

Extended schools



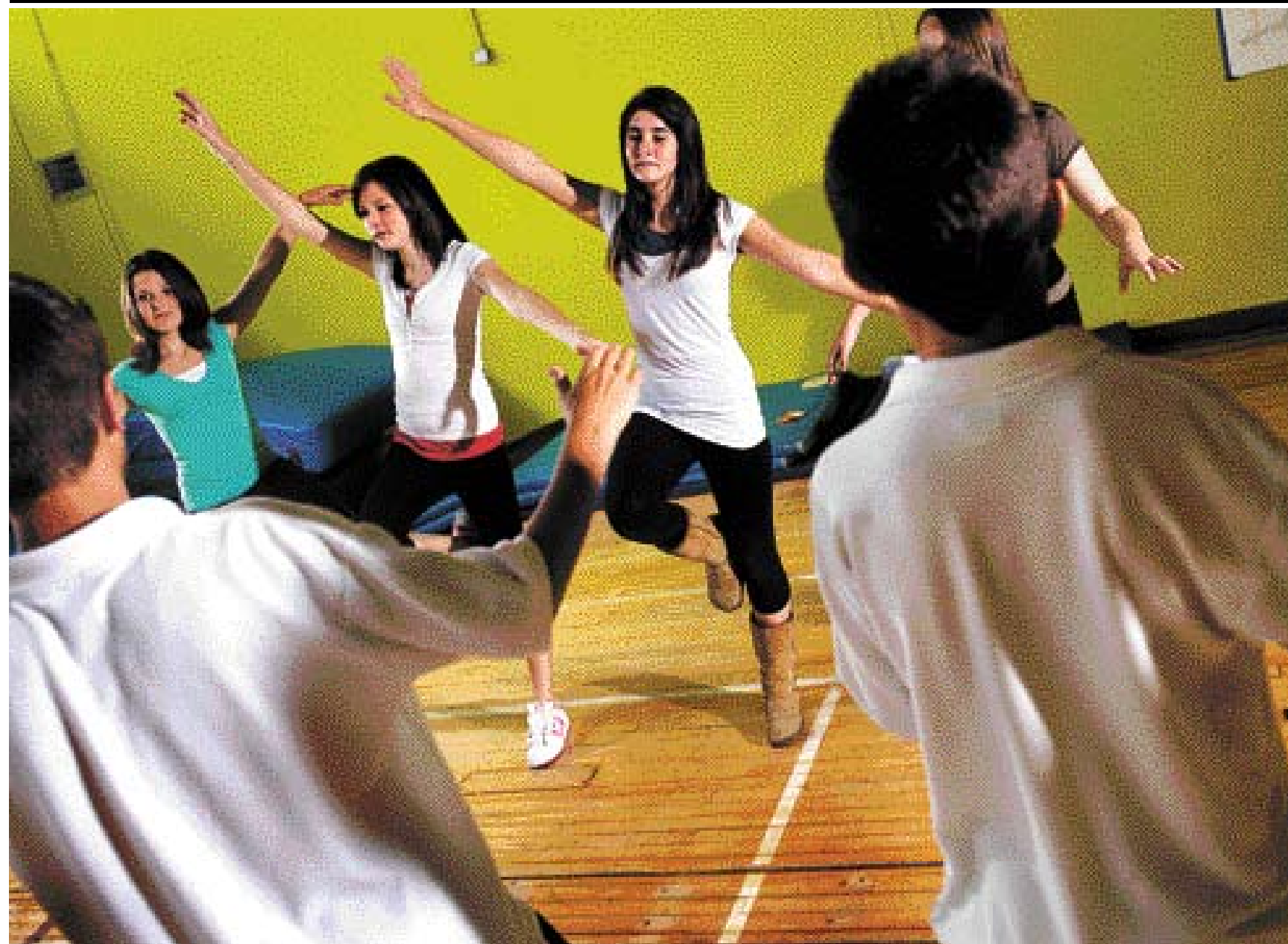
In association with the TDA

25.09.07 A greater role in the community



This isn't a soft option. It's about kick-starting self-help and community pride

Richard Thornhill, comment, page 7



Dance class at Penryn college, Cornwall: there's strong evidence to show that extended services can make a difference to children's educational achievements Sam Morgan-Moore

Introduction

Balancing act

For years many schools have been fulfilling a challenging dual role combining normal teaching and other academic duties with increasing pastoral responsibilities – picking up the pieces from broken homes, drug abuse, bullying and many other social problems affecting pupils, families and communities.

