
The community full service extended school: a global concept locally made ~ work in progress

Carl Parsons, Canterbury Christ Church University, UK

Introduction
The Extended School is promoted by central government in England (DCSF, 2007b). The New Community School is the parallel development in Scotland (Scottish Office, 1998). In the United States, community schools are widespread and much has been written by the Coalition of Community Schools (Blank and Berg, 2006) to promote its development, conceptually and practically, across the nation.

This paper attempts to broaden what is already a diffuse set of developments. It reports the mid stage of a study, part-funded by the British Academy, which has examined the practical variants of the community school idea in two secondary schools in England and two secondary schools in the United States of America. There is literature stretching back decades in the USA (Benson et al, 2007 on Dewey) and UK (Jeffs, 1999 on Henry Morris) suggesting that this is all not so very new. The thinking behind the project was that the development of the school to meet a whole range of social needs required its development in a number of different directions. Drawing on the notion of the full service school (Dryfoos, 1994) the more holistic concept of the Community Full Service Extended School (CFSES) was developed. This encompassed a number of linked developments which are evident in schools which claim to be community schools or extended schools or full service schools. In particular, it could include the development of community partnerships where the curriculum links extend out into the business and community environment of the school; it involves additional services which are placed in the school including social services, community workers, councillors etc, thirdly it involves the extended school day and open site for use both by pupils, parents and other community members. Many schools are a mix of all three of these and a model has been created, where through interview and observation, it is possible to quantify the strengths in each of these three areas, and under sub areas within each, in order to depict the sort of CFSES the school is.

The most recent and impressive empirical enquiry in the area in England is the work of Cummings et al (2004, 2007) where they paint a positive picture of the progress made. The
extended school remit is probably the most explicit in its core offer, supposed to be in place in all schools by 2010.

- ‘a varied range of activities including study support, sport and music clubs, combined with childcare in primary schools.
- parenting and family support;
- swift and easy access to targeted and specialist services;
- community access to facilities including adult and family learning, ICT and sports grounds.’
  (DCSF, 2007b)

In order to be more fully connected with the community through the curriculum, better able to meet the wide range of needs that young people bring and to serve as a more accessible and available community resource within their localities, school transformation is necessary in management, practice, ethos and commitment. Taking the school beyond its instructional core role, it would have a mission in terms of democracy, inclusion, sharing decision-making and being responsive. It would have a social justice role in addressing social, family and community ills as well as meeting learning needs (McCarthy et al, 2003). The governmental commitment in the UK and USA to address inequalities through education and to join up the child care and development agencies could draw schools forward to a central position and hub for children and families. The quote from Dryfoos from 1994 is testimony to long known problems.

‘Schools are failing because they cannot meet the complex needs of today’s students… The cumulative effects of poverty have created social environments that challenge educators, community leaders and practitioners of health, mental health and social services to invent new kinds of institutional responses’ Dryfoos, (1994).

Data and illustration are presented from these four secondary schools to illustrate the challenge and indicate the distance travelled. In particular, attention is given to the capacity and ambition of schools to transform to institutions where the ‘team’ means ALL the professionals acting to support children and families, particularly those in deprived circumstances.

Modelling and quantifying developments in the CFSES
The Community Full Service Extended School (CFSES), in its most extensively developed form, can be seen as represented in the diagram below where all facets of community partnership, service involvement and extended school day and open site are fully developed. The American experience, as represented in the work of The Children’s Aid Society in New York and the Consortium on Community Schools (Blank and Berg, 2006) managed from its central office in Washington, shows how the community school takes many different forms.
Both in the USA and the UK the variety in the implementation of the community school, full service school or extended school idea is astonishingly varied. A very considerable overlap can be seen amongst the three terms and they are brought together in a single representation here. It represents a momentum towards providing a much broader based support, peer and developmental capacity for children is best developed from the school base. However, it can be segmented and ‘scored’.

Figure 1: The Community Full Service Extended School

![Diagram of the Community Full Service Extended School]

The CFSES in practice is an institution unevenly developed across the three main sectors. The idea of the community schools, which in both the English and American contexts goes back many decades (Morris 1932) involves three major sub-areas.

Community partnerships

Ai **Curriculum links with business and vocational world:** this involves young people having access to external real life institutions and organisations and workers. This may extend beyond the business and vocational world to public and voluntary services but essentially it is about engaging with mainly the local community by going out to it, inviting it into the schools and having it as a central resource for learning.

