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# ECM

Why it matters to leaders



At a glance |

Summary pages from this document are available to download at [\*\*www.ncsl.org.uk/ecm\*\*](http://www.ncsl.org.uk/ecm)

# ECM | Why it matters to leaders

There is no universal blueprint or model for delivering the Every Child Matters agenda. This makes the work both challenging and exciting. But one thing is certain, your effective leadership will be at the heart of this change. That is why we want to work with you to help achieve a better future for every child.

In this publication we will:

- outline the importance of the ECM agenda for all school leaders
- share opportunities for your leadership development in this area
- enable leaders to talk to you about their direct experience of leading schools offering access to extended services as part of their commitment to Every Child Matters

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ECM |  
Why it matters  
to leaders



## Introduction

Educating children, and ensuring that they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do.

Through the Children Act 2004 and the Every Child Matters, Change for Children agenda, the government has set out its policy and the framework for coherent children's services to help us achieve that.

This approach seeks to shift the focus from dealing with the consequences of difficulties in children's lives to preventing things going wrong in the first place. It applies equally to all children whoever they are, and wherever they live. It also aims to promote professional respect and trust between agencies so their collaboration works well.

For schools, it places a greater focus on the promotion of activity which many school leaders already embrace: extended services in or around school, multi-agency working and children's centres. It also creates a drive towards new and more authentic relationships between schools and parents, families, children, young people and the whole community to ensure that the services on offer are wanted and are targeted at those who need them.

At the heart of this agenda are the needs of children and young people.

## The five outcomes of ECM and their application in schools

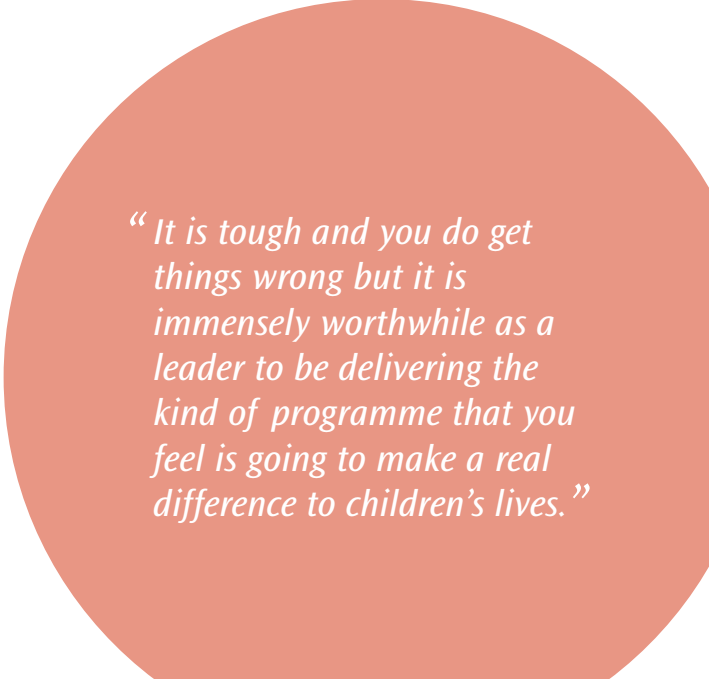
The five outcomes of ECM were developed by young people and now form the core of the ECM policy area. Schools as a universal service are already working hard to meet these outcomes. ECM provides a further opportunity to integrate them both within and beyond the school.

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

## Core offer

Children and young people will have an entitlement to services that meet these outcomes through a universal 'core offer'. School leaders will be looking to make this available within or around their schools by 2010. The core offer comprises:

- high quality wraparound childcare
- a varied menu of activities to extend and enrich learning
- parenting support including information sessions for parents, and family learning
- swift and easy referral to a wide range of specialist support services
- providing wider community access to ICT, sports and arts facilities including adult learning



*“It is tough and you do get things wrong but it is immensely worthwhile as a leader to be delivering the kind of programme that you feel is going to make a real difference to children's lives.”*

## Be Healthy

### What does this mean?

This encompasses physical, mental, emotional and sexual health as well as helping children to pursue healthy lifestyles and to reject any temptation to experiment with illegal drugs.

### What does it mean for schools?

This places a responsibility on schools to consider all aspects of the health of young people in their care. For schools, concern over the quality of school dinners, the rise in obesity and related diseases such as child diabetes and the ongoing disquiet over teenage sexuality have thrust child and adolescent health issues to the forefront in recent years.

Many are already involved in the healthy schools and healthy eating initiatives and there is more that can be done to help children maintain a healthier and more active lifestyle, both in and out of school. This includes pursuing the Active Sports Mark and setting up after-school fitness clubs to establishing a school gardening club.

Giving staff the opportunity to train for formal sports coaching qualifications, inviting volunteers from the local sports club and using external specialist coaches, can all help to raise the profile of health and fitness.

*“We have set up a multi-agency advice centre for young people which operates after school hours and through the holidays. Students can go there for advice on virtually any issue – homework worries, sexual health, work placements etc. It is incredibly successful – half the students made use of it last year. The young people have their own management group who set rules.”*

## Stay Safe

### What does this mean?

This covers protection from mistreatment, neglect, violence and sexual exploitation as well as accidental injury, bullying, discrimination, crime and anti-social behaviour. It also extends to the right to wellbeing. It includes being mindful of the safety of young people in and beyond the school community.

### What does it mean for schools?

In schools, it can range from identifying safer routes for children to travel to school to the creation of anti-bullying measures, peer-buddy schemes and emotional intelligence work to promote children's happiness. Child protection work and liaison with other agencies when a particular child gives cause for concern are also included.

## Enjoy and Achieve

### What does this mean?


This highlights attending and enjoying school and recreation, achieving national education standards, as well as the right to personal and social development.

### What does it mean for schools?

Personalised learning has been recognised as an important factor in stimulating children's enjoyment and meeting this outcome. By identifying children's individual learning needs and by involving them in the decision-making process, schools are empowering children and giving them a stake in the school, rather than being the passive recipients of teaching and learning.

Out-of-hours programmes run by a school or external bodies can also play a large role in nurturing children's enthusiasm for learning. Children perceive these activities as 'fun' but out of the formal school environment where they can learn valuable team-building, communication and leadership skills.