But then in 2003 the government launched its Every Child Matters agenda, designed in part to recognise and support the pastoral work shared by schools with outside agencies such as health, social services and the police – work that hitherto had been done on a case-by-case basis. The new policy makers wanted to recognise the central role schools were playing. To do this, they called on schools to extend their teaching and learning services, to open up their expertise and facilities to their communities, and to play a central yet – most importantly – supported role in helping to raise standards and enrich the lives of pupils, families and the local community. The government's target for all schools to offer extended services is 2010...

This supplement asks just what makes an extended school, explains the core offer to pupils, families and communities that all schools will be expected to meet and examines the many ways schools can do and are already doing this. Of course, one size does not fit all. Some will be able to offer more services than others but all schools, from the tiniest rural primary and the all-age special school through to the huge inner-city comprehensive, can offer something extra to their pupils and communities.

We examine how to set up an extended school, a process in which prior consultation is the key to success – offer something the community wants and you'll be loved forever but give it something else and you'll be wasting your time. And we also ask how offering extra services will affect staffing, resources and funding. Extending a school is a balancing act. Get it right and the benefits can flow in.

Richard Doughty

Inside

02 The core offer

What's involved in becoming an extended school?

03 Clusters

How joining forces with nearby schools can help assess the community's needs

04 Primary best practice

From maths clubs to sports workshops – what's happening at primary level?

05 Secondary best practice

Skateboarding and leadership courses are making an impact in secondary schools

06 Getting started

Key issues for schools wanting to set up extended services

07 /Opinion/ The future

Is the extended schools programme the initiative to transform education?

Editor Richard Doughty
Designer/subeditor Philip Adams
Picture editors Marissa Keating, Lynn Chambers
Produced for Guardian Professional, a commercial division of Guardian News and Media, to a brief agreed with the TDA (contact Jonathan Viner on 020 7713 4448).

Paid for by the TDA
All editorial content commissioned by the Guardian

Step out and get connected

The government wants all schools to offer an extended range of services by 2010 that will benefit everyone in the school community, especially the vulnerable. **Sarah Jewell** reports

The boys had been very nervous before setting off. They had to navigate 10 miles of waterway and 15 locks and yet they'd never canoed before. What's more, they were a "vulnerable group who had low self-esteem and we wanted to do something exciting to give them a real boost," according to their assistant headteacher, Susanne Fisher.

But their preparation paid off. "They came back from their trip on a real high; they were buzzy and self-confident," says Fisher. They had successfully completed their journey, which they had planned at their after-school club run by a local youth and community agency with John O'Gaunt community technology college, Hungerford, Berkshire.

Raising the self-esteem of children, particularly from disadvantaged backgrounds, by giving them enjoyable activities at after-school clubs is a central mission of the government's extended schools programme. "All children should have the chance to learn new skills and have fun out of school hours – and extended schools will give them those opportunities," says children, schools and families minister, Ed Balls.

Extended schools are at the heart of the Every Child Matters agenda, which aims to improve outcomes and raise standards of achievement for all children and young people. "You cannot raise standards and close achievement gaps without focusing on all the needs of every single child and tackling every obstacle to their learning," says Balls. "Extended schools do just that – improving children's lives, boosting their attainment and placing schools at the heart of their communities."

The government wants every school to be an extended school by 2010, and to achieve this they have to meet the "core offer" of services. This consists of a varied range of pre- and after-school activities, combined with childcare in primary schools; swift and easy access to specialist services; parenting support; adult and family learning and community access to facilities.

Caroline Coles, extended schools lead at the Training and Development Agency for Schools (TDA), explains the aim of the programme: "It's about narrowing the attainment gap so all children, regardless of background, are provided with personalised support and services that will impact on their ability to learn in the classroom." You can't look inside the classroom, she says, without looking at what's happening outside as well, "and you ignore what goes on outside the classroom at your peril".