Aii **Curriculum links with family and local community:** this involves having strong ties with the parents and other local stakeholders in such a way that parents are not alienated from the school environment and do not feel, as they commonly do at the secondary school level, that it is not a place for them. A school with significant development in this sub strand would have parents in the school to talk about their own children regularly, would have contributions to the main curriculum and other learning and development opportunities whether it inputs from

---

Carl Parsons BERA paper 2008 V1: The community full service extended school: a global concept locally made
local people and there would be an evidence supporting this and integration with the local community.

Aiii Community partnership in school decision making: this would involve strong and influential voice in decision making within the school with parents and other community interests represented on the governing bodies and on committees.

Service involvement ~ the full service nature of the CFSES

Bi Additional services present in the school: acknowledging that young people and families have range of needs which are often not easily met the full service school has a range of other services available within its own buildings or close by. These would range from social work, counselling, mental health facilities, financial advice etc as well as more specific roles like family link workers and attendance officers who would work supportively with families to enable children to access the schools provision and make the best use of it.

Bii Quick referral to external agencies: it can be that the school cannot house the additional facilities from the statutory and voluntary agencies but can develop very strong links such that there is quick and easy referral through to professional help.

Biii Integrated, holistic, multi-agency approaches: many schools are developing key worker roles particularly in relation to young people facing difficulties, where there is support built into the staffing structure of the school. This may be a counsellor, advisor, or youth worker or another who can offer ongoing support both to the child and to the family. It can also involve an approach which is based on regular meetings to discuss young people in need of additional support; such a meeting would result in a referral to one or more services to offer that support over a period of time.

Extended school day and open site

Ci This refers to the extended school day for students where there is an after school programme which is intended to enrich the experience of those attending the school. At best this is not a “bolt on” programme but one which is integrated into the mainstream school. It is also a programme which is responding to the needs which have been identified by young people, parents and their teachers. Furthermore, the programme at it’s best will be both universal (anyone can attend) but within that targeted to draw in those who would have most need of it and would gain the greatest benefit from it.

Cii Community use of school facilities: this denotes a situation where parents and other community members make use of the school facilities either for courses which they take or to pursue leisure activities.

Ciii The school as accessible community hub: this is where the school is seen as a meeting place as a site for year five community action, as a representation of local community, neighbourhood cohesion.
School 1 (USA) school visited had the motto ‘Work hard, Be yourself, Get it right’. Three aspects of the school are intellectual challenge, personalized relationships, and collaborations with outside organizations. A Student Support Team helps the school maintain order. Three counsellors, one for each house, are on the staff. They have access to a half time school nurse and a psychotherapist who is available one half day a week. The goal is prevention rather than treatment. Figure 2 below indicates the community school dimensions and sub-dimensions and their degree of development at the Boston School.

It is a community school – in part. It is committed to involving the business and public service community (Ai) in the curriculum through bringing in professionals and using outside agencies substantially for mentoring and job placements. The community is explored as a laboratory for learning.

The whole approach is very student-centred. Students and staff were energetically involved in campaigning on issues such as against the deportation of one of their teachers (Aii). Parents are involved in the governance of the pilot school and school personnel are in touch with them about their children’s performance in school (Aiii).

The teaching staff and the support workers literally wrap themselves around the students, right from the start. Each house has its own staff and counsellor (Bi). There is always someone encouraging them. Other agencies are called on little (Bii) and there is a moderate sense of a holistic approach (Biii).
It is a busy school with students staying around after the end of the timetabled day (Ci). However, little use is made of the school facilities by the community (Cii) and, partly because of dispersed population, the school plays a minimum role as a community hub (Ciii).

School 2 ~ USA

School 2 is recently built and very much the product of local community action. The school’s intake is 70% Latino and 30% African American and is divided into four mini schools. Currently on role there are 700 pupils.

The school is very much concerned with the curriculum emphases of the four schools (World Languages, Social Justice, Arts and Humanities) and in the raising of standards. Its links with local business and the vocational world are not greatly in evidence (Ai) the school has a thriving after school programme very much driven by the Cities Community Schools Scheme and the Local Community Development Corporation. There is an extensive programme of after school courses and activities for young people and the local community (Aii) “the after school programme was designed in from the beginning; it is not a bolt on”. The school’s very existence was the outcome of local lobbying and in the architecture and make up of the school the community, supported and organised through the Community Development Corporation, had a big say in what would happen. Arguably, since the school has become established and staffed professional imperatives have pushed community involvement to a lesser level.

The school has additional professionals present on the premises, especially to take advantage of the swimming pool and other sports facilities. There is counselling support but the inclusion of a wider range of professionals, especially health professionals, does not seem developed (Bi) the school is a community which strives to manage it’s own problems and issues and referral to external agencies outside the school is not common (Bii) and indeed its
integrating holistic approach to young people is more through its community building within the school and the support given to young people (Biii).

