

Study Support

*a national framework for
extending learning opportunities*



Study Support

*a national framework for
extending learning opportunities*



Study Support is learning activity outside normal lessons which young people take part in voluntarily.

Study Support is, accordingly, an inclusive term, embracing many activities – with many names and many guises.

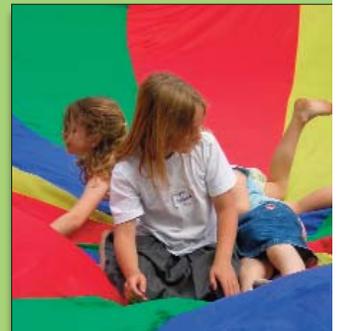
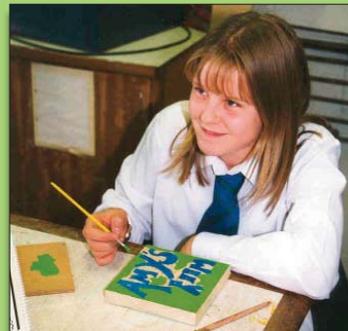
Its purpose is to improve young people's motivation, build their self-esteem and help them become more effective learners. Above all it aims to raise achievement

Extending Opportunity: a national framework for Study Support, DfEE 1998

ACKNOWLEDGEMENTS

This document was written with the help and support of a Steering Group and a Working Group. The first included representatives of national and local policy makers and providers of Study Support and the second comprised local authority officers responsible for Study Support. The DfES is extremely grateful to all members of the groups who generously gave their time and enthusiasm. The group members and the organisations they represent are listed on the inside back cover.

The DfES and the groups also wish to thank those who so kindly provided case studies and photographs, and the young people whose views, quoted in the document, were of such value in its preparation.



The purpose of this document is to place Study Support clearly in the context of the government's other strategies to raise pupil achievement and to develop extended services in and around schools.

How to read this document...

This document is intended to be used flexibly, rather than read through all at once. All three sections will be of value to all readers but Section One will be most relevant to Directors of Children's Services and other leaders of local authority services; Section Two to strategy managers and senior advisors within education; and Section Three to the heads of schools and other organisations which provide Study Support.

Paragraphs at the end of each section and at the end of the document contain review questions relevant to each of the audiences.

Guidance on the details of implementing Study Support strategies and extending the learning opportunities for young people is available from the organisations and publications in Appendix 2.





Contents

Foreword by the Secretary of State	1
Introduction	2
‘Study Support makes a difference’ by Professor John MacBeath.....	5
Section 1 – Study Support and Government Policy for Children & Young People	
Every Child Matters	7
Personalised Learning	8
Extended Schools.....	9
Sport	9
Youth Matters.....	10
Education Outside the Classroom	10
Healthy Schools Programme	11
Department for Culture, Media and Sport	11
Community Regeneration and Cohesion.....	12
Review questions (1): Study Support and policy	13
Section 2 – Study Support: A strategic role for local authorities	
The core tasks of a local authority	15
Study Support underpins strategies to raise achievement	17
Study Support and strategies to promote inclusion	20
Study Support and the development of extended schools	22
Making links between strategies.....	24
Review questions (2a): Local authority strategic coordination	26
Supporting and challenging schools in their provision of Study Support opportunities	27
Review questions (2b): Support and challenge for schools.....	29
Section 3 – Study Support delivered by a wide variety of providers	
Schools making effective provision.....	31
The place of Study Support in the life of the school	31
Study support and school improvement	32
Involving students.....	32
Developing a school Study Support programme	33
The ‘Third Space’.....	33
Developing quality programmes	34
Workforce remodelling.....	34
Charging for Study Support and childcare.....	35
Developing partnerships in Study Support programmes	36
Sports organisations.....	37
Cultural organisations.....	37
Supplementary schools	37
Business	38
Higher and further education	38
Review questions (3): Ensuring the quality of provision	39
What young people say about Study Support	40
Appendix 1: Summary of key principles for local authority strategy	41
Diagrams	45
Appendix 2: Documents, Websites and Organisations	48
Appendix 3: Membership of the Steering Group and Working Group	51



FOREWORD BY THE SECRETARY OF STATE

This Government has an ambitious vision both of educational excellence, with high and rising standards in schools; and of appropriate, targeted support for individual young people so that the Every Child Matters outcomes become a reality.



Of course, these are two sides of the same coin. Higher standards in schools will support all five of the outcomes; and tackling wider barriers to learning, including outside the classroom, is vital to personalising learning and raising standards.

Nothing demonstrates this mutual reinforcement better than Study Support. Voluntarily engaging in activities which interest them has a profound effect on young people, particularly the disengaged or marginalised. Parents benefit from increased confidence and self-esteem in their children. And teachers and other school staff frequently comment on the difference which participation in Study Support can make. By engaging young people in activities which may be far from academic, in ways that they enjoy, and in environments in which they feel safe and supported, Study Support raises their motivation, their self esteem and ultimately, their attainment.

It is excellent news that the benefits of participation in Study Support are increasingly widely recognised. There has been an enormous increase in the amount and variety of Study Support opportunities offered to children and young people across the nation since the publication of the original “Extending Opportunity” framework in 1998. But – given its proven benefit and popularity – we want to see more.

That is why we have put Study Support centre stage in the core offer for schools providing extended services. In supporting every school, by 2010, to offer these services, we will ensure that all children have access to Study Support activities such as homework clubs, sports, music tuition, dance and drama, arts and crafts, chess or karate, visits to museums and galleries, or learning a foreign or community language.

This new Framework sets out clearly the place of Study Support in the wider education agenda, and provides all those involved, whether at Local Authority, school or community level, practical advice and guidance on setting up and sustaining programmes. I hope that it will help to reinforce the importance of Study Support for all who are passionate about improving young people’s life chances and their enjoyment of learning.

A handwritten signature in black ink that reads "Alan Johnson". The signature is written in a cursive style with a large, stylized initial 'A'.

INTRODUCTION

What is study support?

“Study Support is learning activity outside normal lessons which young people take part in voluntarily. Study Support is, accordingly, an inclusive term, embracing many activities – with many names and guises. Its purpose is to improve young people’s motivation, build their self-esteem and help them become more effective learners. Above all it aims to raise achievement.”

Extending opportunity: a national framework for Study Support (DfEE, 1998)

- i. This definition remains as clear and valid as when it was first drafted. It emphasises the voluntary nature of the activities and that these take place outside normal lessons but not necessarily outside the school day. It also focuses attention on the young person’s learning while recognising the social and emotional underpinnings of effective learning.

When can Study Support activities take place?

