievement and improve life chances.

Potential benefits for our **school and children**:

- Higher levels of achievement
- Increased motivation and self-esteem
- Specialist support to meet children's wider needs
- Additional facilities and equipment
- Greater opportunities for staff to adopt flexible working and career development
- Enhanced partnership working with the community and better school security
- Easier access to essential services for staff, helping staff recruitment and retention

Potential benefits for **families**:

- Improvements in child behaviour and social skills
- Greater parental involvement in children's learning
- More opportunities for local adult education and family learning
- Greater availability of specialist support for families

Potential benefits for **communities**:

- Better access to essential services
- Improved local availability of sports, arts and other facilities
- Local career development opportunities
- Better supervision of children outside school hours
- Closer relationships with the school

Working in partnership

“An extended schoolrecognises that it cannot work alone in helping children and young people to achieve their potential, and therefore decides to work in partnership with other agencies that have an interest in outcomes for children, young people and the local community. In doing so it aims to help meet the wider needs of children, young people, families and their community.” DfES - 2004

To achieve these outcomes our school will need to continue working closely with parents, children and other partners to shape activities around the needs of our local community. The Education Act 2002 requires schools to consult widely before providing Extended Services. Involving children and parents in deciding what services are offered and how they are managed is critical to ensuring that needs are met. In doing this caution must be taken not to alienate existing providers so that the process is adding to the wealth of opportunity that already exists.

The school and Governing Body will be crucial to the success of the Extended Schools programme. Schools are pivotal in developing provision but need to ensure their focus is on learning and not dissipated through inappropriate management structures for extended provision. Some consideration, exploration and even experimentation, needs to take place to develop effective solutions to the management and governance of Extended Services provision. This process has been enhanced with the appointment of an Extended Schools Coordinator external to the school.

Our school will develop the core offer by working in partnership with existing local private and voluntary sector providers. Relationships of this nature already exist between the Five Islands School and established local organisations. In these circumstances the school will act to “signpost” users to existing services. Child minders and providers of after school clubs who use school facilities already have good working relationships which contribute to positive outcomes for children and families.

There is no expectation that teachers will deliver childcare, though it may be appropriate for a member of the teaching staff to undertake a coordination or “point of contact” role.

To guarantee strong and sustainable working relationships with partners some fundamental issues will need to be identified and agreed. Clear lines of accountability, and responsibility – especially around health and safety have to be clarified and recorded. Clear and effective communication, strong leadership and strategic understanding will help facilitate this collaborative approach to team working.

Utilising existing skills, experience and funding streams will reduce the possibility of duplication and alienation of partners and allows groups to focus on what they are good at delivering.

There is a clear link between Extended Schools and Children's Centres. Both areas represent fundamental elements of the framework for delivering better services to children and families. Children's Centres provide an integrated approach to early years' development and family support with high-quality childcare, early learning and health and family services. Children's Centres support family needs and benefit communities in a similar way to the Extended Services Core Offer requirement.

Mainland partners need to be engaged in this process. Strong relationships already exist with organisations like Connexions and the Youth Offending Team. There is a clear expectation that organisations will not work alone and we actively welcome the involvement of any external agency that can bring skills and expertise to support us achieve our targets.

It is hoped that all groups will wish to contribute ideas and enthusiasm to the concept of Extended Schools, by offering support, guidance and opportunity for the community as a whole to access a large range of activities. To facilitate this we will be proactive in promoting opportunities that islanders can access to contribute to this important development.

Local Authorities are key partners in supporting the development of services across communities. It is crucial to the success of the Extended Schools programme that there is close cooperation at local level between partners working in education, childcare, social care and health. To provide a strategic lead overseeing this process an Extended Schools strategy group has been established, incorporating members of the Children and Young People Committee, the school, the Local Authority, community representation and Cambridge Education. The Children and Young People Committee, Change for Children Advisory Group, Community Learning Partnership and Community Safety Partnership will also have key roles to play.