Besides introducing children to arts or sports activities they may not have encountered in school, these activities can tap into the skills and expertise of parents, the community and partner organisations, enabling children and the school to build valuable new partnerships.



*“A number of our after school clubs are run by peer tutors, this has helped to develop the students own leadership of this aspect of the extended school – it has also extended our peer buddy scheme and helped to promote a family ethos in the school.”*

## Making a Contribution

### What does this mean?

This relates to participation in decision-making, volunteering and supporting the community and environment, abiding by the law and school rules, developing positive relationships, dealing with major life changes and building confidence.

### What does it mean for schools?

The introduction of citizenship to the national curriculum compels schools to broaden children's understanding of society, its mechanisms and their place in it.

Student leadership programmes which build on effective school councils and empower children and young people to play a full and active part in a school's decision-making processes are also on the increase. Extending distributed leadership to students takes this a step further. Giving children a say and a stake in the running of their school can be a powerful way of engaging them and building a sense of community.

Community volunteering programmes can bring children into closer contact with the local community and to build bridges between local people and organisations.

## Economic Well-being

### What does this mean?

This includes the right to education and training beyond school, authentic preparation for employment and a fulfilling life, decent homes and sustainable communities, access to transport and material goods.

### What does it mean for schools?

Schools' role here is focused on nurturing children's aspirations and helping them to set goals and work with other agencies so that they can move effectively into further/higher education and post-16 training. It might also involve supporting their involvement in local regeneration programmes or other community ambitions and fostering social entrepreneurship.

This also requires schools to facilitate access to childcare, to enable parents and carers to be economically active.

*"We have focused our out of hours work on volunteering and community action. This has opened the doors to a number of organisations and really started to change our relationship with the local community. The youngsters feel they are making a difference to their local area, and having fun at the same time."*

*"We have started to think differently – we are opening up our ICT facilities and offering parents support in running their own businesses and so on."*

## The outcomes are interdependent – connecting well-being and standards

Educational achievement and children's well-being are interdependent and are part of a coherent approach to improving the life chances of children rather than separate issues for schools to tackle in compartments. They are indivisible and an essential part of driving up standards particularly for those who are not currently achieving because of a range of personal and socio-economic reasons.

We know that children learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated. Children who come to school hungry, tired, scared or otherwise neglected are ill-equipped to take advantage of all a school has to offer. At the same time, every school has to be a place of safety and nurture in its own right.

The extended schools core offer, access to childcare and swift and easy referral to services will enable schools to achieve this.


And just as children cannot learn well if they materially or emotionally deprived, the evidence clearly shows that educational achievement is the most effective way to improve outcomes for children and to break the cycles of deprivation which restrict development, hold aspirations in check and blight generations of lives.

## Extending our horizons and the National Standards for Headteachers

The connection between school improvement and community development has been reinforced in the revised National Standards for Headteachers, published in 2004.

They make explicit the need for headteachers to assume a community role and to *“commit to engaging with the internal and external school community, to secure equity and entitlement”* and to *“work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children”*. Many leaders are already committed to working in this way and we are learning a great deal from their practice.

This is emphasised by a focus on collaboration between schools, agencies and communities to bring about change to the wider education system.



*“When I came here in 2000 our results were poor. Our ethos now is based around a holistic approach to removing barriers to learning. We can only make a difference by collaborating with all those who are involved in children's lives. It is at the heart of the strategic direction we have taken and it's important that the agencies we work with share that ethos.”*

## The story so far


The Every Child Matters agenda, the shift from education departments to children's services in local authorities and extended opportunities beyond the school day are just some of the changes reshaping the educational and leadership landscape.

Those already at the forefront leading full service schools, children's centres or existing extended schools recognise that they are working in areas of complexity and uncertainty. They know that the school is no longer able to maintain known boundaries, and they see real advantages in taking an outward perspective.

NCSL is committed to working with leaders to support this change process. Good practice is already emerging as leaders discover what succeeds in their contexts, share what they have learned across the system and continue to monitor, refine and adapt their approaches.

However the challenges are met, met they must be. At stake is the chance to improve the life chances of all children and young people, and especially those from our most deprived communities. It is too important a challenge to fail.

NCSL is committed to this agenda. We will work with you to ensure that the opportunities ECM provides result in excellent leadership in schools to ensure better outcomes for children, young people and families.



*“The bottom line is this: implementing the ECM agenda – in particular the multi-agency and community aspects – is hard work; it takes time and you can expect to run into problems along the way but when it works, it is amazing.”*

ECM |  
Why it matters to NCSL –  
your college



## Raising Standards

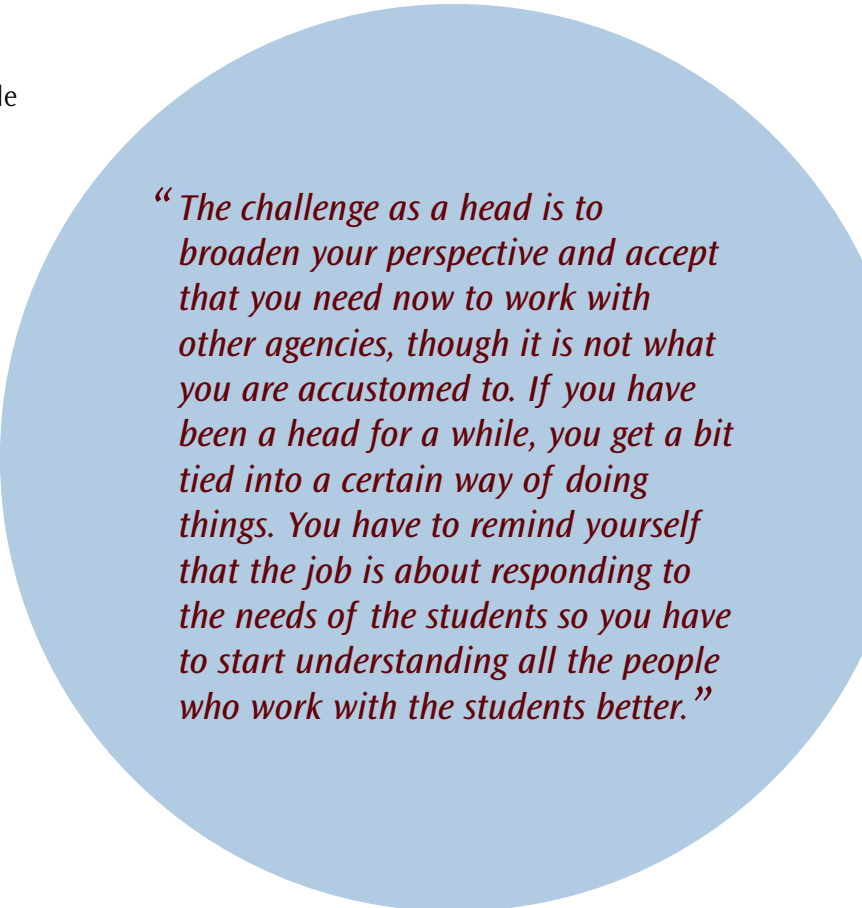
Our fundamental aim at NCSL is to provide development opportunities to help leaders to raise standards in their schools and help every child to fulfil their potential. We know that schools cannot fulfil that objective alone.