- before school, break-times, lunchtime, after school
- in the evenings, weekends, school holidays
- sessions of Study Support within a re-organised timetable
- at one-off events such as local and national performances and celebrations

What forms do Study Support activities take?

- sporting and physical activity of all kinds (including the unusual)
- outdoor, adventurous and environmental activities
- programmes which extend the curriculum
- creative and performing arts of all types
- craft and technology, including ICT
- homework clubs and open access to libraries and learning resource centres
- booster and revision sessions linked to subjects of the curriculum and cross curricular themes
- hobby activities and games clubs
- community service, many kinds of volunteering
- peer education and mentoring
- theme-based summer schools
- breakfast clubs
- supplementary schools

All can happen on school premises or elsewhere, for example in libraries, museums and sports clubs or youth centres

- ii. **Study Support** continues to be the government's preferred term for this **wide ranging set of activities** because of the positive tone of the words **study** and **support**. We recognise that some local authorities use the term 'out of school hours learning' or a similar phrase. Many schools, when promoting activities to their students, use a name thought up by students themselves, such as Active8.
- iii. Many Study Support activities are open to all without restriction; others cater for the needs of certain individuals or groups, for example 'transition' summer schools between years 6 and 7, Gifted and Talented summer schools, Key Stage 3 clubs or Computer Clubs for Girls. Certain activities are very specifically targeted, such as clubs which teach anger management techniques or catch-up classes for students underperforming on GCSE courses. However, the targeting and the consequent 'marketing' should not detract from the essentially voluntary nature of Study Support.
- iv. Study Support is also provided by Supplementary, Complementary and Mother Tongue Schools. These schools normally operate outside of normal school hours, typically at weekends, evenings or during school holidays. They are community inspired education initiatives, usually set up by communities in response to perceived needs by parents, or other members of the local community. This support can include help with mainstream curriculum learning, home language teaching, cultural and religious instruction, family based learning, sports and other activities helpful to the community.
- v. Some Study Support activities take the form of 'drop-in' clubs, which young people attend as and when they choose. Other types, for example instrumental tuition, additional foreign languages or courses leading to some form of certification, involve a sequence of learning or of activity, and in these cases, whilst maintaining the voluntary nature, there has to be some formal commitment.



What attracts young people to attend Study Support activities?

- vi. The main attractions of Study Support activities are that attendance is **voluntary** and consequently they have a **distinct ethos**. Activities offer enjoyment, excitement and novelty, with opportunities to develop new interests or simply 'something to do' with old and new friends. Those who participate develop a sense of achievement, success and pride in what they are doing; they feel empowered with a sense of belonging to something in which they feel ownership. The diagram on page 45 summarises the potential benefits of participation in Study Support for young people, parents/carers, schools and the wider community.

What evidence do we have for the impact of Study Support?

vii. A national evaluation¹ by the University of Strathclyde and The Prince's Trust tracked 10,000 Key Stage 3 and 4 pupils in 53 inner city schools over three years. It showed that pupils participating in Study Support activities, compared with similar pupils who did not participate, attained, as an average improvement across the whole sample, three and half grades more across all their GCSE results or one more A*-C grade, in their best 5 results. Participating pupils also acquired more positive attitudes to learning and better school attendance. The more each pupil participated, the greater the effect. There was also a cross-over effect: activities designed to improve attainment impacted on attitudes and attendance, and vice versa. All groups of pupils benefited, but those on free school meals and from minority ethnic communities benefited slightly more.

viii. A series of studies undertaken by the National Foundation for Educational Research² into the effectiveness of the Playing for Success Study Support centres found a range of benefits for pupils regardless of their gender, ethnicity, deprivation or fluency in English. Pupils' ICT skills improved significantly during their time at the centres, and pupils made substantial and significant progress in numeracy. On average, primary pupils improved their numeracy scores by about 17 months and secondary pupils by about 24 months. Secondary pupils' reading comprehension improved by 8 months. Pupils' attitudes showed evidence of significant improvement in several respects, notably changes in attitudes, self-image and independent study skills.



viii. Evaluations using a similar research model have also been carried out by a number of local authorities, including Tower Hamlets and Durham, and a number of schools have developed their own systems for tracking pupils' participation in Study Support activities and linking this to measures of attainment. In each case there have been similar findings: young people who participate in Study Support activities achieve better examination results than would have been predicted, and outperform similar students who do not participate in Study Support.

¹ *The Impact of Study Support, DfES 2001*

² *Playing for Success, DfES 2002, 2004*

STUDY SUPPORT MAKES A DIFFERENCE

**John MacBeath,
Professor of Educational Leadership, University of Cambridge.**

We are still only on the foothills of our understanding of learning. So wrote the Harvard scholar David Perkins a number of years ago. Yet our understanding grows apace and the more we open up to new ideas the greater the challenge to longstanding myths about intelligence, ability and potential. We discover we have vastly underestimated the outer limits of human potential, constrained only by our own imagination and the structures we have invented to contain children's learning.

With the benefits of new technologies we can now gain privileged access into the first stirrings of the learning brain. We can witness the intricate formation of thinking cells months before a child enters the world and begins the precarious journey to childhood and adolescence. The success of that journey relies on what the Canadian researcher, Peter Coleman, calls 'the power of three' - parents, teachers and children, each making their own contribution to creating intelligence, each playing a part in fostering a desire to learn, in and out of school.

Learning is a social activity, shaped and reshaped by interaction with parents and teachers but also very powerfully by peers. Learning is deeply affected by time and place. Learning is situated and context-sensitive. It has three elements - thinking, feeling and doing, which are inseparable and dynamic in their interplay. But we only begin to truly understand these mysteries when there are opportunities to observe learning close up in differing social settings, informal as well as formal, relaxed and spontaneous as well as structured and directed. This is one of the reasons why Study Support is such a significant complement to classroom learning. There, relieved of the pressures, pace and urgency of the classroom, teachers (and other staff) and pupils can find a space to personalise learning in new and meaningful ways.

Personalised learning is not something that can be 'done' by teachers to pupils. Rather it arises when pupils themselves take charge of their own goals and progress, together with a heightened awareness of their own learning styles and preferences. When young people enjoy a range of opportunities to test themselves, to explore their talents and cultivate new interests, they come to a deeper appreciation of how learning works, what can inhibit it and in what ways it can nourish self belief. When there are rich extended sites for learning, young people grasp that the purpose of school is not to provide an education but to stimulate a thirst for learning, and to give it life beyond the school gate.