Schools are not expected to provide these services alone but in partnership with their local authority, local providers and other schools. Initially, in 2003, the idea was to have one full service extended school (FSES) in an area of disadvantage in every local authority. Researchers from Manchester and Newcastle universities carried out a three-year study of these first full service extended schools and the results, published in June, were very promising.

According to Manchester University's Professor Alan Dyson, who led the research: "The good news is that we found very strong evidence to show that in the best case scenario extended services can make a real difference to children's educational achievements and life chances, and particularly for children who are facing significant difficulties. Extended provision was not a distraction from the stand-

ards agenda, but a way of ensuring the best possible outcomes for all learners."

The research found that the number of pupils getting five good GCSEs at extended schools rose by five percentage points between 2005 and 2006 – compared with a national average of 2.5 points.

Key to success

The key to the success of these schools was their commitment to extended provision as part of the core business of the school, says Dyson. "If you are serious about improving children's achievements, particularly children with difficulties, you have to look outside the classroom at what these children are facing in the rest of their lives, in their families and in the community."

The research also suggested that the FSES had a positive impact on the wider community, with parents and other adults beginning to see themselves as learners and becoming more involved with what was happening in schools.

Helen Fisher, headteacher at Dedworth Green first school in Windsor, will be providing the full core offer from September and is looking forward to the impact extended services will have on Dedworth: "I realised we were never going to raise standards with the children unless we could raise aspirations with their parents," she says. "Extended schools take the pres-

'We were never going to raise standards with the children unless we could raise aspirations with their parents'

sure off parents and provide a one-stop shop. Parents have more emotional energy to help their children if their basic needs are being met and they know their children are safe and being well looked after."

The obligation for schools to develop extended services is not defined in a single piece of legislation but implied in a range of requirements covering LAs, schools and school governors. Ultimately, the onus is on local authorities to support schools to meet the core offer by 2010. According to a recent survey by Headspace, 72% of schools are already offering some ES.

Dyson thinks the programme is in the middle of a "very tricky phase and we need to help school leaders sort out what kind of services they need to provide". He cites three types of reaction to the ES programme: those keen to get on with it; those who are compliant; and those who are struggling with the idea "and are very worried that this is yet another task they have to take on that's a distraction from the things on which they are primarily judged".

This is where local authorities have a key role to play and, as the TDA's Caroline Coles says, "the success stories have been where local authorities have a complete, strategic overview and have involved their schools so they know what part they are playing in the bigger picture".

Overall, Dyson is optimistic about the programme's national rollout: "This is a wonderful opportunity to re-think what schools are about and how they work and how they link in with everything else we want to happen for children, families and communities. If we look at how attainment links to this broader agenda and if we keep pushing down this line, we could be in for some very interesting and positive times."

Extended schools The core offer

A school-centred network that joins us all up

The philosophy behind extended services is to make schools the focus of the community – but what exactly does this involve?

Jerome Monahan

The days of the school as a hermetically sealed unit are gone. No longer are parents kept at a polite but firm distance, facilities placed out of bounds at weekends and holidays, and children left to stand shivering in playgrounds waiting for the doors to open. In the last three years there has been a revolution in which the old barriers to schools engaging with the community have been breached.

Currently, some 7,000 schools are geared up to offer the full range of extended services, while over half of all English schools are on course for the same target. The clock is ticking. By 2010 all primaries, secondaries and special schools are expected to have achieved this goal.

But what is an extended school? The idea arose out of the government's commitment to reduce child poverty and champion the government's Every Child Matters (ECM) agenda. The benchmarks against which to judge all extended school provision are the five ECM targets, namely that children remain healthy and safe, can enjoy their lives and achieve, are encouraged to make a positive contribution to society, and enter adulthood equipped to ensure their economic well-being. For many people, particularly those from the most disadvantaged or hard-to-reach communities, schools are also recognised as the ideal place to access broader support, health advice and training.