After some dramatic rises in the late 1990s, and excellent leadership of learning and teaching in classrooms, standards of attainment have begun to plateau.

How much more scope for improvement is there in the school system? The answer to further improvement in levels of achievement and attainment lies beyond the school boundaries – with parents, families, communities and the organisations and agencies that influence children's lives.

This is why we see Every Child Matters as a priority. Schools will find it difficult to generate further improvement unless they engage more directly with the social context in which they operate and with the 85 per cent of children's waking time that they are not in school.

These changes have huge implications and set challenges for school leaders. We will help headteachers and other school leaders to tackle them with confidence.



*“The challenge as a head is to broaden your perspective and accept that you need now to work with other agencies, though it is not what you are accustomed to. If you have been a head for a while, you get a bit tied into a certain way of doing things. You have to remind yourself that the job is about responding to the needs of the students so you have to start understanding all the people who work with the students better.”*

## **The changing nature of headship and leadership**

The notion of what constitutes ‘a school’ and the role of headteachers is shifting. Partnership working – with other schools and with external agencies and organisations – is vital if school leaders are to achieve a balance between the inward and outward facing aspects of their role

School leaders are embracing a future where schools will be much more outward facing. Housing, health and employment issues impact on our ability to meet children’s educational needs. The role of NCSL is to ensure that heads feel confident about this new agenda and competent to tackle it. NCSL will connect its work with that of other agencies to ensure coherence in leadership development.

We are working closely with the National Remodelling Team within the Training and Development Agency to provide future guidance on leadership and management of extended schools.

The new Primary Leadership Strategy Programme ‘Sustaining Success’, is supporting senior leadership teams in their commitment to achieving the five ECM outcomes.

Leading-edge models of leadership are emerging in children’s centres and early adopters of the extended schools agenda. The new NCSL leadership programme, the National Professional Qualification in Integrated Centre Leadership (NPQICL) is supporting the development of these leaders who are dealing with significant changes in the early years sector.

We are piloting projects under the Multi-Agency Team Development Programme which bring together professionals working within and around schools to build effective integrated teams and to develop trust and a shared understanding of each other’s professional backgrounds. During 2006 a group of extended school leaders will be invited to take part in a series of workshops with leaders from other sectors to tackle some of the most complex leadership challenges in delivering integrated services.

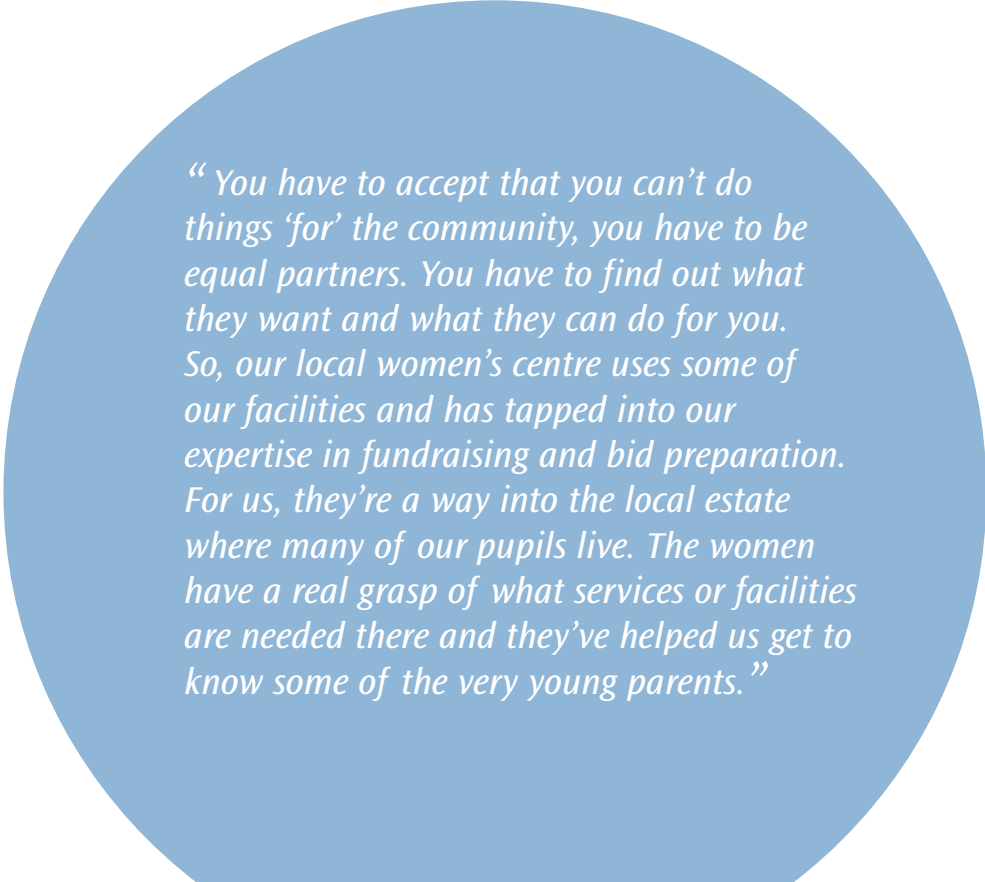
## Involvement

The wider involvement of service users – parents and students – in decision-making in education can improve quality and attainment.