Well, that is the theory. And for many children and families that is the way things play out in practice. School discipline and the disciplines of knowledge form a natural alliance with what has gone before, and for children fortunate enough to arrive at the school gate with a strong social capital, the challenges of schooling are negotiated with relative ease. Learning is then enjoyable and stimulating and success builds on success. There are many children, however, who struggle to make sense of this new symbolic world of numbers, letters and elaborated language, who fail to find meaning in subjects too far removed from their prior experience. So, as they fall further behind their peers, they learn to live with failure, and school life becomes the attrition of self confidence and self esteem. Learning which was so natural and vital in the early years has become a chore rather than a deeply human impulse.

'The system'- education, social and health services – has, for as long as schools have existed, failed many young people, closing doors in mid afternoon, weekends and holidays. While there is little evidence to show that more days of school or longer hours in classrooms would be the answer, there is evidence to show that achievement is raised and self esteem enhanced when there are opportunities to learn beyond the school day and outside the classroom.

The longitudinal research into Study Support³ between 1997 and 2000 found evidence of significant effects on attendance, achievement, and attitudes. Whether through homework clubs, special interest groups, hobbies or sports, regular participation in Study Support proved to have a beneficial effect on all three 'A's. More individual focus on Maths, for example, could increase attainment, but it was less obvious at first sight why joining a chess club or starting up a rock group could also raise Maths attainment. The answer is that what pupils achieve in school is powerfully mediated by engagement and attitude. When there are opportunities to develop new interests, to become good at something, to connect socially with peers and adults, self efficacy, hope and aspiration are enhanced. Hope, neuroscientists tell us, fires neurons in the brain. With a renewed self belief we begin to realise some of our hidden potential. We become more intelligent and the myths of 'not being good at' or 'too hard subjects' are exposed by a sense of the possible.

These are bold, and perhaps extravagant, claims for Study Support. Of course attendance outside of school hours comes with no guarantee. And, as the research shows, effects differ widely and some forms of provision are much more successful than others. Those forms of Study Support that prove most successful pay attention to the physical, social and task environments to produce congenial and stimulating places in which to learn with friends. So in a climate where learning takes precedence over teaching and pressures of discipline are replaced, the rewards of collegiality and new modes of relating to teachers and other staff are formed.

Convivial sites for learning extend beyond school premises, to libraries, community centres, outdoor centres and learning spaces without walls. Study Support may seem an incongruous term to apply to community projects, visits to art galleries, adventures and field trips but these can all be profoundly important learning opportunities when invested with forethought as to purpose and to the scaffolding of activities. Residential weekends, summer schools and camps, the range of opportunities offered by Summer University and the University of the First Age all exemplify the potential compass of out-of-school learning and what it can achieve, not only for the most disadvantaged of children but for all children.

These and other features of the best in Study Support are spelt out more fully in the Study Support Code of Practice⁴, an essential guide to monitoring and evaluating provision and participation. However, as with good schools and good teachers, there is no simple checklist, no individual items that can be simply ticked and no prescription that can be easily implemented, because effective Study Support is bigger than the sum of these parts. It is based on, and shot through with, values – about learning, about personal growth, about innovation and accountability. And above all it reconnects and feeds into day-to-day provision in classroom and school.

Those who work with pupils in normal lesson time understand what it means to grow up in an increasingly materialistic, hedonistic and sometimes threatening, society. But they also see it as a society rich in opportunity. It is a society in which we believe that every child matters, but recognise that fulfilling that promise requires imagination, boundary crossing and new forms of collaboration. Working together to extend opportunities for learning and growth is an urgent priority for government, for educators and for all services to children and families. That is why this document is welcome, timely and important.

³ *The Impact of Study Support, DfES 2001*

⁴ *Study Support Code of Practice, DfES 2004*

STUDY SUPPORT AND GOVERNMENT POLICY FOR CHILDREN AND YOUNG PEOPLE

Every Child Matters

1.1 Study Support is firmly aligned with the five outcomes for children and young people specified in *Every Child Matters: Change for Children*⁵. These outcomes are based on what children and young people themselves identified as important to them and their future:

Be Healthy: Stay Safe: Enjoy & Achieve:

Make a Positive Contribution: Achieve Economic Well-Being

1.2 Study Support activities contribute to the successful achievement of these five outcomes, by improving children's and young people's social skills, emotional well-being, attitudes to learning, attendance at school and overall attainment. Those who experience success during a Study Support activity are more likely to attend other activities and to develop the habit of choosing to learn. Study Support programmes also provide opportunities for parents/carers and young people to influence the provision offered. Departments of Children's Services will have greater flexibility to work with new and different providers, including partnerships with parents/carers, employers, volunteers and voluntary organisations to offer a broad and rich curriculum (including Study Support), with more choice, to maximise the life chances of children, young people and adults.⁶

1.3 Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership teams should therefore engage with the community, within and outside the school, in order to secure equity and entitlement. They should be aware that school improvement and community development are interdependent and that they share responsibility for leadership of the wider educational system.

The most recent Head Teacher Standards⁷

identify 'Strengthening Community' as one of the six key areas of a head teacher's role and emphasise the importance of connecting pupils' learning with the wider community and providing a range of opportunities for young people.

Study Support provides schools with a means of achieving this.



Children Act 2004

1.4 This provides the legislative foundation for radical changes in the whole system of Children's Services including a shift from **intervention to prevention**, and for services working more effectively together with a revised inspection regime for schools and local authorities. The Act sets out a duty to co-operate and a leadership role for local authorities to bring together local partners through children's trust arrangements.

⁵ *Every Child Matters Change For Children 2004*, DfES 1110-2004

⁶ *Five year strategy for children and learners: 'Putting people at the heart of public services.'* DfES 2004

⁷ *National Standards for Headteachers'* DfES 2004

- 1.5 Programmes of Study Support activities are an effective means for partners to collaborate to achieve the five outcomes of Every Child Matters. Heads of Service and others should be clear about the contribution that Study Support makes to the delivery of a wide range of different priorities - for example health and educational achievement. Study Support should therefore be included in policy and service delivery plans. Evidence of the impact of Study Support, together with associated judgements, may then be used in the Annual Performance Assessment and the triennial Joint Area Review.