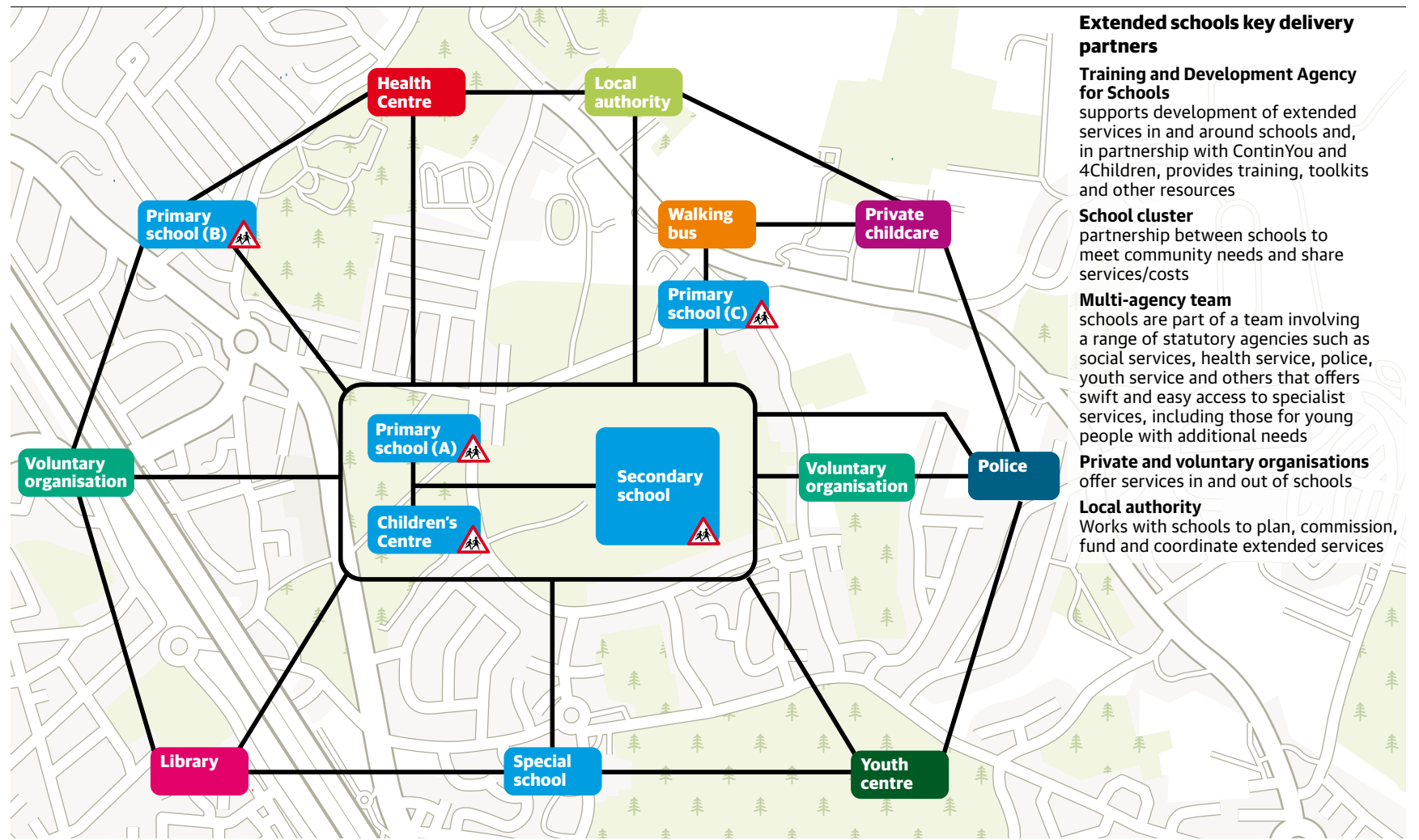
But achieving these goals needs careful preparation and, in particular, close consultation between schools, governors, parents and outside organisations to find out how best to meet their needs. The first part of this process is likely to be an assessment by the school about where it stands in terms of its local authority's Children and Young People's Plan. Ideally, this should set out existing local provision to meet ECM obligations and what more is needed. Post-2008, all local areas will have clearly established patterns of multi-agency working and schools will be expected to integrate their extended services into this.

Many institutions meet their extended school obligations by knowing enough about local provision to offer streamlined signposting to other health, education or leisure services, without the need to bring them in house.

Schools do not need to offer all services. But it's recognised that schools will often best fulfil their extended role by working in clusters and by sharing facilities and strengths. Some schools however, such as the Hadley Learning Community in Telford, can provide pre-school provision on the same site as primary, secondary and special school settings alongside community learning and leisure facilities.