That involvement needs to be active rather than passive. It works best when parents feel that they have a vested interest in improving schools and that their input contributes to making a difference. The active involvement of parents lies at the heart of the government White Paper ‘Higher Standards, Better Schools For All’, and NCSL will be actively promoting leadership to achieve this.

## Transformation of public services

The transformation of the education service, in which ECM plays a key part, is not happening in isolation: the rest of the public sector is currently undergoing huge structural and cultural change. We are working very closely with other leadership organisations to build the sort of cross sector partnerships and collaboration that we are encouraging schools to adopt.

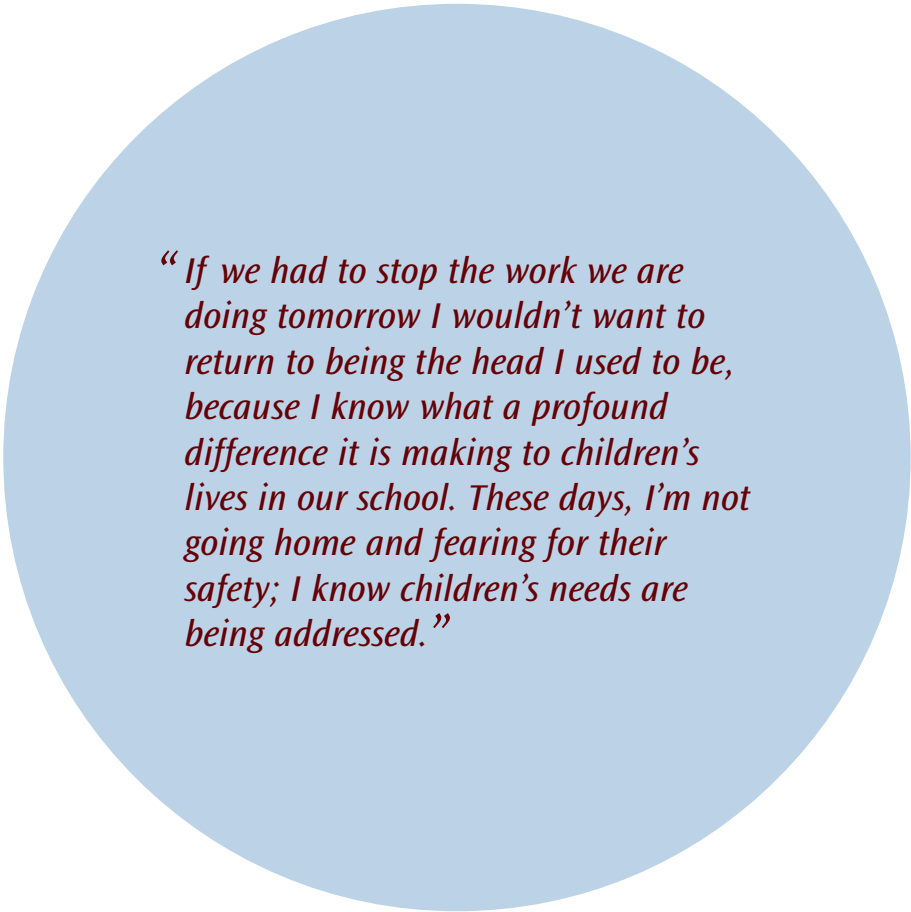


*“ You have to accept that you can’t do things ‘for’ the community, you have to be equal partners. You have to find out what they want and what they can do for you. So, our local women’s centre uses some of our facilities and has tapped into our expertise in fundraising and bid preparation. For us, they’re a way into the local estate where many of our pupils live. The women have a real grasp of what services or facilities are needed there and they’ve helped us get to know some of the very young parents.”*

## The future

Every Child Matters is a long-term strategy and requires schools to take a long-term view of change. Bringing about the necessary cultural and organisational changes will take time, but starts with action today. Our role is to help leaders develop the confidence, resilience and optimism to embrace this agenda – and to see the benefits in both the short and longer term.

There is no universal blueprint or model for delivering the Every Child Matters agenda in local areas. This makes the work both challenging and exciting. But one thing is certain, your effective leadership will be at the heart of this change . That is why it matters to us and is a key priority for NCSL.



*“If we had to stop the work we are doing tomorrow I wouldn’t want to return to being the head I used to be, because I know what a profound difference it is making to children’s lives in our school. These days, I’m not going home and fearing for their safety; I know children’s needs are being addressed.”*

# ECM | Working with us



NCSL is committed to helping you to develop your leadership of ECM. We are doing this through our online communities, publications, research, programmes and events.

## Online

Looking for ideas to improve your relationships with parents? Want to find out about good practice in multi-agency collaboration? You can discuss all of these topics and more with fellow leaders, other practitioners, national and local policy-makers and politicians in the College's online learning environment, talk2learn.

It offers a wide range of online support available for school leaders dealing with the Children Act, the Every Child Matters agenda and extended schools.

Talk2learn's NCSL In Dialogue section groups resources under a range of themes including:

- children's achievement and wellbeing – focused on the ECM and Standards agendas
- leading beyond your school – concentrating on system leadership, collaborative leadership and how to establish partnerships with community organisations and agencies involved in children's services
- national policy and strategy consultations – including hosted discussions with policy teams at the Department for Education and Skills, ministerial guests and exchanges with other key agencies and organisations

Leaders can explore each theme via a mix of online conversations, debates, thinkpieces written by policy-makers and practitioners and hotseats. Recent opportunities in the Children's Achievement and Well-being section, included a chance to question Schools' Minister Jacqui Smith about government education policy in the hotseat, an online conversation on child protection, and a thinkpiece by a local authority director of services for children, young people and families.

Leading Beyond your School has featured a debate on system leadership, while the government White Paper on education and school self-evaluation has been scrutinised in conversations in the section on National Policy and Strategy.

All sections also include links to useful external sites and resources.

talk2learn can be accessed via the Learning Gateway on NCSL's home page. New users can also register through [www.ncsl.org.uk](http://www.ncsl.org.uk) following the talk2learn link.

## Publications

We have a range of thinkpieces, resources and tools that can help leaders to address the ECM agenda. To download the thinkpieces, accounts of practice and development tools, go to [ncsl.org.uk/communityleadership](http://ncsl.org.uk/communityleadership)

For hard copies email [communityleadership@ncsl.org.uk](mailto:communityleadership@ncsl.org.uk)

### How can schools and communities work together?

*Developing Community Leaders* examines the initial findings from the pilot Developing Community Leadership Programme, examining different aspects of community leadership and focusing on social entrepreneurship and partnership.