Pupils remain after school to engage in some of the activities and the building is open in the evenings (Ci) the school is evidently available to the community (Cii) and used as a place which could serve as a community hub (Ciii).

This school was built after a number of mothers went on hunger strike for 19 days. Once the city education department had rescinded their decision not to build local people were involved in discussions with the architect, appointment of staff and the agreements about the themes pursued by their four mini schools. The hunger strike and community involvement was very newsworthy in the city at the time and the involvement of the Community Development Corporation as an energising element was very important. Initially, it appeared that the school would be for the Latino population in the local area but earlier plans had included access for the Black community on the other side of the railway line. Even now one can witness quite separate engagement of the Latino and the Black communities: in the dining hall they are almost always sitting separate in ethnic groups; the talent show put on in the large hall had mainly acts from Black pupils and it was the Black pupils in the audience who were loud, ebullient and joyful in responding to the acts.

**School 3 ~ England**

![Chart showing community partnerships and service involvement]

School 3 is in the inner city serving a very deprived community, nearly 50% Asian it is involved with its local community for work experience opportunities (Ai) and tries to involve families in its work. It has a family room and many of the classroom assistants and youth
workers are recruited from ex-pupils (Aii) there is some involvement from the local faith community and elected members in the management and direction of the school (Aiii).

Additional services are available in the school to a very considerable extent. There is a Police Officer based full time in the school and the school has taken over the Youth Service for that part of the city. It has a whole range of other support personnel in the school (Bi) and is in touch with local health professionals and other services to support children and families (Bii). It regards itself very much as an integrated holistic multi-agency school, recognising the wide range of needs which the young people have and which need to be met if they are to achieve high standards. There are after school activities run by the youth service, an integral part of the school, and these are moderately well used in the school term and in the holidays (Ci) the school is open to use by the community but this is fairly limited (Cii) and it currently is regarded to an extent as a focal point in the community around, and an important contributor to local life (Ciii).

This is one of the poorest schools in a poor local authority yet it achieves standards comparable with the national average.

**School 4 ~ England**

School 4 is an Academy beginning its fourth year of existence in that form in September 2008. In its previous incarnation it was in the national news as the worst school in England (2002) it works very much with the Local Authority, is an inclusive school and has set up a whole range of initiatives to meet the needs of young people with difficulties. It has the usual range of work experience and use of outsiders but this is due to develop further with the
development of an enterprise park part funded by the Local Authority and the schools philanthropic sponsor. There will be an expectation cited at this park that they will link strongly with the school and provide work opportunities for young people (Ai) the curriculum links with the family are growing and are supported by various professionals in the school who do work out into the community (Aii) partnership in decision making is an area still being worked on but the open access nature of the site, the siting of the library in the school complex and an attitude to welcoming parents means that the basis for partnership is developing (Aiii) additional services are in the school in large number including Police, Youth Service, Learning Mentors etc. (Bi) and there is, where necessary, the relationship with external agencies that is helpful in getting pupils special additional help where this is necessary (Bi); the school however tries to manage all of these challenges in-house with its own appointed staff (Biii).

The school is an 8am – 5pm learning centre where one hour a day is allocated to home work so that it is not a thing that pupils have to do at home (Ci) plans are in hand to make the extended school day even more flexible with a potential for home working etc., paralleling the work mode of the 21st Century. There is community use of the school’s facilities (Cii) and many local groups use the school’s facilities for activities (Ci). This is a school which prides itself on its inclusive ethos. There is no punitive learning support unit though there is an EBD (Emotional and Behavioural Difficulties) unit and an ASD (Aspergers Spectrum Disorder) base but both are respite and support centres.

**Intervention projects should target risk and protective areas in the following areas -**

- Individual
- Families
- Peer group
- Schools
- Community

**Eight challenges for schools and school clusters**

1. Accepting the challenges and adopting the new role
2. Workforce diversification
3. School accommodation
4. Managerial capacity
5. Receiving, hosting and working with partner agencies and voluntary organisations
6. Case work/key worker approach to ‘at risk’ young people
7. Regularising the funding streams
8. Reaching out to, and bringing in, parents and community

**Eight questions for policy and strategy**

1. Is the development of this organisational format just shifting responsibility away from central and local government?
2. Despite joined up working, JARs, CAF, ECM and CWDC is that enough to shift culture and practice?
3. This is a development in many parts of the affluent west; is it driven by principle or pragmatics?
4. Can we/should we draw in the voluntary and community sector so strongly?
5. Is local democratisation and community control really just allowing that nationally we do not care enough about the education of those in deprived areas?
6. How much policy borrowing is there and how much would be useful in the development of the CFSES?
7. Do we need to see the development of CFSES Czars to make this work and manage robustly?
8. Do we need to innovate further and BUILD so that more services can ‘live’ in the schools – to be renamed child development centres or children’s centres?
References