Extended schools come in many shapes and sizes, but a primary school's "core offer" encompasses high-quality childcare, 8am-6pm, five days a week, 48 weeks a year, combined with a varied menu of "catch-up" and "stretch" activi-

Extended schools How the services work across a community



Primary school A

Shares site with a Sure Start children's centre, offering fully integrated services and on-site access to a wide variety of specialist therapists and health services. Emphasis on preventative and early-intervention work to improve well-being and standards of achievement

Primary school B and C

Parental feedback showed after-school childcare needs were being met by high-quality private provision, including childminders, so schools signpost parents to these providers and organise a walking bus to a private playgroup

Secondary school

Offers full range of extended services, including drop-in health centre for teenagers; wide range of after-school activities from sports clubs to study support (some open to primary school pupils); plus two family support workers who co-ordinate parenting support and family learning

Special school

offers wide range of extended specialist services, including individualised support

Private childcare an Ofsted-registered provider closely linked to several primaries

Police

based at several local schools to improve relations with young people and families, and to support PSHE curriculum work. Also run a popular holiday activity programme with a local football team

Health service

liaises closely with schools as part of multi-agency team to offer services

Youth centre

runs after-school clubs and holiday activities for several schools

Extended schools key delivery partners

Training and Development Agency for Schools supports development of extended services in and around schools and, in partnership with ContinYou and 4Children, provides training, toolkits and other resources

School cluster

partnership between schools to meet community needs and share services/costs

Multi-agency team

schools are part of a team involving a range of statutory agencies such as social services, health service, police, youth service and others that offers swift and easy access to specialist services, including those for young people with additional needs

Private and voluntary organisations offer services in and out of schools

Local authority

Works with schools to plan, commission, fund and coordinate extended services

A key element is offering pupils access to a varied menu of study support and enrichment activities

ties (study support) to raise achievement and broaden interests.

At Goddard Park primary, Swindon, a fully-integrated children's centre on site offers a whole range of health and other services to parents. This includes Allsorts – a drop-in session for parents and toddlers two afternoons a week where children can start to get used to socialising with their peers and parents can meet one another. The school's extended schools facility is also a hub for training and advice for parents and local adults.

Another key element across both primaries and secondaries is offering pupils access to a varied menu of study support and enrichment activities. In Middlesbrough, Easterside primary has successfully promoted healthy eating among students and parents by running an after-school cookery club, while the rural Writhlington school, north Somerset, has pioneered study centres in local villages based in a number of feeder primaries.

Advice and support

The extended schools agenda has seen both primaries and secondaries broaden their offer to parents and pupils, such as information sessions for parents about their children starting reception or transferring to secondary school; signposting to national and local sources of information, advice and support; and access to parenting groups and family learning sessions.

Beauchamp college at Oadby, near

Leicester, offers a broad range of family services, including parenting classes and provision for those children identified as being carers within their families because of a sibling or parents' disability or sickness. For schools such as Lister primary in Newham, south London, catering for minority ethnic communities can open access to wider services and training for parents and other adults. Lister has set up specific Bengali and Somali parents' groups to help share information on school policies, curriculum issues, and adult learning.

Another means of delivering the ECM agenda is provision by extended schools of swift and easy access to other services – health, social services and benefits. By working closely with other statutory agencies and the voluntary and community sector, schools can ensure children with additional needs are swiftly identified and supported. One example is Kidbrooke

secondary school in Greenwich, London, where a drop-in service offers students both health advice and counselling.

The final goal of an extended school is opening up its facilities to the wider community. By doing this nationwide, schools are helping to drive other initiatives, not least improving public health by making their resources available to everyone locally. At Writhlington school in north Somerset, the sports centre operates as a revenue generating entity in its own right, ensuring long-term financial stability and greatly enriching the facilities available to children. At Goddard Park in Swindon the community hub is the primary's cyber cafe, which has opened up internet access for the entire community. Meanwhile at recently-built Beckstone primary the success of an on-site community development centre has enabled the school to bid and win contracts to run similar facilities across West Cumbria.

Q&A Our panel of experts answer teachers' most frequently asked questions

What key staff do I need to run extended services? What are their roles and responsibilities?