Download this publication at:  
[www.ncsl.org.uk/community\\_leadership/communityleadership-index.cfm](http://www.ncsl.org.uk/community_leadership/communityleadership-index.cfm).

### What is the secret of successful community partnership?

The discussion document *The Invisible Teacher*, produced by Demos as part of a joint project with NCSL on community leadership, argues that if schools attempt to engage with communities purely from their own perspective as an institution they will fail. Instead, schools need to develop a style of community leadership that begins with the community's own needs and targets shared objectives.

Download this publication at:  
[www.demos.co.uk/projects/currentprojects/communityleadership/](http://www.demos.co.uk/projects/currentprojects/communityleadership/)

### Just what's different about leading an extended school?

NCSL has been working with Demos and the education charity Continyou to explore the leadership dimensions of leading extended schools. *Taking the Wide View: the new leadership of extended schools*, drawing on seminars with 500 school leaders, documents the cutting-edge of extended school practice and explores the challenges their headteachers face.

Download this publication at:  
[www.demos.co.uk/projects/currentprojects/takingthewideview](http://www.demos.co.uk/projects/currentprojects/takingthewideview)

### How can personalised learning help to meet the ECM agenda?

A special supplement of *Ldr*, NCSL's magazine for school leaders, *Personalised Learning – tailoring learning solutions for every pupil* looks at personalisation with contributions from the College's Leadership Network, the head of the DfES standards and Effectiveness Unit and the Director of the Innovation Unit.

Download this publication at:  
[www.ncsl.org.uk/ldr](http://www.ncsl.org.uk/ldr)

**How can networks of schools, organisations and agencies work together to meet the needs of children?** *What Are We Learning About ...*

*Community Leadership in Networks?* considers the experiences of 10 community leadership networks in local authorities around the country. All feature an extended school, community/voluntary and other public sector agencies and are aimed at developing a local approach to extended schooling and a distributed approach to leadership.

Download this publication at:  
[www.ncsl.org.uk/networked\\_learning/networked\\_learning\\_communities/nlc-wawla.cfm](http://www.ncsl.org.uk/networked_learning/networked_learning_communities/nlc-wawla.cfm)

**How can we engage authentically with our communities?** The report *Better Together* from a series of seminars on creating community conversations addresses why we should, and how we might go about it.

Download this publication at:  
[www.ncsl.org.uk/bettertogether](http://www.ncsl.org.uk/bettertogether)

**How can local authorities adopt networking and collaborative approaches to achieve ECM objectives?**

An interim report *LEArn: report on learning to date* and set of case studies of findings from the LEArn project, looks at how local authorities, schools and other groups are working together in new ways to enhance children's learning and well-being.

Download this publication at:  
[www.ncsl.org.uk/learning\\_with\\_LEAs/leas-index.cfm](http://www.ncsl.org.uk/learning_with_LEAs/leas-index.cfm)

**What does social capital have to do with education?** Written for the NCSL's Leading Practice seminar on community leadership in 2004, *Educational Leadership and Social Capital* by George Otero and John West-Burnham, calls for a new approach to school leadership to tackle the 'plateauing' of standards. It emphasises the need to build 'social capital' as a means of overcoming the social factors that impact on children's achievement.

Download this publication at:  
[www.ncsl.org.uk/media/F7B/99/randdd-otero-community.pdf](http://www.ncsl.org.uk/media/F7B/99/randdd-otero-community.pdf)

**How are schools developing multi-agency practice?** This research report explores the opportunities and challenges for schools of multi-agency working. It draws on case study evidence of emerging effective practice in this field.

Download this publication at:  
[www.ncsl.org.uk/researchpublications](http://www.ncsl.org.uk/researchpublications)

**How should extended schools be led and by whom?** *Leadership in Extended Schools - Initial Guidance* has been produced for the DfES, by the National Remodelling Team Training and Development Agency, NCSL and Continyou. This document is primarily aimed at headteachers. It is intended to raise important questions and stimulate debate about how extended schools should be led and by whom.

Expected publication date spring 2006

**How does learning-centred leadership help us to adapt to the ECM agenda?** Working with leaders at all levels, NCSL has identified a set of strategies to support leadership that promotes learning and the *Learning-centred Leadership* materials have been devised to share this knowledge and to encourage debate. They feature new case studies on the implications of Every Child Matters for learning-centred leaders, a section on personalised learning and a dedicated website.

To order, go to [www.ncsl.org.uk/lcl](http://www.ncsl.org.uk/lcl)

**How do we take the 'long view'?** *FutureSight* is a toolkit of reading materials, structured discussions, role-plays and potential future scenarios to help leaders envisage what their ideal school would look like in 2020 and what strategies they will need to achieve it. Undertaken in one day and in groups of up to 10 people, FutureSight can be used with staff, students, parents and members of the wider community.

To order, go to [www.ncsl.org.uk/future](http://www.ncsl.org.uk/future)

## National Conferences

### **NCSL Leadership Network Annual Conference: School Leaders Leading the System Hilton Metropole, Birmingham March 3 2006**

Network members and leading international figures come together to consider major issues facing education. An outstanding opportunity for headteachers to learn with others about ways in which school leaders are working beyond their schools to influence local provision, area developments and strategic thinking about important national issues.

At the 2006 event, there will be an opportunity to debate with the three speakers, Michael Fullan, Ben Levin and John West-Burnham, and participate in workshops run by headteachers on issues including executive headship, extended schools and personalisation.

For more information go to  
[www.ncsl.org.uk/leadershipnetwork](http://www.ncsl.org.uk/leadershipnetwork)

### **NCSL Annual Conference: Seizing Success - Leading a Dynamic School System ICC, Birmingham May 22-24 2006**

The 2006 conference presents a unique opportunity for school leaders to explore major issues in education, exchange practice and ideas, debate policy and deliberate on the latest national and international thinking on leadership. This year's conference will focus on four key challenges: system leadership, the Children Act, sustainability and succession planning and leading a school in the 21st century.