Personalised Learning

- 1.6 Personalised Learning means a tailored education for every child and young person, that gives them strength in the basics, stretches their aspirations, and builds their life chances.⁸ It is key to tackling the persistent achievement gaps between different social and ethnic groups. Vital to personalised learning is a rich and exciting range of opportunities and activities, beyond the school day, that will allow children and young people to follow their interests, broaden their horizons, remove barriers to learning and motivate them to greater achievements, enabling them to take greater responsibility for their own learning and development.
- 1.7 Study Support programmes provided by schools and other organisations will be an essential component of personalised learning. These will include, amongst other things:
- extra small group or one-to-one tuition for those that need it, in addition to excellent whole class teaching, as an integrated part of the child's learning;
 - opportunities for all children to get extra support and tuition in subjects and activities they are interested in, as well as access to a range of opportunities beyond the school day, including weekend and holiday courses and online learning;
 - a rich, flexible and accessible curriculum inside and outside the classroom, and for older pupils, one that allows them to mix academic and vocational learning;
 - innovative use of ICT, both in the classroom and linking the classroom and home.

“Legal Eagles” University of the First Age (UFA) Summer School Birmingham 2005

A local firm of solicitors, Wragges and Co, hosted a weeklong summer school for secondary students, and involved their legal trainees in the process. The students were challenged to become the legal team for a pop band negotiating for their clients with a major record company. This is a good example of personalised learning, because the students used a theme that they enjoyed to understand the learning process and to learn in a real context, whilst reviewing and assessing their own learning every day. It involved a very strong partnership beyond the school to enrich the students' experience of life and learning, enabling the young people to make decisions about their interests and careers. Everyone involved enjoyed the summer school and felt they had developed positive skills and dispositions that they could use in other areas of their life. The Chair of the Birmingham Chamber of Commerce regarded it as one of the most innovative business-education collaborations he had seen.

⁸ *Higher Standards, Better Schools for All: More Choice for Parents and Pupils' DfES 2005*

Extended Schools⁹

- 1.8 Local authorities and their partners in children's trusts together have the responsibility to ensure the delivery of the five Every Child Matters outcomes. In this context, the Government intends that by 2010 all schools should become extended schools, offering access to a core of five extended services, designed to enrich and support the experience of children and young people, and remove any barriers to their achievement. Schools may choose to provide these services themselves, but are more likely to offer them through clustering arrangements, using the expertise of third party providers from the private, voluntary and community sectors. The extended schools core offer comprises:
- a varied menu of activities, principally **Study Support**, including holiday provision
 - year-round, 8am-6pm childcare
 - parenting support, including family learning
 - swift and easy referral to a wide range of specialist support services
 - community access, including adult learning
- 1.9 Many schools already offer parts of the core offer and those with well developed Study Support programmes are already well on the way to providing a "varied menu of activities".
- 1.10 Both Study Support and childcare are important and related aspects of the extended schools core offer. It is important that children and young people attending childcare have access to the full range of Study Support opportunities that are available to their peers. The guiding principles are choice and flexibility in, and affordability of, high quality provision. (See also paragraphs 2.23 to 2.26).¹⁰
- 1.11 Sure Start Children's Centres¹¹ for children under 5 years and their families will offer well coordinated integrated services and information, including support from multi-disciplinary teams of professionals. Children's Centres will want to consider offering opportunities for older siblings to attend Study Support activities or childcare provision in the local area.



Sport

- 1.12 Our long-term ambition is to offer children 4 hours of sport a week by 2010. This will be made up of 2 hours of PE and 2 hours of sport beyond the school day. Study support will of course have an important role in this. The PE, School Sport and Club Links (PESSCL) strategy provides the framework for developing sports activity programmes both during and outside normal curriculum time. The substantial funding available through this strategy and the support from School Sport Partnerships will enable all schools, primary, secondary and special, to include a lot of sports within their Study Support programmes.

⁹ A Prospectus 'Extended Schools: Access to Opportunities and Services for all' DfES 2005

¹⁰ Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations, DfES 2006

¹¹ A ten year strategy for childcare: 'Choice for parents, the best start for children.' DfES 2004

1.13 Participation in sport contributes not only to the health and fitness of our young people but also to their wider learning and achievement, through its effects on their attitudes, motivation, attendance at school and readiness to learn.



Youth Matters¹²

1.14 The key proposals require children's trusts, local authorities and the voluntary sector to work together to provide for young people 'something to do, somewhere to go and someone to talk to'. The emphasis is on the need to embed the place of and the voice of young people in local structures, and covers proposals to improve the provision of information, advice and guidance, and to implement further the Russell Commission proposals.¹³

Additionally, children's trust partners will want to work with schools and a range of other providers to maximise the potential of existing Study Support

programmes and to support the continued development of these programmes as part of the extended schools core offer. National standards will set out the activities that all young people would benefit from accessing in their free time, for example:

- access to two hours per week of sporting activity;
- access to two hours per week of other constructive activities in clubs, youth groups or classes;
- opportunities to contribute to their communities through volunteering;
- a wide range of other recreational, cultural, sporting and enriching experiences; and
- a range of safe and enjoyable places in which to spend time.

1.15 The Youth Opportunities Fund and the Youth Capital Fund will enable young people to make collective decisions about spending priorities for constructive activities in their local area, and young people will be able to access a well coordinated range of activities, available via school, youth services or others.

Education Outside the Classroom

1.16 In January 2005, the Education and Skills Select Committee recommended the publication of a Manifesto for Education Outside the Classroom. The main aim of the Manifesto is to provide all children and young people with a variety of high quality learning experiences outside a classroom environment, for example, creating a school garden or visiting a museum or field study centre. The Manifesto will set out a shared vision for the development of education outside the classroom that schools, youth groups, local authorities and other providers will be encouraged to sign up to. It will include a set of key aims for practical action which stakeholders can pledge to support.

¹² *Youth Matters: Next Steps, DfES 2006*

¹³ *A National Framework for Youth Action and Engagement, Report of the Russell Commission, 2005*

The draft vision statement reads:

“We believe every child and young person should experience the world outside the classroom as an integral part of their learning and development, complementing learning in the classroom. High quality education outside the classroom can stimulate and inspire; foster independence; aid personal and social development; and can often motivate reluctant learners. These experiences should be stimulating, safely managed and enjoyable, and contribute to meeting the needs of every child.”

This embodies the whole ethos of Study Support, therefore those involved in developing Study Support programmes will want to take the Manifesto into consideration in their planning.

Healthy Schools Programme

1.17 The aims of the Healthy Schools Programme are:

- to support children and young people in developing healthy behaviours;
- to help to raise pupil achievement;
- to help to reduce health inequalities; and
- to help to promote social inclusion.

Every local authority in England is working in partnership with Primary Care Trusts to implement the Healthy Schools Programme, with a local coordinator and a team from both education and health to manage and deliver the programme. Schools frequently offer many aspects of the Healthy Schools programme through Study Support activities. In order to gain Healthy Schools Status, a school must demonstrate evidence across four key themes of Personal, Social and Health Education (including sex and relationships and drugs education), healthy eating, physical activity, and emotional health and wellbeing (including approaches to bullying). Much of this evidence will come from activities which pupils engage in as part of the school's Study Support programme.