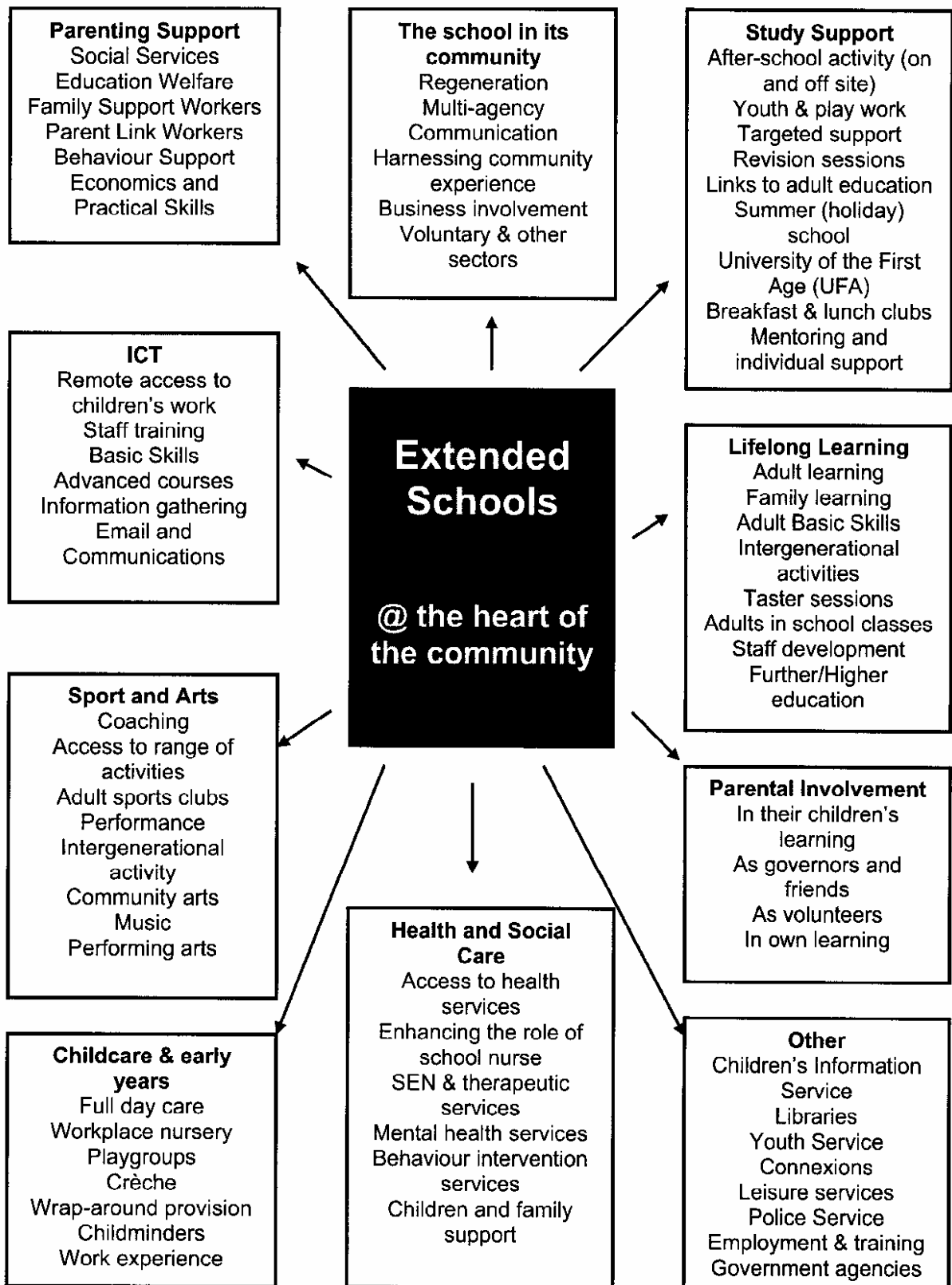


Table developed by DfES to illustrate how the position of the Extended Schools Agenda is at the heart of service delivery.

Audit of provision

Between March and October 2006 four Extended Schools workshops were organised on St Mary's. Stakeholders representing island communities and organisations actively participated in group activities designed to highlight areas of need and development. It is clear that the outcomes generated from these sessions represent a broad range of proposals, which offer enormous potential to benefit all our communities. Workshops were supported by a series of one to one sessions and site visits aimed at supporting and developing ideas and initiatives. Bringing together skills, expertise, local and professional knowledge has helped instil a commitment to this way of working.

Feedback from these sessions has helped to shape the priorities in this plan. Ambitious but realistic targets have been identified following this consultation exercise. They build on existing good practice and seek to engage community groups in the change process. The views of children and young people have helped influence the content of the plan as these groups will be the main users of these facilities now and into the future.

Ongoing consultation is envisaged as the project matures to ensure that we continue to take into account the aspirations of all island communities within a changing environment.