Schools offering any form of out-of-hours childcare need to employ a senior worker qualified to a minimum NVQ level 3 in Working with Children. To comply with Ofsted, schools must have an adequate staff-to-child ratio. You must have two staff on duty at any one time. Our recommendation is that schools remodel their staff to take account of extended services rather than employ additional people. This gives them greater flexibility. **RB**

How do extended services rely on multi-agency working and what does this mean in practice?

Multi-agency working is essential to the success of the extended services programme at both school and local authority levels. We have worked collaboratively with partners to align strategic local planning, schools have entered into successful partnerships with a range of agencies to develop extended services across a cluster of schools. Partnerships

with voluntary sector youth providers have been particularly successful. **RB**

What help can I expect from my local authority?

The local authority's extended schools manager or coordinator will play a proactive role by contacting the school at an early stage in the process. They will talk through with the head and senior management the core services the school can offer parents and the community. The local authority can match your school with others in the locality to form a cluster. Clusters offer schools the chance to network and pool resources. A small primary, for example, may find it impossible to provide the core offer itself, but splitting the costs with the local secondary enables them to provide a more comprehensive range of services. **CO**

Local authorities can provide start-up funding to help schools and clusters fulfil their core offer. Their human resources and governor support services can provide advice on employment-related

issues such as contracts and Criminal Records Bureau (CRB) checks. **JP**

What employment/legal issues are raised by running an extended school? What extra duties does it mean for the head and staff at the school?

There are some complex legal issues around running an extended school which is why we asked the teachers' review body to look at the remuneration heads should receive. It is a considerable addition to their contract.

Even though the head does not have to be physically present when the school extends its opening hours from 8am until late, the extra hours of opening means it is the school and governors' duty to ensure the premises are safe and secure at all times. Who else carries the can?

Criminal Records Bureau checks are another area of added responsibility. There is a long list of providers of after-school activities but, ultimately, it is the head's task to ensure they have passed all the relevant checks. Heads need to make sure the school is adequately insured for after-school activities. If a

third-party provider is hiring a room, they should make sure a proper lettings form is completed that includes insurance as part of the deal. Normally, lettings come under a local authority's insurance, but foundation schools need to ensure their insurance policies extend to after-school activities. **MB**

What is the best way of marketing your extended school to parents and the wider community?

Parents need to feel ownership of the core offering so we conducted verbal interviews and a questionnaire with pupils, parents and staff to find out what services they wanted most.

The most effective publicity is word of mouth. For example, children come to an after-school activity, enjoy it and tell their friends. Parents tell each other about activities and office staff will pass the word around.

We also use flyers and leaflets distributed in local libraries and on the mailing shots of local tenants' associations.

Eighty per cent of our parents have home internet access. We are gathering

as many email addresses as we can to do an email shot and we post details of activities on the school website. **JP**

How do you work with other schools in a cluster to provide extended services?

Headteachers of schools in the cluster take it in turns to be head of the cluster for a year. Heads meet six times a year at the start of every term and half-term. The cluster employs a part-time partnership coordinator to work on fundraising – searching for voluntary organisations, grants and charities to fund extended school activities. The partnership administrator's role is to work on communications, making sure extended services are coordinated across the cluster.

All schools in the cluster meet the full core offer but schools tailor services to suit their particular needs, whether parenting classes or after-school curriculum enrichment activities. **JP**

What are the benefits of being in a cluster?

One is better value for money. Serving a dispersed rural community, our

Extended schools Inspections/Clusters

Planning for when the inspector calls

Dorothy Lepkowska

Extended schools are inspected in very similar ways to other schools, under the national framework laid out by school inspections watchdog, Ofsted. But they are expected to promote their additional provision and show how they are helping to raise academic standards, promote personal development and improve the well-being of their pupils under the Every Child Matters agenda.

Typically, inspectors will want to know why the school set up its particular type of services, what the expected impact of this is likely to be, and what evidence the school has of any impact already felt.

Since September 2005 all schools have been expected to fill in an online, self-

evaluation form as part of the inspection process, giving a complete picture of the school. Information about how and why it set up extended services is crucial to that procedure.

"What we are looking for in an extended school's self-evaluation is a description of what services they provide, and an indication of why they decided to offer those particular services," says Adrian Gray, Ofsted's divisional manager of institutional inspection and framework.