Collegiate / Palentine School Sport Partnership, Blackpool.

Links have been made with the 'Healthy Schools' team within the LA and as a result the schools devised a swipe card system that rewards students for taking part in Study Support activities and for buying healthy food. The canteen computer system is linked to the PE computer so that points are automatically added. The points system challenges students and has increased the participation rates in sports based activities. The catering staff have also noted an increased awareness of healthy lifestyles and offer more types of healthy foods now.

Department for Culture, Media and Sport (DCMS) Strategies

1.18 The DCMS has in its policy frameworks an expectation that the sport and culture sectors will support children's and young people's learning with Study Support programmes. This is articulated in the Department's five year plan. Sectoral policies, such as the public library development strategy *“Framework*

*for the Future*¹⁴, which is delivered by the Museums, Libraries and Archives Council, see Study Support as part of a national offer which libraries should be developing for all young people. Currently over 65% of local authority libraries deliver Study Support programmes and over 97% engage children and young people in holiday activities, such as the Summer Reading Challenge. The DCMS has also promoted delivery of Study Support activities by museums, and this is embedded in many of the regional 'Renaissance in the Regions' education programmes. Arts Council England also sees Study Support as a central activity in its Strategy for Children and Young People. It is important that local authority plans for Study Support take account of the rich experiences available to young people through museums, libraries and galleries and elsewhere in the cultural services sector.

Community Regeneration and Cohesion

1.19 Study Support activities are an effective way of enabling children and young people to engage with and achieve positive outcomes across a range of issues, including Community Cohesion, Youth Offending, Crime Reduction, and Antisocial Behaviour

1.20 Many Local Strategic Partnerships have obtained funding, for example from the Neighbourhood Renewal Fund, Coalfield Regeneration Fund or European Social Fund, in order to assist them to achieve their targets. In many cases part of this money has been used to fund specific Study Support programmes, such as those focusing on raising the aspirations and motivation of young people in particular communities.



¹⁴ *Framework for the Future*, DCMS 2003

REVIEW QUESTIONS (1)

Study Support and Policy

Is the term 'Study Support' and its potential benefits for young people, schools, and the community understood throughout the authority, its schools and partners?

Do elected members directly concerned with children's services, senior managers, service delivery teams and schools share a common understanding?

Who leads on Study Support within the local authority, and to whom do they report? How is their role defined? What resources and support are available to them?

What steps have been taken to ensure that all relevant persons within the local authority, schools and partner organisations are aware of how appropriately designed Study Support programmes can effectively contribute to each of the five outcomes of Every Child Matters?

Is there a sound understanding of the role of Study Support within national and local strategies for raising achievement, tackling social exclusion and personalising learning?

(The Primary and Secondary National Strategies, PE and Sport, Healthy Schools, Gifted & Talented, Behaviour Improvement, Ethnic Minority Achievement, Excellence in Cities / Excellence Clusters, Neighbourhood Renewal, Children's Fund and perhaps most importantly, Extended Schools strategy)

Are senior decision-makers aware of the current state of development of Study Support activities for children and young people in the local authority and of priorities for further development?





2

STUDY SUPPORT AND THE STRATEGIC ROLE OF THE LOCAL AUTHORITIES

THE CORE TASKS OF THE LOCAL AUTHORITY

- 2.1 Since 1998 the government has provided funding for schools and local authorities to develop Study Support programmes. Assisted by organisations such as ContinYou, Quality in Study Support and the University of the First Age, local authorities have been providing guidance and other support. This has resulted in a major expansion of Study Support opportunities for young people and much innovative and exciting practice. We now have clear indications of how strategic planning and coordination of Study Support across a local authority can produce significant improvement in school standards and in a wide range of outcomes for children and young people. The challenge now facing schools and departments of children's services is to implement these findings.
- 2.2 Three core tasks have to be carried out by local authorities if Study Support is to be effective. These are:
- articulating a clear vision for Study Support within the overall plans for services for children and young people;
 - identifying common objectives, connecting strategies - including commissioning projects and programmes, and building effective collaborative teams;
 - supporting and challenging schools and other providers of Study Support to deliver a wider range of high quality learning opportunities, to more children and young people, more often.



Study Support and the Children and Young People's Plan (CYPP)

- 2.3 A senior officer in Children's Services must hold responsibility for developing a strategic vision for high quality Study Support programmes as part of the CYPP planning process and, where possible, facilitate partnerships with voluntary sector and community based providers. Heads of other services, such as Children's and Young People's Library Services, should be engaged in the planning of the strategic development of local provision. A record of interested and potential partners should be maintained centrally for schools to use.

Locating the responsibility for Study Support within local authority structures

- 2.4 The purpose of Study Support is to develop young people's competence as self motivated and independent learners, thereby raising their achievement. When students enjoy it, and attend in numbers, Study Support becomes a means of increasing school effectiveness. Students' opportunities to participate will

mostly, but not exclusively, arise within the menu of activities provided through schools offering extended services. If the authority is to provide a strategic lead for Study Support, the responsibility will need to be located at an appropriately senior level and suitably connected both to school improvement and to extended services. By its nature, Study Support crosses boundaries; wherever the responsibility is located, the post holder will be involved in establishing effective collaboration with the teams responsible for school effectiveness, extended services, childcare, family learning, inclusion, behaviour improvement and youth work. Libraries and cultural services, sports and leisure services and education business partnerships are also likely to be involved.

- 2.5 During a time of change, authorities will want to ensure that there is adequate capacity to carry out these key functions. A retained element of the Standards Fund (School Development Grant) can be used to support local authority coordination. A team with the capacity to provide proper support and challenge to schools and other providers will be key to ensuring that high quality Study Support programmes are offered, and that schools are capitalising on the benefits of these in their mainstream curriculum. An authority's 'extended schools' team, including the Extended Schools Remodelling Advisors and Consultants (ESRA and ESRCs) will also play an important part in providing this support to schools. Some schools will need more support than others to ensure that they take a whole school strategic approach and incorporate Study Support into their School Improvement Plan and demonstrate the difference it has made in their Self Evaluation Form (SEF). A number of authorities have a small team of staff with special responsibility for development and strategic coordination of Study Support who collaborate with those staff that support clusters of schools in the delivery of extended services including Study Support activities. When arrangements are working effectively local authorities are able to:
- coordinate strategies and services;
 - develop and manage authority wide services and programmes;
 - provide advice and guidance to schools and other providers;
 - implement quality assurance procedures;
 - develop sources of funding and arrangements for staff development.