Decision making process

Overview of funding – use of resources

Significant resources have been made available for Extended Schools development on the Isles of Scilly. Apart from the core funding there are a number of other funding streams that can be used to support the aims of this plan.

The Extended Schools Coordinator will advise interested parties on where and how to access funding. An application form must be completed before consideration will be given to the release of funding to external groups from the Extended Schools budget.

Approval was given by The Children and Young People Committee for the following system of funding allocation. Revenue projects under £5,000 will be considered by a panel consisting of a representative of Cambridge Education, the Extended Schools Coordinator and the Lead Member for Children's Services. Revenue projects over £5,000 will be submitted by the Extended Schools Coordinator to the Strategy Group for their consideration, when it meets on a quarterly basis.

Funding for Capital Projects will initially be considered by the Strategy Group and then go to the Children & Young People Committee for final approval. Particular attention will have to be paid to the management of capital expenditure on non local authority buildings. Reference to the Prudential Code for Capital Finance will in some cases dictate procedures.

There is no rule that all services must be free at the point of delivery. DfES guidance for planning and funding Extended Services states that "although schools should continue to offer a level of free after school provision, some activities can be charged for." Schools should not charge for activities which are part of the national curriculum but they can charge for additional; sport, drama or music activities. Activities that are solely for the benefit of the community and not related to pupil or parent attainment should be charged for, as well as childcare.

In developing provision it is essential to ensure that services can be sustained after the initial funding has ceased. Charging policies will need to be in place for Extended Services. In some cases, parents will be able to claim additional financial help through Family Tax Credits. If services are provided by a third party then responsibility for setting fees will sit with that organisation.

Performance management and monitoring review systems

Robust, clearly accountable systems for monitoring and evaluating progress are required to measure outcomes. Performance indicators similar to those contained within the Children and Young People's Plan will be adopted to keep partners informed of positive and negative developments. Responsibility for scrutinising and challenging progress will be overseen by the Children and Young People's Committee.

External monitoring of the progress of the Extended Schools Programme will be through Joint area inspections, Ofsted, CSCI, the Local Government Office and the DfES.

Local performance measures will include -

- Monitoring quality of provision
- Regular reporting of progress and spend and variations against targets to the Children and Young People's Committee and Strategy Group
- Liaison with inspectors, auditors and others
- Preparation and submission of data when required
- Feeding information into external service inspections
- Public relations and celebration of achievements relating to Extended Schools

Strategic Priority 1

“The sum of the whole is greater than the sum of the parts.” By working collaboratively stronger outcomes and more efficient use of resources can be achieved. Recognising shared commonality reduces duplication of time, energy and assets.

Context

A multi agency approach to the delivery of services is at the heart of the Every Child Matters agenda. The Extended Schools programme presents an excellent opportunity to focus on shared ideas and joint funding initiatives. Pooling resources and demonstrating better value of money from existing funding is both desirable and sensible from many perspectives.

Link to Core Offer

Providing wider community access

Parenting support

Access to high quality wraparound childcare

Swift and easy referral

A varied menu of activities

Objective	Action	Lead Officer	Budget Resource	Performance Measure
Continue to inform and educate stakeholders about the Extended Schools concept and their relevance and position within the change process. Build on success of previous workshops and publication of newsletter to raise knowledge and awareness.	Use examples of existing good practice to highlight opportunities. Use various mediums to communicate message.	Ongoing Extended School Coordinator (ESC)	Extended School Budget	Jan 07 - A coherent development plan is approved that establishes a clear vision and understanding of the Extended Schools Agenda. Future workshops are arranged. Spring 07 Funding is allocated.
Contact all existing organisations which provide local services relevant to the Extended Schools programme informing them of potential opportunities available.	Undertake discussions and meetings with all service providers. Identify potential areas to develop and methods for taking ideas forward.	April 2007 Extended School Remodelling Advisor (ESRA)	Extended School Budget	All local and some mainland providers are approached. Information is delivered to ensure they are fully aware of the Extended Schools Programme during Spring 07.
Identify areas where synergy and shared resources will contribute to achieving greater impact and establish more effective ways of working.	Arrange meetings with key stakeholders including children, young people and families. Use Extended Schools Workshops to encourage progress.	Ongoing Extended School Strategy Group (ESSG)	Extended School Budget	Meetings take place. Funding streams are targeted and allocated affectively. No individual or family slips through the net of support.
Establish challenging targets aimed at improving access to existing services so that they impact positively on the ECM agenda.	Correlate targets for all services relating to Extended Schools Agenda and work together to address them	Ongoing ESC and ESSG	Contained within existing budgets	Ensure targets identified in service plans are achieved by cross agency working through the Extended Schools Agenda-monitor progress Nov 07
Recognise, celebrate and communicate successes. Use opportunities to involve new and existing partners in the process	Produce a regular newsletter, with contributions from all stakeholders involved in the Extended Schools Agenda. Use existing publications. Organise workshops.	Ongoing ESC	Extended School Budget	Communities are informed about progress of projects and about the facilities that are available across the island communities. Newsletter published.