"We will be looking for evidence that they understand their local community's needs and are structuring provision accordingly. We would also expect them to have some idea of what aspect of their extended services is having an impact in terms of pupil achievement in personal development.

"We want schools to have a sense of their own purpose, and examine why they became an extended school and whether this is working. If it isn't working, then we want to see how they might change this and what alternative services they might provide instead."

Inspectors visiting schools will go in equipped with the school self-evaluation commentary, as well as other important statistics and data about the school relating to its intake and performance.

"The inspector's objective is to form a view of the impact on achievement and personal development," says Gray. "The focus is on the outcomes because inspectors will not inspect all the different services themselves."

The last major Ofsted report on the impact of extended schools, published in



Ofsted's Adrian Gray: 'We will be looking for evidence that schools understand their local community's needs' Martin Argles

July 2006, found no single blueprint for success. But the most effective schools had a plan that considered standards, value for money, affordability and long-term sustainability.

Ofsted has been working with the Training and Development Agency for Schools on how extended schools should present themselves effectively in self-evaluation. "Schools can get the inspection off to a good start by submitting good, detailed information under self-evaluation," says Gray. "But part of the process is that the inspection itself verifies the self-evaluation, so they will be asked to prove what they are claiming."

"If the school is particularly keen to feature an aspect of its extended services, it can arrange for the inspectors to view this as part of the inspection."

Let's get our heads together

Forming an extended services 'cluster' with nearby schools puts teachers in a better position to evaluate the needs of the area's youngsters

Dorothy Lepkowska

It made perfect sense for the schools in Castle Vale to set up an extended services cluster.

The five primaries, one secondary and a nursery school, were already offering a range of services individually, from wrap-around care to after-school clubs. But it was clear there was an overlap and duplication in provision.

Castle Vale is a mainly white, socially deprived area of Birmingham, with high unemployment and low achievement, particularly among boys. The sprawling estate is part of a housing action trust which has undergone wholesale regeneration and rebuilding in recent years.

Where dilapidated houses once stood, there are now new homes, and improvements in the social fabric of the area have complemented the creation of extended services in local schools.

The cluster was set up in September 2006 after headteachers decided that they could coordinate services better if they worked together. Many services were already running – the challenge was how to encourage inter-school cooperation.

Clive Owen, head of Castle Vale secondary school, a performing arts college, describes extended facilities as the "scaffolding" on which pupil performance should improve. Creating the cluster offered a structure and allowed the schools to formalise existing networks.

"We already had some youth support, limited social health and care services, but these were fairly ad hoc. Becoming a cluster and talking to each other about the specific needs of the area gave us all a strategic view of what children and young people needed."

"Castle Vale is a fairly self-contained and parochial area, almost like an island within the city, where people know each



Joining forces: working in a cluster has helped schools in Castle Vale, Birmingham, serve the needs of their community Alamy

'Becoming a cluster gave us all a strategic view of what children and young people needed'

other. The steering group often discusses individual families when it meets, because many will have children here and at one of the primaries. This kind of strategic, pro-active approach is more cost-effective than trying to react to problems as they occur."

The cluster was set up with almost £100,000 in local authority funding for initial costs and buying in services, with

a further £20,000 being made available from organisations for specific projects.

Rebecca Gunning, cluster coordinator, was employed by the local authority to bring all the strands together. "The initial set-up grants were really a carrot to encourage involvement of other agencies in partnership with schools," she says. "When the money stops this year, the expectation is that they will continue their

work by factoring it into their own budgets and operating plans."

Steve Holloway, head of Chivenor junior and infant school, says schools had previously worked in isolation, trying to meet the needs of their own pupils: "Each primary had a breakfast club, for example, but now pupils collectively use a local community centre for that purpose and then the children are walked to their respective schools for lessons."

Forging partnerships

As the heads began to meet and thrash out their plans for the future, partnerships were forged with local social services, housing associations, youth workers, Connexions and other agencies. Today, the schools jointly buy in some services, including a language expert, after discussions revealed the extent of language problems among the pupils. Social workers and other agencies spend about half a day in each school, or visit as and when necessary.