### Appendix 1: Community Full Service Extended School Indicators and scoring

<table>
<thead>
<tr>
<th>Ai. curriculum links with business and vocational world</th>
<th>In evidence not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. extent to which material and cases from the local world of work are used in the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. extent to which work, employment or business people come into the schools contribute to the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. extent of placement in work locales/internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. a curriculum oriented to work applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. extent to which local business see the school as having seriously engaged with local business and vocational issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aii. curriculum links with family and local community</th>
<th>In evidence not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. extent to which family members contribute to the school academically or socially</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. extent of professional reach from the school out to families and the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. parents and local residents feel they are part of the school’s community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. school acknowledges and responds to family and community problems which relate to children’s learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. family learning is part of the school’s mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aiii community partnership in school decision-making</th>
<th>In evidence not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. parents are represented on the school governing body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. there is an active and significant parent teacher association</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. parents are consulted and their views taken seriously on significant decisions in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. extent to which parents and community members see themselves as influential in school decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. the community sees this as “their” school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bi. additional services present in the school</th>
<th>In evidence not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. there are many other professionals in the school to support pupils development and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. it is accepted that, for pupils to learn, other professionals have an important role to play besides teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. as a school, the ‘team’ is viewed broadly and includes other professionals as members of our community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. external professionals based in the school or visiting the school have good accommodation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. voluntary and statutory professionals see themselves as part of the schools decision making forum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Bii. quick referral to external agencies

21. the school has close relationships with a range of external agencies
22. the school can “fast track” children to services they need
23. the school’s education staff, statutory and voluntary agencies work effectively as partners to meet pupils’ needs
24. quick responses are made to our needs by external agencies
25. there is a fast, efficient and effective contribution made by external agencies

### Biii. integrated, holistic multi-agency approaches

26. teaching in this school is regarded as something which other agencies can contribute to
27. teachers are seen as a part of a multi-agency effort
28. a range of professions often joins with education staff in training events
29. the value of fellow child development professionals is recognised
30. teachers are themselves developing broader skills beyond curriculum delivery

### Ci. extended school day for students

31. the majority of students are engaged in activities before and after the standard school day
32. the school values the contribution that extended day activities can offer
33. the school’s place in offering extended childcare is recognised and valued
34. parents and community members are familiar with the aims and programmes of extracurricular activities
35. the school is comfortable with its expectations about provision into the evening for students

### Cii. community use of school facilities

36. the school is open to community members for evening activities
37. some adults join with mainstream classes for interest or to acquire skills they need
38. the school is regarded locally as a community resource
39. parents and community members would attest to the importance of the activities available to them in the school
40. the community contributes to decisions about what is available for them

### Ciii. school as accessible community hub

41. the school has some claim to being a centre for the community
42. the school is regarded as one obvious meeting place for official events
43. significant local facilities are housed within the school
44. the school’s entrance area obviously welcomes members of the community
45. parents and other community members feel comfortable visiting the school
Scoring for the Community Full Service Extended School

School Name: …………………………………………………………….

Assessor: …………………………………………………………………

Date: ……………………………

For each segment, the five scores can be totalled. By dividing by two, there is the possibility of a minimum score of 0 and maximum of 10. These can then be translated to the circular graph which is currently produced using Photoshop.

<table>
<thead>
<tr>
<th>Segment</th>
<th>Score</th>
<th>Score / 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ai</td>
<td>curriculum links with business and vocational world</td>
<td></td>
</tr>
<tr>
<td>Aii</td>
<td>curriculum links with family and local community</td>
<td></td>
</tr>
<tr>
<td>Aiii</td>
<td>community partnership in school decision-making</td>
<td></td>
</tr>
<tr>
<td>Bi</td>
<td>additional services present in the school</td>
<td></td>
</tr>
<tr>
<td>Bii</td>
<td>quick referral to external agencies</td>
<td></td>
</tr>
<tr>
<td>Biii</td>
<td>integrated, holistic multi-agency approaches</td>
<td></td>
</tr>
<tr>
<td>Ci</td>
<td>extended school day for students</td>
<td></td>
</tr>
<tr>
<td>Cii</td>
<td>community use of school facilities</td>
<td></td>
</tr>
<tr>
<td>Ciii</td>
<td>school as accessible community hub</td>
<td></td>
</tr>
</tbody>
</table>

This document was added to the Education-line database on 30 January 2009