Strategic Priority 2

Promote initiatives that provide children with the best possible start in life by focusing on the quality of early education, childcare and family support services.

Context

A cornerstone of the Extended Services Agenda is the need to ensure that every child has the best possible start in life. Access to high quality and well coordinated childcare, early education, health and social care is essential for delivering excellent outcomes for children and young people. Building strong and responsive integrated services provide a foundation for the whole life of a child. We will provide children with a stimulating environment for play, social and emotional development and learning. Parents will be able to successfully balance work and family commitments.

Links to core offer

Parenting support
Access to high quality wraparound childcare
Swift and easy referral

Objective	Action	Lead Officer	Budget Resource	Performance Measure
Continue developing the Sure Start principles by building upon the requirements of the Childcare Act 2006 and the need for high quality childcare and early education provision across the islands.	Instil a structure of high quality support, monitoring and intervention aimed at challenging and enhancing existing provision	Early Years and Youth Officer ESC	Sure Start Grant	All registered provision is judged by Ofsted to be at least 'Good' All parents are able access a blend of affordable provision. Contents of 06-08 service plan achieved.
Amalgamate Children's Centre and Extended Services development to create a network of island facilities suitable for providing combined children's services.	Examine opportunities for aligning capital funding to support efficient development of Children's Centre, Extended Schools and Youth provision.	ESSG	Extended Schools Budget Early Years Capital Grant.	Integrated Early Education and Childcare is of the highest possible standards with effective working relationships across settings. Phase 2 Children Centre Grant spent Sep 07
Establish a robust structure of family engagement opportunities that aim to integrate recreational and educational objectives. Where appropriate provide outreach services to target off-island communities.	Investigate potential opportunities and encourage close working relationships between local providers. Target any hard to reach families.	Family Support Officer	Sure Start Grant Family Learning Budget	All island families have access to high quality recreational and educational activities. Increased participation in a wide range of activities is recorded. Baseline data to be collected 2007
Provide effective and inclusive training and learning opportunities that focus on the needs of parent both before and post birth. Monitor professional development of childcare staff and provide ongoing support.	CPD structures are available to childcare staff. Expand family support network evaluate strengths and weaknesses of existing projects.	Early Years and Youth Officer Family Support Officer	Sure Start Grant	100% of childcare staff have achieved or are working towards a level 3 qualification. A parent support, training and engagement strategy is produced for September 2007.

Strategic Priority 3

Support projects that seek to develop local facilities into safe, comfortable and practical venues for the delivery of the Extended Services Core Offer and to provide a lasting legacy to the islands wider community. Recognise the learning potential that exists within our natural environment.

Context

In providing all of our island communities with the opportunity to deliver a range of extended services it is essential to bring some of the community buildings up to a recognised level of acceptability for the 21st century. Community buildings and facilities are an essential asset for the local communities and have the potential to provide a venue for a variety of services, activities and social functions as well as being an outlet for information, guidance and advice.