The Study Support team in Durham County Council

Study Support has been placed high on the school improvement agenda, and is included in the county's Single Education Plan under 'Climate for Learning', with links through to other areas of education development work. The Study Support team, comprising five officers plus two Advanced Skills Teachers, is located within the Education Development Service. The team's activities include countywide summer schools and revision conferences, developing the University of the First Age in 33 secondary schools, providing quality assurance through the Quality in Study Support (QiSS) Recognition Scheme and developing a Playing for Success programme.

Study Support and Strategic Planning in the London Borough of Newham

Study Support has for several years been a key focus in Newham in helping young people to enjoy and achieve their learning potential. It is strategically managed through Learning Community Services, part of the wider extended services section of Lifelong Learning, within the council's Children and Young People's directorate. This enables close partnership within the council's Extended Schools Services and with the School Improvement section, to help raise achievement and learning standards. Partnerships outside of the council are also used to ensure high quality provision. The value young people place on Study Support programmes is demonstrated by high levels of participation, exemplary behaviour and first-rate attitudes to learning. Feedback from young people suggests that by attending Learning Community Projects such as summer or holiday schools, Saturday schools, or one of the two Playing for Success centres, young people are able to express their views with more confidence as well as being able to listen to the opinions of others. The Quality in Study Support (QiSS) and Quality in Extended Schools (QES) quality assurance frameworks form an important part of the Study Support strategy.

STUDY SUPPORT UNDERPINS STRATEGIES TO RAISE ACHIEVEMENT

Common elements in Study Support programmes

2.6 Collaboration between different parts of a local authority's services for children comes more readily when it is recognised that the aims of Study Support can usefully be divided into three broad types which can apply, albeit in different ways, at each phase of education:

- **Removing obstacles and developing readiness for learning.** This might include, for example, singing and art clubs to reinforce the social and motor skills necessary for learning in early years, Year 6 to Year 7 transition summer schools, lunchtime English classes for refugee children, and residential adventure programmes to motivate adolescents
- **Increasing competence in learning.** This might be achieved, for example, through homework and coursework catch up clubs, sessions promoting thinking skills, creative problem solving and 'learning to learn', and fun activities linked to curricular objectives such as writing film reviews for the school newspaper as practice in extended writing.
- **Broadening and deepening success in learning.** These are the activities often referred to as enrichment and extension. They will include sports and creative activities with their performance aspects, community service and citizenship activities, and opportunities to study additional subjects such as archaeology.



These divisions are fluid, and successful Study Support programmes will contain elements of each. Most importantly, whatever is offered must be enjoyable, attract

young people to attend voluntarily, and develop their sense of ownership of the activities.

- 2.7 Study Support can be particularly beneficial in raising the achievement of groups of students who have been recognised as *underachieving at school*. The major longitudinal study¹⁵ found that the benefits from participation in Study Support - increased attainment, improved attitudes to school, better school attendance - applied particularly to students on free school meals and those from black and other minority ethnic backgrounds.

Rotherham Metropolitan Borough

Rotherham's strategy has focused on improving motivation and attainment for underachieving and vulnerable groups. Lunchtime reading clubs focussing on raising attainment for British Asian young people have improved reading skills and confidence within the classroom. The menu of activities to support underachievers also includes Transition Summer Schools, UFA Challenge Clubs and Playing for Success.

Higher Standards, Better Schools for all¹⁶.

- 2.8 This policy document sets out three means of continuing the drive to raise standards:

- personalised learning to tailor teaching and assessment around the needs of each child so that no child falls behind and no child is held back from achieving his or her potential;
- giving parents greater choice and active engagement in their child's learning and in how schools are run;
- empowering schools and teachers to respond to local and parental demands, injecting dynamism and innovation into how schools operate.

A broad and stimulating programme of Study Support activities is essential to the first of these and can provide pupils and their parents with greater choice. Parents who participate in, for example, family learning activities with their children learn how to support their children's progress through school. Others who are able to assist in the running of, or lead, Study Support activities gain a deeper understanding of learning and a commitment to supporting the development of the school. Study Support therefore provides a ready route to engage parents and others in supporting innovations in learning and the wider role of schools.

Excellence and Enjoyment: a strategy for primary schools¹⁷

- 2.9 The strategy for primary schools affirms a central place for Study Support activities in raising achievement at primary level. Common examples are raising attainment in literacy through reading clubs or reading buddy schemes, developing memory and motor skills through sport, and developing memory and thinking skills through playing board games. Outdoor, creative, subject-based, and other activities will also contribute to a 'broad and rich curriculum'. Engaging parents to learn alongside their children can broaden social experiences and increase tolerance of other viewpoints (including different cultures), and family learning enables parents to work at their own skills better to help their children.

¹⁵ *The Impact of Study Support, DfES 2001*

¹⁶ *'Higher Standards, Better Schools for All-More Choice for Parents and Pupils' DfES 2005*

¹⁷ *Excellence and Enjoyment, A Strategy for Primary Schools, DfES 2003*

A New Specialist System: Transforming Secondary Education¹⁸

2.10 This document reaffirms the place of Study Support in helping to raise achievement at secondary level. “By 2006, we want all schools to be providing some Study Support, be it breakfast clubs, after-school clubs, homework clubs, summer schools...with more Playing for Success centres...” The Secondary National Strategy for School Improvement is designed to help schools to address the learning needs of 11-16 year olds. The strategy supports personalised learning by promoting an approach in which careful attention is paid to pupils' individual learning styles, motivations and needs, and support beyond the classroom.

2.11 This continues the policy drive to introduce more choice for 14 to 19 year olds. Over the next ten years they will be offered greater choice in the courses, subjects and qualifications they take, making it easier to gain the basic skills needed for life and work. New specialised diplomas will offer more opportunities for practical learning alongside GCSEs and A levels. Study Support will be part of the offer of ‘wider activities’ which are intended to be innovative and exploratory learning experiences leading to the development of independent learning skills, increased motivation, greater participation and better awareness of how one learns best – individually, in a group, in wider society.



Gifted and Talented Students

2.12 Programmes for *Gifted and Talented* students have always made extensive use of voluntary activities taking place outside normal curriculum time. These activities should be recognised by local authority officers or coordinators in schools as part of Study Support provision so that opportunities for sharing resources, good practices and expanding provision are maximised.