"During the holidays we jointly stage activities, such as canoeing and climbing, and we have organised projects aimed at raising pupils' aspirations," says Holloway. "A scheme called Hear by Right allows children to inform us about what they want from their extended services so we can be sure we are providing what is needed."

The link with the secondary has helped pupil transition from primary school. Shared projects and workshops provide opportunities for pupils from the different schools to meet and mix, making the prospect of starting a new, bigger school far less daunting.

"The whole point of extended schools is to remove barriers to learning, and for schools no longer to have to work in isolation. I believe we are achieving that," says Holloway.

The challenges to sustaining the cluster come in terms of funding and maintaining the momentum, however. Specific funding is only available for a year, after which schools must meet any expenses themselves or rely on other agencies to factor the work into their budgets. "We need to keep moving," says Holloway, "not get too comfortable in what we are doing, and continue to find new ways of involving and engaging pupils."

schools cluster is able to pool staff training and arrange transport for parents and children to outlying villages when they want to stay after school to take part in clubs, sports or other enrichment activities. The cluster involves secondary schools working closely with feeder primary schools, thus smoothing the transition of pupils at age of transfer. The biggest benefit for all cluster members is that they are better able to fulfil the Every Child Matters agenda. That dictates what we do as a cluster. **JP**

What changes will an extended school mean for the governing body?

Services to children, parents and the community should be the primary focus of the governing body. In our school we have restructured the committees of the governing body to reflect the demands of running an extended school. We have achievement and curriculum, teaching and learning, leadership and management, and a childcare committee that covers all of the school's childcare provision including out-of-

hours wrap-around care. All committees have full, delegated powers so we do not need to debate or revisit decisions at the governing body. **DW**

Governors bring special expertise to bear, such as more of a business focus. For example, in the childcare committee we have an educational welfare officer, a parent governor and the vice chair. We have appointed our local bank manager as an associate governor to provide financial advice. **DW**

The school listens to customer feedback through the committee structure. It's important to find out what parents want in the way of services and what they think of the quality of provision. **GM**

How will schools manage to keep their extended services going once the initial funding runs out?

We are looking at the whole issue of sustainability across our local authority. Clusters of schools pool their extended services funding into a pot and we get additional funding from the local

authority. Some of what we're doing is free but much isn't. One way forward is to start charging parents a modest fee or to apply for different funding pots. In our cluster we run parent evening classes in first aid, IT and career development and will probably have to start charging a small amount for this. **PH**

Some authorities cross-subsidise wrap-around places by charging families the market rate and also by aiming to provide a generally higher quality of care than private providers. **CO**

How can schools make childcare more affordable to parents on a low income?

One of the most difficult parts of the core offer is wrap-around childcare at the beginning and end of the school day. It is expensive to provide and there often isn't high demand. The government's intention was that extended schools would enable more parents to return to work, but childcare has to be affordable. Parents in low-paid employment cannot afford daycare unless it is free or subsidised.

Care is often provided by a grandparent, neighbour or member of the extended family who drops children off in the morning and collects them after school. **CO**

How are extended services evaluated?

The local authority collects a lot of qualitative evidence through regular monitoring visits. As a local authority we can tell you how many childcare places we have in extended schools, the take-up of childcare or parenting classes in a particular area and the number of children and young people participating in activities and the change year-on-year. When a school receives regeneration funding to provide services such as adult training, it is expected to provide output data – numbers being trained, their pass rate and so on. What local authorities do not have as yet is the means of measuring the effect of extended services on pupil attainment at an individual pupil level. **RB**

We are monitored and evaluated by the local authority about how well we are

meeting the core offer. The LA passes the information on to the TDA, which supports and advises us. In addition, each school does a self-assessment. We have a management team that evaluates all activities and we have a development plan agreed by all the heads in the cluster as well as the local authority. Heads meet each term to review progress. **PH**

Panel of experts

Ruth Barker, extended services manager for Sunderland
Mick Brooks, general secretary, National Association of Head Teachers
Patsy Headlam, coordinator of Hatch End "Children First" cluster, Harrow
Gary McKeating, chair of governing body, Beckstone School, Cumbria
Caroline O'Neill, senior primary inspector of schools, Gateshead
Jo Philips, extended schools partnership coordinator, Chipping Norton Partnership
David Warbrick, headteacher, Beckstone school, Workington, Cumbria