Link to Core Offer

Providing wider community access

Parenting support

Access to high quality wraparound childcare

Swift and easy referral

A varied menu of activities

Objective	Action	Lead Officer	Budget Resource	Performance Measure
Identify venues which will contribute to a network of inter-island facilities suitable for delivering aspects of the core offer requirement.	Audit facilities that are currently used. Work with local communities to assess need and plan priorities. Identify gaps in provision.	ESC	Extended Schools Budget	Have a clear understanding of the current position regarding these buildings, viability, use of, needs of the community etc. Feb 07
Engage island communities in the opportunities that exist. Provide support to advance developments so that all venues are given due consideration.	Work with communities, technical experts, architects and service providers to evaluate and produce bid proposals.	October 2006 ESC and ESRA	Extended Schools Budget	All communities are involved with the projects and are submitting bids for consideration. Summer 07
With the community, support projects that aim to bring the designated island buildings up to an acceptable standard for the 21 st Century.	Provide access to technical and financial support. Hold regular meetings and be a conduit for all types of advice.	ESC and ESRA	Extended Schools Budget	Community buildings are used to provide services that address the five outcomes of the Extended Schools Agenda.
Support each island community develop appropriate play and sport facilities.	Use Play Strategy to shape developments. Expand provision of outreach work.	Early Years and Youth Officer Play Facilities Officer	Sure Start Grant Big Lottery Fund	All have access to suitable play facilities no matter where they live. Aims of Play strategy achieved - 2009.
Maximise use of our natural environment. Work with strategic groups to determine and develop environmental areas for use as learning zones.	Consider how best to use our marine habitat to provide specialist learning opportunities. Establish a forest school on St. Mary's.	Family Support Officer AONB section	Multi agency funding	Outdoor classroom established-Spring 07 Learners of all ages have access to the outdoor environment and trained staff to enrich their studies.

Strategic Priority 4

Support opportunities that allow children, young people and adults to enjoy learning. Emphasis will focus on aiming for excellence and high achievement that enables all learners to attain high standards, take pleasure in learning and access appropriate support and guidance.

Context

A successful extended school will be inclusive and flexible. Appropriate activities that cater for all types of learners will enable everyone to achieve their full potential. Opportunities will aim to instil personal development skills that will stay with people throughout life. Supporting adult learners is an integral part of this priority and learning where possible will be accessible from all island communities.

Links to core offer

Providing wider community access

Parenting support

Access to high quality wraparound childcare

A varied menu of activities

Objective	Action	Lead Officer	Budget Resources	Performance Measure
Identify innovative and original projects that inspire, challenge, engage and motivate a cross section of learners. Support delivery and facilitate opportunities both in and out of school hours.	Develop and promote a range of projects that meet demand and are accessible to all. Focus on building life skills in children and young people.	ESC Early Years and Youth Officer	Extended Schools Budget	An effective blend of projects are identified, a service plan for achieving Priority 4 of this plan is approved Sep07.
Establish approaches to personalised learning within school including paying particular attention to gifted and talented pupils.	Link progress into School Improvement Plan. Link potential developments to the 14 – 19 Strategy.	Headteacher School Improvement Officer	School Budget Extended Schools Budget	Systems and structures are in place to support individual children and families. 14-19 Strategy approved.
Formalise sustainable programme of study support and “catch up” activities. Investigate possibility of linking initiative to new library.	Evaluate existing provision and demand. Investigate in partnership with school staff areas for development.	ESSG	Extended Schools Budget	A range of educational support sessions are available through out the year.
Identify potential holiday activities that will appeal to older children and engage them in safe and meaningful pursuits.	Build on success of summer 06 sport camps to provide activities for school aged children that constitute more than childcare.	Early Years and Youth Officer	Sure Start Grant Youth Fund	A blend of sporting, cultural and educational provision is offered at different points through the year, starting in Summer 07.
Incorporate Adult and Community Learning targets into aims and objectives of Extended Service Plan	Ensure close working relationships exist and integrated learning opportunities are offered.	Lifelong Learning Officer	Lifelong Learning Grant	Joint projects exist and regular meetings take place to share resources and plan developments.
Recognise and celebrate achievements of our young people, when they return from mainland education.	Establish systems for collecting data. Make greater use of existing mainland students to prepare and educate future students.	ESC Youth Support Officer	Extended Schools Budget	The achievements of young people on the mainland are recognised.

Strategic Priority 5

Establish facilities and working relationships that allow for swift and easy referrals to a range of specialist support services. This will ensure that all islanders receive the best possible support and care to live a full and meaningful life within a strong and sustainable community.

Context

There are a range of specialist health and social care services that children, young people and adults need to access at different times in their lives, these can support both their general well being and ability to learn. By offering this provision, on site or through the use of community buildings we can improve access to services and create a more stream lined and supportive referral system for all.

