Quality in Extended Schools Recognition Scheme

KEY INFORMATION

Purpose

QES recognises the stage of good practice a school or cluster has reached in the development of extended activities and services to enhance learning and achievement. It does this through the dissemination of good practice, by encouraging collaboration and through the development of local, regional and national networks. The Quality Development Framework (QDF*) provides the process by which schools/clusters and their partners evaluate, review and develop practice.

Key Features of the Scheme

- It is a process which supports schools/clusters in addressing the 5 outcomes of ECM and planning the delivery of the extended services core offer.
- It is based on the Quality Development Framework (QDF) which sets out principles of good practice, providing key indicators and a clear process for self review.
- It is open to schools and clusters of schools, working with their partners.
- It offers a structure and process for Quality Assurance as part of Local Authority strategy.
- It provides a framework and an outcome for institutional self-evaluation which can contribute to the completion of SEF and provide evidence for Ofsted and other QA models.
- It develops a profile to indicate the level of good practice reached, enabling schools/clusters to set further goals and achieve higher standards.
- It provides opportunities for collaboration with other schools and community partners and is a means of sharing, extending and developing good practice.
- It contributes case studies of good practice for wider dissemination locally and nationally.
- It offers opportunities for continuous professional development providing key staff with the skills to become reflective practitioners.
- The achievement of a Quality Award is a valuable marketing tool.

* The QDF is part of the Integrated Quality Framework (IQF) published jointly by QiSS and continYou

Quality in Study Support

The QES Scheme is a parallel scheme to QiSS and recognises the key contribution of Study Support to learning and achievement. The QiSS award is directly transferable to QES at the same level, as a significant component of the evidence required.

Quality Assurance Awards & Schemes

Many schools have achieved awards for the quality of aspects of their work. These include Healthy Schools, IIP, Sportsmark and schemes for Childcare and Family Learning. It is likely that evidence gathered to meet award criteria will contribute to evidence for QES.

The 5 areas of the core offer:
- Study Support
- Childcare/Activities for Young People to do
- Parenting Support
- Swift and Easy Referral
- Community Access

Planning and funding extended schools: a guide for schools, local authorities and their partner organisations, DfES, 2006

Supported by the following organisations

ContinYou
The National Youth Agency
The Scheme and its Benefits:

“The process has supported our vision of a Community School that is at the heart of the community it serves. It has complemented our work as a Specialist Arts College and has been instrumental in widening opportunity for our students and the community. I have no doubt that this will ultimately lead to increased experiences and success for all our students no matter their age.”

Headteacher
The Sittingbourne Community College, Kent

“The whole process is based upon self-evaluation and will certainly help schools structure their thinking and ensure that the ethos is embedded within a whole school approach. It provides a high quality framework that is available for those who want to use it to achieve a national standard.”

Senior Development Worker (North)
Cumbria Sure Start

“This was a real motivator for the team involved and the whole school. It identified the gaps in extended provision in relation to the overall aim of raising attainment and achievement. It re-focused the school and helped us to move forward in a very constructive way.

It also gave the school an opportunity to showcase the fantastic work that happens here – something that I think as a school we don’t do enough of. It has definitely helped to raise the profile of the school not only locally but nationally.”

School Development Officer,
St Michael’s High School, Sandwell

“Going through the QES process together is a really useful way to map where we all are in developing extended services that complement each other and identify experience and good practice that we can all share.”

Consultant working with
The Greets Green Primary Partnership

Requirements for QES recognition

- A Context Statement and Summary of Evidence
- A Best Practice Case Study at Established level and an Impact Evaluation at Advanced level.
- A Portfolio of Evidence
- A presentation to peers for scrutiny at a Recognition Meeting
## The Self-Evaluation and Recognition Process

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<tr>
<th>Level</th>
<th>Categories of Good Practice</th>
<th>Requirements</th>
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| Emerged   | Good practice in this category will demonstrate that there is clarity of purpose and coherent planning. Extended activities and services (EAS) will meet local needs and there will be a clear link with the purposes and goals of Extended Schools in order to meet ECM outcomes. There will be a continued commitment to the development of EAS to meet the requirements of the core offer. | • Context Statement.  
• Summary of Evidence: Centre Statements addressing Emerged criteria for the first 10 themes of the QDF and a Developmental Reflection of themes 11-15.  
• Portfolio of Evidence for themes 1-10 with some evidence for themes 11-12.  
• Presentation of 20 minutes at a recognition meeting.  

*NB Evidence will show some development in more than 1 area of extended activities and services.* |
| Established | Good practice in this category will demonstrate a commitment to continuing improvement and increasing community ownership. Schools/clusters will be self-critical, able to address weaknesses and build on strengths, with an understanding of self-evaluation and the ability to use it effectively in the development and quality assurance of the core offer and other EAS. | • Context Statement.  
• Summary of Evidence: Centre Statements to indicate how practice has moved forward and is addressing Established criteria for the first 12 themes of the QDF and a Developmental Reflection of themes 13, 14 and 15.  
• A Case Study in one area of activity demonstrating best practice across the first 12 themes of the QDF.  
• Portfolio of evidence for themes 1-12 with some evidence for themes 13-15.  
• Presentation of 30 minutes by a minimum of two colleagues to demonstrate a team/partnership response.  