For more information go to  
[www.ncsl.org.uk/conference2006](http://www.ncsl.org.uk/conference2006)

### **Working Together - NSCL Community Leadership National Conference Birmingham NEC March 28-29 2006**

This is the second NCSL national community leadership conference. The event will bring together leaders and other practitioners to focus on the Every Child Matters and community leadership agendas. Through workshops, open forum sessions and presentations leaders will have the chance to find out more about how to engage their school in the ECM agenda and learn from schools who have successfully integrated community leadership into their work. They will examine the practical implications of integrating the Standards and ECM agendas.

For more information go to  
[www.ncsl.org.uk/community\\_leadership/communityleadership-working2006.cfm](http://www.ncsl.org.uk/community_leadership/communityleadership-working2006.cfm)

To book go to  
[www.livegroup.co.uk/workingtogether](http://www.livegroup.co.uk/workingtogether)

For information on all NCSL's national conferences, visit [www.ncsl.org.uk/conferences](http://www.ncsl.org.uk/conferences)

## Programmes

### **NPQICL – National Professional Qualification for Integrated Centre Leadership**

A new national programme aimed at leaders and potential leaders of children's centres.

For more information go to  
[www.ncsl.org.uk/npqicl](http://www.ncsl.org.uk/npqicl)

### **Leadership Development Framework (LDF)**

All the leadership programmes in the LDF are constantly updated to reflect key national priorities. All NCSL programmes will be regularly updated to ensure high quality support for school leaders in meeting the ECM agenda at all stages in their career.

For more information go to  
[www.ncsl.org.uk/programmes](http://www.ncsl.org.uk/programmes)

### **NPQH module: Leadership of extended schools for aspirant leaders**

Developed to support the 'Strengthening community through collaboration' National Standard, this module is now available online for all NPQH participants.

For more information go to  
[www.ncsl.org.uk/npqh](http://www.ncsl.org.uk/npqh)

### **Sustaining Success**

This new primary leadership senior team programme is supporting a team leadership approach to the delivery of ECM.

For more information go to  
[www.ncsl.org.uk/sustainingsuccess](http://www.ncsl.org.uk/sustainingsuccess)

### **Research Associates**

NCSL's Research Associates Programme welcomes proposals for inquiries into topics that explore the links between standards and well-being, leading multi-agency teams and developing integrated practice.

For more information, see  
[www.ncsl.org.uk/researchassociates](http://www.ncsl.org.uk/researchassociates)

### **Pilot programmes**

The following programmes are currently in pilot:

- Multi-agency Team Development for multidisciplinary teams within and around schools
- Challenge workshop series for leaders of extended schools and services
- Leading in communities programme for community and school leaders who are working collaboratively within a locality

In addition NCSL supports networks of schools, agencies and community organisations who wish to develop a networked, locality approach to the delivery of extended services.

For more information go to  
[www.ncsl.org.uk/communityleadership](http://www.ncsl.org.uk/communityleadership)



Leaders talking

We have spoken to a range of school leaders with experience of delivering the ECM agenda. This is what they said:

**Therese Allen,  
Head of Wychall Primary School,  
Northfield, Birmingham**

*“Good inter-agency work is about trusting each other’s judgments and that takes time.”*

### **What’s happening?**

Family support team in school made up of social worker, nurse and other professionals

Community project offers adult learning and other services which the school facilitates

### **What’s it like?**

Wychall Primary School in Birmingham reopened in 2000 after the amalgamation of the infant and junior schools on the site. There are 270 pupils on roll.

### **What’s important?**

#### **Leadership**

“When I took over as head in 2000 the results were poor, the junior school had been in special measures and the whole place was in turmoil. I was spending 60 per cent of my time dealing with health and social care matters.

I realised that we were not going to solve everything by ourselves. It was essential that we work with social services, health, housing and all the other professionals who were involved with children, families and the community.

Our ethos now is based around a holistic approach to removing the barriers to learning. We can only make a difference by collaborating with all those who are involved in children’s lives.”

#### **Multi-agency working**

“We have a family support team based in the school for early intervention to tackle problems when they arise and to help with prevention.

Building a team was the most practical way to pool our resources. Good inter-agency work is about trusting each other’s judgment. As a head, I feel you have to be willing to relinquish some power but it makes sense if you are giving it to people who are better equipped to handle the problems.”

To see a full transcript of these interviews – please go to **[www.talk2learn.com](http://www.talk2learn.com)**, where you can add your own experiences and join the debate

### **Working with the community**

“We have established a project with the local community called WAM (Wychall and Macefield estates). Open for 50 weeks a year, it runs adult learning services.

We have also started a family literacy project to help in a range of class groups. We show the parents how we work with their children so that they can use the same approaches at home and it has made a real difference with some of the children going up two years in reading age.

We also play the role of facilitator for the community. Parents have set up an evening games club because there is nowhere for the children to play on the estates. We helped them to establish a constitution and paid for the insurance for the group but they actually run it themselves.”

### **Finally**

“The bottom line is this: implementing the ECM agenda – in particular the multi-agency and community aspects – is hard work; it takes time and you can expect to run into problems along the way but when it works, it is amazing.

If we had to stop the work we are doing tomorrow I wouldn't want to return to the head I was because I know what a profound difference it is making to children's lives in our school. These days, I'm not going home and fearing for their safety, children's needs are being addressed.”

**Stuart McLaughlin**  
**Falmer High School, Brighton**

*“When you devolve power it’s important not to be too precious. We have to give people a certain amount of freedom and the chance to learn about leadership for themselves. ECM is affording us an opportunity to do that.”*

### **What’s happening?**

Mac’s Place – advice centre for students offering guidance on school, health and other matters

The Bridge – an adult learning centre attached to the school

### **What’s it like?**

Falmer High School is a full-service extended school for 11-16 year old students in Brighton.

### **What’s important?**

#### **Leadership**

“We began with the premise that the school had to engage with its community and that children would not engage without a holistic approach to their needs.

I impress the importance of our community role upon the staff, pupils and the other stakeholders at every level. It is important to have a very clear vision and to keep reiterating it.

You do need self-belief as a leader; otherwise, when things go wrong, it can grind you down.