Northamptonshire County Council

Twenty gifted & talented Year 10 students from each of the Kettering secondary schools were invited to participate in a day conference which involved an MEP, civic leaders and leading local export businesses. The day entailed a mix of speakers, activities, quizzes and workshops. Students were put into groups and invited to make either a ‘for’ or ‘against’ presentation on a predetermined theme. After the debates, a video conference was held with the members of the European Commission. As well as providing extension activities for the participants, the project also contributed to embedding the European Dimension in the citizenship curriculum.

¹⁸ A New Specialist System, Transforming Secondary Education, DfES 2003

¹⁹ 14-19 Education and Skills White Paper DfES 2005; 14-19 Implementation Plan, DfES 2005

STUDY SUPPORT AND STRATEGIES TO PROMOTE INCLUSION

2.13 The government has made the elimination of social and educational exclusion a cornerstone of its educational, social and employment policies.

Special schools

2.14 Study Support opportunities should be made equally available to children and young people with special educational needs. Supportive local authority policies and practices can be particularly helpful for pupils who are attending special schools for whom complicated transport arrangements may make the provision of activities before and after school difficult to arrange. Some special schools have created imaginative solutions such as shortening the timetable on one day of the week and offering a range of sports, artistic and hobby clubs. Others focus activities on weekends and holiday time. The involvement of special schools in clusters for the delivery of extended services presents opportunities for collaboration with mainstream schools. For example, students from secondary schools have acted as coaches, helpers and instructors for clubs and activities in special schools to the benefit of both sets of students.



Improving behaviour and attendance

2.15 Study Support activities can foster development of students' social and emotional skills, provide opportunities for citizenship education, and so can make an impact in each of the main areas of concern during the years of compulsory schooling: disaffection at school, truancy, exclusion from school and youth crime. Appropriately chosen and targeted Study Support activities can:

- help meet the needs of pupils with emotional or behavioural problems;
- help to reduce truancy, strengthen inclusion and raise attainment of the 'hardest to reach' – some students truant because of the persistent experience of failure;
- re-engage learners by developing a more diverse and enjoyable curriculum;
- re-integrate excluded pupils by offering an innovative way to extend curriculum learning, or offer revision to help catch up.

Looked After Children

2.16 Imaginative work has been done by a number of local authorities on how Study Support can raise the achievement of *looked after children*. For example, a partnership between the London Borough of Greenwich and the National Maritime Museum enabled a group of looked after children to attend a creative boat building event and provided the venue for the annual achievement awards for such children.

Nottinghamshire County Council

In Nottingham each looked after child is a member of a county wide virtual school (led by the Corporate Parent in the role of Headteacher) as well as the school they attend daily. As part of the CYPP, Social Services track the participation in Study Support activities through both school and community based activities. A multi-agency steering group meets regularly and Study Support features in meetings with young people and is recorded on Personal Education Plans. Young people are consulted at 'Chill Out' days when a range of activities are on offer and Social Services managers and the Youth Service Looked After Children co-ordinator have budgets to pay for activities and transport.

Study Support and youth work

- 2.17 Local authority youth services and others can provide activities which complement and support Study Support programmes. Cornwall Outdoors, part of the local authority's youth service, coordinates Study Support and runs the Playing for Success centres in the county. Students have an entitlement to a range of developmental activities which go beyond simply making youth centres or specialist premises and activities available, and these are delivered in partnership with the education service.
- 2.18 Youth work is educationally based, and its approaches to informal work with young people have much to recommend them. Therefore, aspects of youth work training will be valuable in training volunteers and other providers of Study Support programmes. Shropshire Youth Service works closely with the local high schools to run transition programmes for young people in Year 10 and anger management courses. Its youth workers provide the specialist expertise to PSHE classes in schools and provide better training in peer education and mentoring as part of Study Support programmes.

Inter-agency Partnerships

- 2.19 Study Support activities, especially when commissioned by inter-agency partnerships, offer flexibility and can contribute to a range of other local authority targets, including social cohesion, youth inclusion, health and mental health promotion, diversity, community safety and crime reduction.
- 2.20 Local Strategic Partnership (LSPs) provide an opportunity to develop work that supports the target delivery of a range of different sectors while meeting the needs of different people – young and old - in the area. As Children's Services develop there will be a greater emphasis on joint planning and delivery in local areas to meet targets and achieve value for money when commissioning services.
- 2.21 There are already examples of how voluntary and community organisations are supporting the effective delivery of a range of different national and local strategies, many within the Study Support and wider extended schools context. It is important not to overlook or devalue the role other providers can play in developing as well as delivering effective programmes.

STUDY SUPPORT AND THE DEVELOPMENT OF EXTENDED SCHOOLS



2.22 In those local authorities where there is already a well developed strategic approach to Study Support, a significant foundation has been laid for the development of extended services in schools. In most schools the greatest part of what is offered to pupils as part of the 'wide and varied menu of activities' will be Study Support. Involvement of parents/carers, community groups and partner organisations in Study Support will have fostered the expertise in consultation and collaboration necessary for the development of other extended services.

2.23 Prior to the launch of the extended schools initiative, in many schools, Study Support programmes provided the impetus for activities for parents such as Dads and Lads clubs, and for community groups, such as Age Exchange groups. In planning the development of extended schools it will be important to build on the strengths of existing provision and to recognise parents' and children's and young people's expectations. Recruitment to family learning classes and particularly to parenting support activities is generally more effective when parents already know the enjoyment and the gains their children derive from Study Support activities.

Sandwell Metropolitan Borough Extended and Inclusive Learning Unit

Study Support has been well established in Sandwell since the mid 1990s. Study Support programmes have often led naturally into extended schools developments. For example, parents' initial involvement in their child's Study Support activities often leads to more formalised family learning. In this way, lessons learned from Study Support, such as the importance of measuring the impact on achievement, being responsive to needs, developing partnerships and giving the community a voice, are being reinforced within the development of extended activities and services. A quality assurance procedure, the Integrated Quality Framework (IQF) for extended services based on the Study Support Code of Practice, is supporting the work.



Extended Schools Cluster, Norfolk

Aylsham High School is a Business and Enterprise specialist school serving a large rural area of North Norfolk. The young people who attend the school either live in the local town or have to travel in from small villages on school buses as public transport is scarce. There is a strong sense of shared identity between the high school and its feeder primary schools. Development of Study Support in the high school is seen as an integral part of school improvement, and the importance of building a programme that is strongly influenced by students' views, interests and needs is recognised. As a result of vision, local commitment and active local authority support, a small Study Support programme has grown outwards from a single school into a diverse network of Study Support activities supporting the whole cluster and all based on the needs of the local community. Activities include a Saturday school, adult and family learning programme, parent support, and cluster-wide planning of childcare.