Link to Core Offer

Providing wider community access
Parenting support
Swift and easy referral

Objective	Action	Lead Officer	Budget Resources	Performance Measure
Review current provision and investigate gaps and weaknesses. Link long term aspirations to the Healthy Schools initiative.	Undertake audit of community services to profile the nature of expertise available. Take a holistic approach to workforce development and inter-agency activities.	ESSG ESC ESRA	Multi Agency Funding	Strengths and areas of weakness are identified School achieves Healthy School Status. Service plan for achieving Priority 5 of this plan approved Sep 07.
Develop robust multi-agency partnership arrangements which aim to deliver effective early identification systems. Incorporate implementation of information sharing database into plans	Establish links with all service providers. Hold regular meetings to address issues and move the agenda forward.	ESSG Change for Children Advisory Group	Multi Agency Funding	Close working relationship exist between all agencies with joint planning. Information sharing database is commissioned.
Ensure systems and structures offer impartial, comprehensive and high quality information, advice, guidance and support to people across Scilly.	Establish clear lines of communication between agencies including voluntary sector providers. Develop closer working relationship with external agencies – eg CAMHS	ESSG Change for Children Advisory Group	Multi Agency Funding	No family or individual falls through the safety net. All professionals are fully informed and involved in addressing concerns.
Provide improved early assessment and intervention services for children and young people needing support and help in a variety of areas.	Systems ensure referrals are swift and cohesive. Co-ordination of specialist support services is clear and accountable.	ESSG Change for Children Advisory Group	Multi Agency Funding	All children and young people receive the appropriate support and guidance.
Identify potential training opportunities suitable for island based professional which will provide accurate knowledge and understanding across a variety of service areas.	Use audit of provision to establish a training strategy that will contribute to amore effective referral system.	ESSG	Multi Agency Funding	A programme of workforce development commences Winter 07.

Appendix 1

Local back ground information

The Isles of Scilly are a group of islands situated 28 miles from Land's End at the extreme South West of the British Isles. The 5 principle islands support a resident population of about 2000 people with the majority (1600) living on St Mary's. The islands main source of employment is tourism that brings an estimated £45m into the islands economy.

Employment is mostly seasonal and in the majority of cases income is below the national average. As a result of this and other social and economic circumstances the islands are eligible for European Objective 1 grant aid.

Due partly to the islands isolation there is a very low crime rate and children and young people are free to play and socialise with out strict adult supervision. Local youngsters grow up in an area viewed by many as being idyllic. This can give young people a high degree of independence and freedom but can lead to difficulties when they have to leave the secure environment of home and live on the mainland.

The islands have one federated school which caters for children from the age of 3-16 within a variety of school bases. Primary aged children are taught on their home island except where Bryher children attend Tresco School. At eleven years of age all pupils have to attend the secondary base on St Mary's. Off island children between the ages of eleven and sixteen spend the week on St Mary's housed in the boarding hostel. There is no post-16 education on the islands and school leavers have to continue their education on the mainland at an establishment of their choice.

Pupil numbers in the 11-16 age groups have declined from 124 in 2001 to 103 in 2006.

Appendix 2

Isles of Scilly Extended Schools Strategy Group

Terms of Reference

The Extended Schools Strategy Group is a multi-agency group that will develop strategy and ensure a co-ordinated approach to the development of the Extended School.

The group will provide a strategic lead to Local Authority wide Extended Service development. It is also necessary to co-ordinate between partners in the delivery of activities.

It is clear that much extended services provision will come about through the activities and plans of other departments of the Local Authority and through the involvement of the voluntary sector.

The Strategy Group will have responsibility for:

- Determining and agreeing the direction of the Local Authority programme
- The allocation of funding to underpin and sustain the development programme
- Monitoring and evaluating progress
- Having agreed the key objectives, for ensuring that these milestones are met within agreed timescales

Membership of the Strategic Group:

School Improvement Officer
Chair of Children and Young People Committee
Vice-Chair of Children and Young People Committee
Chief Executive
Headteacher
Community Representative
Modernisation Officer
Early Years and Youth Officer
Cambridge Education Adviser
Finance Officer to attend by invitation
(School Governor)

The School Improvement Officer will chair the Strategic Group and make the necessary contacts at the higher level with partners and senior officers to ensure understanding and co-operation between key players.

CONTACTS and FURTHER INFORMATION

Extended Schools Coordinator
Early Years Office
Town Hall
St Mary's
Isles of Scilly
TR21 0LW

(01720) 423680

For further information on the Council of the Isles of Scilly please contact the Town Hall on 01720 422537 or email enquiries@scilly.gov.uk

Other information including the Community Strategy and Children and Young People's Plan can be viewed at www.scilly.gov.uk

The Extended Schools Prospectus is available on-line at www.teachernet.gov.uk/extendedschools