*NB Evidence will show how provision has developed, deepened and/or broadened.* |
| Advanced  | Good practice in this category will represent the leading-edge of practice, involving young people, parents/carers, the wider community and multi-agency partners in goal setting, planning and developing EAS. Schools/clusters will have the conviction, confidence and expertise to train and to lead others as national centres of excellence, in all areas of EAS.  

*NB A school/cluster must have Established status before applying for Advanced.* | • Context Statement.  
• Summary of Evidence: Centre Statements to indicate how practice has moved forward and is addressing Advanced criteria across all 15 themes of the QDF.  
• An Impact Evaluation report in one area of activity demonstrating leading edge practice across all 15 themes of the QDF.  
• Documentary evidence in support.  
• Visit by scrutineers and interview of stakeholders.  

*NB Evidence will show leading edge practice across a wide range of extended activities and services, along with signposting as appropriate, in order to address the core offer and beyond.* |

### Transferability of QiSS Status

At each level, current Quality in Study Support (QiSS) status at the same level or above will be accepted as evidence of quality practice for themes 1-7 of the QDF, along with an overview of how Study Support contributes to the Extended Services agenda and a brief explanation of how themes 1–7 have been met for any other areas of provision which are being (or have been) developed.

### Notes:

1. An area of activity broadly refers to one of the 5 core offer areas as outlined by the DfES (see page 1) although extended provision that goes beyond the core offer is also likely to form part of many submissions.
2. There should be a minimum of six months development prior to seeking recognition at each level.
3. Recognition lasts for a period of 3 years. Schools/clusters recognised at Established and Advanced level should undertake to support schools/clusters seeking recognition in the locality.
RECOMMENDATION AND RECOGNITION PROCESS

Following scrutiny of the evidence, the presentation, and clarification of points at the Recognition Meeting, scrutineers complete a ‘Recommendation’ sheet, which is passed to the Chair. These are forwarded to the QiSS office. Suggestions for future development are made by all participants. These are collated and forwarded to the presenting school/cluster.

DECISIONS

There are three possible outcomes to the recognition meeting:

1. All points have been clarified and key indicators met at the level claimed:

   Recognition at the level being claimed is granted by QiSS when scrutineers with not more than one dissent have concurred with the school’s/cluster’s judgement. The Chair notifies the school/cluster the following day.

2. Additional evidence is required to meet the key indicators at the level being claimed:

   When two or more scrutineers dissent from the school’s/cluster’s judgement regarding any one theme recognition is deferred pending the school/cluster supplying additional evidence. The Chair notifies QiSS and QiSS writes to the school/cluster outlining the additional requirements.

3. The sufficiency and quality of the evidence is such that an award at the level being claimed cannot be recommended i.e. the standards described as key indicators for that level have not been satisfied:

   When two or more scrutineers dissent from the school’s/cluster’s judgement regarding two or more themes recognition cannot be granted at the level sought. The Chair notifies QiSS and QiSS writes to the school/cluster outlining the additional requirements.

RECOGNISED SCHOOLS/CLUSTERS

Recognition lasts for a period of three years. Recognition includes membership of the QiSS network for the duration of the award. Recognised centres will receive regular newsletters, copies of ‘Case Study’ publications and updates on national developments, in addition to subsidised rates at all training events.

Certificates are endorsed by Canterbury Christ Church University and The National Youth Agency.

CONDUCT OF MEETINGS

Recognition Meetings are planned and organised in conjunction with the QiSS office and chaired by a recognised QiSS Chair.

Authorities may be licensed by QiSS to run the QiSS scheme and a Licensed Operating Agreement is available on request.

To ensure national consistency and rigour, meetings are moderated by one of the QiSS national team as follows:

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<tr>
<th>Level</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Emerged</td>
<td>1 in 5</td>
</tr>
<tr>
<td>Established</td>
<td>1 in 5</td>
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Meetings at Advanced level are always chaired by a recognised QiSS chair.

COMPLAINTS PROCEDURE

A complaint can be made up to 4 weeks after the incident which caused the complaint.

- Wherever possible, QiSS will seek to resolve complaints at the level at which the matter arose.
- On receipt of a complaint, QiSS will inform the Chair and organiser of the recognition meeting of the complaint and the nature of it.
- If QiSS is of a view that further investigation is required this will be undertaken by QiSS in line with the requirements of the Scheme.
- The Director of QiSS with responsibility for Quality Assurance will respond within two weeks of the complaint being received.
- Policies and procedures will be reviewed and training issues addressed as appropriate, depending on the nature of the complaint.

QiSS/CELSI, Oak Lodge, David Salomons Estate, Broomhill Road, Southborough, Tunbridge Wells TN3 0TG.
Tel: 01892 507657. Fax: 01892 507711.

Quality in Study Support (QiSS), Centre for Education Leadership and School Improvement (CELSI), Urban Learning Foundation, 56 East India Dock Road, London E14 6JE. Tel: 020 7093 3905. Fax: 020 7093 3092.

Recognition Packs available from the QiSS office in Tunbridge Wells. Email: gr31s@canterbury.ac.uk