When we were first setting ourselves up, the workload meant I wasn’t in class as much as I used to be. Now one of my deputies is overseeing what we are doing on ECM but I’m still involved in key decisions. When you devolve power it’s important not to be too precious. There’s more than one way of doing things. We have to give people a certain amount of freedom and the chance to learn about leadership for themselves. ECM is affording us an opportunity to do that.”

### **Cross-agency collaboration**

“We are quite fortunate in Brighton in that the city has long been committed to encouraging its services to work together. Like other schools, though, we have found working with social services to be the most challenging aspect of collaboration in the past.

On the school campus we have set up a multi-agency advice centre for young people which operates after school hours and through the holidays. It’s called Mac’s Place and students can go there for advice on virtually any issue. I make a point of never going there myself: if you’re a 16-year-old who has come to inquire about emergency contraception, the last person you want to bump into is your headteacher.

It is incredibly successful – half the students made use of it last year. The young people have their own management group who set rules.”

### **Working with parents and the community**

“The school has an adult learning centre, The Bridge, which we incorporated into the school when we became full-service extended. It runs ICT-based skills and alternative therapy courses, has a crèche and four staff and is well used by adults during the day. We also have parents working there.

Engaging parents in their children’s learning is an important part of our strategy. There isn’t a tradition of re-engaging in learning in this community, so it’s a process of chipping away.

We have realised, though, that parents are happy to come into the school if it is something to do with their children directly. We have two awards ceremonies for pupils during the year and both are extremely well attended by parents.”

**Barbara Kenny**  
**Head of Alexandra Nursery**  
**School, Bolton**

*“It is important to make clear where your boundaries lie or there is a danger you could take on too much.”*

### **What's happening?**

Establishing multi-agency meetings for professionals and parents of children with disabilities

### **What's it like?**

The school has a long-established tradition of multi-agency working and was rated outstanding in its work to promote children's care and well-being by Ofsted in 2005.

### **What's important?**

#### **Leadership**

“Ethos and a distinct moral purpose are very important. Our ethos has always been to focus on the needs of children as individuals; we shape the curriculum to suit them, not the other way around. As a leader, you have to be the embodiment of the ethos if staff are to embrace it too.”

#### **Multi-agency working**

“With Every Child Matters, making that ethos explicit to other agencies is also very important so that they understand where you are coming from. Our relationships with health in particular are well-established. The school is also used as a venue for meetings between parents and professionals. For example, once a term, the parents of children with disabilities meet with all the professionals who work with their child. It's the only time the parents get to see all the professionals in one place.”

#### **Working with parents and children**

“We have started to offer wrap-around care so that some children will be with us throughout day. We also have a neighbourhood nursery with day-care provision for children up to three years within the local SureStart centre.

We have also restructured the way we carry out parents' evenings. We set aside a whole week three times a year when we invite parents to come in at any time to see their child's teacher. If the parents work during the day, the staff will stay on to see them in the evening.

Once again, flexibility is the key here. You have to look at things from the parents' standpoint if you are going to genuinely engage them.”

**Bill Hutcheson, Head of Elm Court School in West Norwood, London**

*“It’s really hard to do sometimes but you have to go from where the parents are.”*

**What’s happening?**

Extending links with child and adolescent mental health services

Offering places for trainee social workers in school

Using distributed leadership to support remodelling to help support ECM

**What’s it like?**

Elm Court is a special school with 85 11 to 16 year-olds on the roll. It is one of the few special schools to be part of the FSES pilot and now in its second year.

**What’s important?**

**Leadership**

“Every Child Matters means there are more people to see and meet and more systems to work on but I am keen to embrace it and, in particular, to work more closely with parents.

The challenge as a head is to broaden your perspective and accept that you need now to work in authentic partnership with the other agencies, though it is not what you are accustomed to. You have to remind yourself that the job is about responding to the needs of the students so you need to start understanding all the people who work with the students better.”

**Working with parents**

“We have always had particularly close involvement with parents. However, there is no guarantee that parents are going to use what you put on and some of the things we have offered haven’t worked. They came to one session but did not return. We had said ‘this is our policy and we want you to be part of it’ but they weren’t keen.

It works far better, we have found, when we say ‘What can we do for you?’

It is hard to do sometimes but you really have to go from where the parents are.”

**Cross-agency collaboration**

“You would expect that, as a special school accustomed to working with a variety of professionals, we have more or less perfected cross-agency collaboration, yet we still find it a challenge. Some of the barriers are slowly starting to break down.

Another thing we have found that works well is to offer places for trainee social workers to be based in school. But you don’t get collaboration immediately, it builds over time. It’s also about forgiveness so that when people get things wrong you don’t immediately set about apportioning blame.”

**Remodelling**

“Since we started on the ECM agenda, we have introduced more after school activities. There is a variety of ways of doing it; you just have to think flexibly. If you want people to deliver a good service, you have to respond to their needs as well as to the students.

Support staff have been trained in and are now delivering sports courses, for instance. In the past I would have done that as I have a coaching qualification but I recognise that it is much better if five or six people do that as it spreads the load.”

**Hazel Pulley, Headteacher,  
Caldecote Community Primary  
School, Leicester**

*“What you have to accept about working with communities is that you can’t just wade in to do things ‘for them’, you have to be equal partners.”*

### **What’s happening?**

Leading the New Deal for Communities in the area

Partnership with local women’s centre

### **What’s it like?**

Caldecote Community Primary School has around 50 staff and 460 children, from 3-11.

### **What’s important?**

#### **Leadership**

“We had a clear vision and values system in place before so ECM has built on that bedrock and it links up explicitly with the school improvement plan. Nevertheless, as a head I feel it is essential to emphasise the vision constantly and not allow it to become something inert or which we do and forget about.”

#### **Multi-agency working**

“As a leader in the New Deal for Communities in Leicester, we have built up strong links with other agencies, some of whom are now based in school. It works for us all but I’m sometimes reminded that these things, though they look straightforward on paper, still need sensitive handling. Competing priorities can be a problem when you work with other agencies. When we have a disagreement, the best thing I have found to do is to bring in more people to sit around the table with whom a bond of trust has already been established. It makes for a more open, shared way of working.”

#### **Working with communities**

“What you have to accept about working with communities is that you can’t just wade in to do things ‘for them’, you have to be equal partners.

Collaborating with the local education college has benefited us but it has not been without problems. Communities like ours have a certain perception of schools as formal places which they associate with authority and not just because individuals had a bad time at school themselves. To tackle this culture clash, I stress and stress again to staff the importance of interpersonal skills. It’s not about patronising people, it’s about empathising with them. It demands a non-judgmental approach.”

#### **Accountability and governance**

“Our governors were initially concerned about some aspects of ECM. For example, the question of who line manages staff working in school but employed by other agencies. It’s actually done mainly by the business manager but also by other staff if it is in their job description. Once the governors can see there is a structure there, it is not a problem.”

### **Finally**

“The work to support Every Child Matters is a challenge, no doubt about it. We have been doing it for a long time and it takes will and commitment, good organisation, persistence and flexibility. It is tough and you do get things wrong but it is immensely worthwhile as a leader to be delivering the kind of programme that you feel is going to make a real difference to children’s lives.”

# Going further Advice and support



ECM is a developing field. The following websites will support you in your continued leadership development.

**[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)**

The DfES official website for the Every Child Matters agenda with sections covering advice on multi-agency working, managing integrated services and the Common Assessment Framework; information for parents, children and young people; sections on education, training and employment, parents carers and families and social care; and background to the strategy, listing details of the aims and outcomes.

**[www.everychildmatters.gov.uk/resources-and-practice](http://www.everychildmatters.gov.uk/resources-and-practice)**

Database of materials and examples of practice to help deliver the Every Child Matters agenda.

**[www.everychildmatters.gov.uk/key-documents](http://www.everychildmatters.gov.uk/key-documents)**

Publications pertaining to policy background on Every Child Matters, including the 2003 Victoria Climbié inquiry report by Lord Laming plus the implications of the ECM agenda and the Children Act for different branches of the public services.

**[www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance](http://www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance)**

Advice on a range of specific issues regarding extended schools, including consultation and planning, setting up an extended school programme, legal and financial issues.

**[www.remodelling.org](http://www.remodelling.org)**

The National Remodelling Team (NRT) is supporting Local Authorities and Schools as they develop extended services in line with the core offer outlined in 'Access to Opportunities and Services for All'. Each local authority now has an Extended Schools Remodelling Advisor (ESRA) who will be the key contact for schools.

The NRT website gives details on the remodelling process and tools which schools are using to ensure that effective, sustainable services are made available to pupils, families and the wider community. The website also brings together case studies, FAQs, the latest guidance for headteachers, governors and others as well as resources which are relevant to the offer of extended services in and around schools.

## Research

**[www.teachernet.gov.uk/wholeschool/extendedschools/research](http://www.teachernet.gov.uk/wholeschool/extendedschools/research)**

Links to several reports on extended schools, including the evaluation of the first year of the extended schools pilots.

**[www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14077&resultspage=1](http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14077&resultspage=1)**

Towards extended schools: a literature review by the National Foundation for Educational Research. A review of the research into the concept of extended schools drawn from the US and Australia as well as the UK.

**[www.haygroup.co.uk/downloads/The\\_Extended\\_School\\_report.pdf](http://www.haygroup.co.uk/downloads/The_Extended_School_report.pdf)**

A Demos report commissioned by Hay Schools Education examining practice in extended schools and the likely implications for other public services and communities.

## Toolkits and other resources

Some local authorities have devised toolkits to help their schools develop strategies and approaches to extended schools. They include:

### A Toolkit for Change

Produced by Knowsley Council, the Toolkit for Change gives ideas and approaches for developing extended schools and developing a whole-school approach to the work.

[www.stockport.gov.uk/content/communitypeopleliving/childrenandyoungpeople/toolkit?a=5441](http://www.stockport.gov.uk/content/communitypeopleliving/childrenandyoungpeople/toolkit?a=5441)

### Extending Schools in their Communities

Education Leeds' extended schools toolkit for assessing strategy and approach for moving forward.

[www.educationleeds.co.uk/download.aspx?fid=7114&type=content](http://www.educationleeds.co.uk/download.aspx?fid=7114&type=content)

### The Taking Part Project

The Taking Part project, funded by the Department of Health and DfES and delivered by Continyou and piloted with three local authorities, examined ways to use out-of-school-hours learning to raise the achievement of looked-after children. This pack is based on the findings and features advice for children's services and their partners on devising a plan to extend out-of-hours provision to children in local authority care.

[www.continyou.org.uk/content.php?CategoryID=258](http://www.continyou.org.uk/content.php?CategoryID=258)

## Training and development

The ContinYou extended schools support service (TESSS) gives tailored support to schools, local authorities and others involved in providing extended services in and around schools.

[www.continyou.org.uk](http://www.continyou.org.uk)

## Other

**[www.socialinclusionunit.gov.uk](http://www.socialinclusionunit.gov.uk)** - background to the broader policy drive on social inclusion

**[www.ofsted.gov.uk/childrenandyoungpeople](http://www.ofsted.gov.uk/childrenandyoungpeople)**  
Details of the new arrangements for Ofsted inspection, assessment and review of services for children and young people, which are designed to meet the stipulations of the Children Act 2004 for integrated inspection.

**[www.sha.org.uk/cm/newsStory.asp?cmnID=3720&cmnRef=620&cmnTopic=4](http://www.sha.org.uk/cm/newsStory.asp?cmnID=3720&cmnRef=620&cmnTopic=4)**

Policy paper from the Secondary Heads Association setting out the association's views on the practical and financial implications of Every Child Matters for schools.

**[www.nch.org.uk](http://www.nch.org.uk)**

NCH is one of the UK's leading voluntary sector providers of children's services, covering family and community centres, children's services in rural areas, services for disabled children and their families, and services for young people leaving care.

**[www.surestart.gov.uk](http://www.surestart.gov.uk)**

Information about Sure Start, the government programme to deliver the best start in life for every child which brings together, early education, childcare, health and family support.

**[www.teachers.tv/strandProgramme.do?strandId=6&transmissionProgrammeId=124257](http://www.teachers.tv/strandProgramme.do?strandId=6&transmissionProgrammeId=124257)**

Access to downloadable broadcast material and other resources on Every Child Matters produced by the TV channel Teachers' TV.

**<http://education.guardian.co.uk>**

**<http://society.guardian.co.uk>**

Guardian websites with numerous articles covering the debate around Every Child Matters frequently featuring case studies and interviews with practitioners.



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