2.24 In addition to providing their own Study Support programme, secondary schools in particular will want to identify what other activities are available locally through the youth services, sport clubs or the community and voluntary sector. Community access to the specialist facilities of secondary schools can also be effectively linked to Study Support programmes.

Swadelands School in Kent, a Specialist Sports College and Training School, is open seven days a week and has a large number of lettings to adult sports clubs. As part of the conditions of letting, all sports clubs are encouraged to have a youth policy and to provide some level of coaching for young people. Subsidised hire fees through the school actively promote partnership working.

Study Support and Childcare

2.25 Study Support activities exist to raise achievement through voluntary participation in enjoyable, stimulating and different learning opportunities. Quality childcare provision will also offer an enjoyable and stimulating environment, but its purpose is different: to enable parents to work. Childcare places have to be available reliably and consistently throughout the year, whereas a school's Study Support activities, before or after school, may last for only a few weeks or be one-off events.

2.26 The arrangements for the funding of the two are different. Childcare cannot be funded from the school budget and must be charged for, but parents may be eligible to reclaim up to 80% of the cost through the childcare element of the Working Tax Credit. Study Support activities in schools can be funded by their main funding streams - the School Development Grant, School Standards Grant and the Delegated Schools Grant. Charges may be made, or contributions may be requested, for some specialist Study Support activities, though not for activities directly in support of the curriculum.²⁰ Information about planning, charging and ensuring the sustainability of programmes can be found in

²⁰ *Guide to the Law for School Governors DfES 2006*

‘Planning and Funding extended schools: A guide for schools, local authorities and their partner organisations’²¹

- 2.27 Both the strategic planning across an authority and the detailed arrangements made in school clusters will be strongly influenced by the local context and the needs of children, young people and parents. Where schools provide childcare on site they can successfully combine a chargeable childcare offer with a good programme of *free* Study Support. Whether childcare is provided by a third party or by the school there is nothing to stop arrangements being set up where children and young people can move between activities, perhaps delivered by different providers. An overall ‘package’ of childcare which includes Study Support activities will count as eligible for the childcare element of the Working Tax Credit. Not all activities that take place within periods of childcare will be Study Support, as children will need time for unstructured play, and for rest and recreation time including simply talking with friends or listening to music.
- 2.28 For older children and young people the distinction between childcare and Study Support activities becomes less apparent, and schools may be concerned about how to distinguish between, or link, childcare with Study Support. The solution will be to consider the purposes of the activities that children are engaged in rather than the time and place where activities are happening. Where there are clear educational outcomes it will be legitimate for schools to fund the activity.

Portsmouth City Council

In Portsmouth Study Support is promoted within childcare. The activities are also available to children who are not attending the childcare element, but wish to participate. In 2006-7 the Children’s University will run a summer holiday programme of events that will include childcare. Young people are involved in shaping how childcare for 11 to 14 year olds will be delivered. To ensure that the childcare quality standards are being maintained, a set of guidelines is being produced for all childcare providers in Portsmouth.

MAKING LINKS BETWEEN STRATEGIES

- 2.29 Every Child Matters is driving major changes in the organisation and delivery of all the services for children and young people. The Children and Young People’s Plan (CYPP), required of each local authority, provides the framework under which all these services are managed and developed. Heads of service and strategy managers should know where the development and delivery of Study Support activities is addressed in the CYPP and how their service already uses, and can further use, Study Support activities to achieve their outcomes. Heads of other local authority services, and business and the voluntary sector, also need to be aware of the implications of this plan for Study Support.

²¹ DfES 2006

2.30 Within the CYPP framework the development plans for individual services and strategies should be aligned so that Study Support activities can have the maximum effect. Sometimes the benefit will derive from the recognition that the same children and young people are being targeted by different agencies for related reasons, for example those children under-performing in literacy at the end of KS2 may include in their number many children at risk of engaging in criminal behaviour. A holiday project for young people in transition from Year 6 to 7 may address both needs simultaneously.

Rotherham Metropolitan Borough Summer Schools

The 2005 Summer School Programme provided 685 hours of activities, involved 634 young people from 28 schools, and was delivered in partnership with 21 organisations. Young people moving from Key Stage 2 to Key Stage 3 were targeted, and the different projects were designed to ease the anxieties of moving to a new school and make the transition easier. Opportunities were offered to become familiar with new surroundings and new people, and the young people were able to build relationships with other young people and adults through positive shared experiences in safe and stimulating environments. This also enabled the young people to develop a range of new skills, e.g. thinking skills, problem solving, planning and social skills, as well as improving their confidence to try new things and to work with new people.

2.31 A recognition of common objectives and linked target groups will encourage sharing of budgets and the establishment of joint programmes. The links between sports development programmes and healthy schools activities are a good example. Where collaboration between strategies and services is well established and the common objectives and methods become clear, joint training and joint appointments become appropriate methods of working.



2.32 In most areas schools are working in clusters to develop and deliver their extended services. This has the benefit of spreading the work and the cost of new services and allows schools to offer a greater diversity of opportunities. Those supporting the work of such clusters should be fully briefed on the range of benefits of Study Support activities and how they can foster activities across the cluster. They will be in a strong position to share good practice and resources for Study Support amongst schools.

2.33 Holidays and weekends offer additional opportunities to work with other providers from the public, private and voluntary sectors. As extended schools develop further there may be more opportunities for other providers to be commissioned to provide Study Support activities closer to home in a range of venues. This will be particularly helpful in rural areas as transport difficulties may make it hard to arrange joint activities before and after school.

2.34 A coordinated approach to planning also helps identify unmet needs and underdeveloped resources. The positive benefits of supplementary education have also been recognised in a number of government policy documents, including those relating to extended schools. The Qualifications and Curriculum Authority (QCA) has also officially recognised the positive contribution of supplementary education. (See also paragraph 3.23)

REVIEW QUESTIONS (2a)

Local authority strategic coordination.

Is there a comprehensive and recent audit of existing Study Support provision and potential providers? Have gaps and areas for development been identified and a development plan drawn up?

What are the arrangements for discussion, planning and implementation of joint working between the Study Support service and the LA strategy managers responsible for raising standards and school effectiveness?

(Primary National Strategy, Secondary National Strategy, 14-19 strategy, Gifted & Talented, Excellence in Cities, Academies, City Learning Centres, Playing for Success, PE School Sport and Club Links, School Sports Co-ordinator Partnerships, Healthy Schools, Behaviour Improvement, Ethnic Minority Achievement.)

What are the arrangements for discussion, planning and implementation of joint working between the Study Support service and LA strategy managers concerned with social inclusion?

Local Strategic Partnerships, Sure Start, Children's Centres, Children's Fund Partnership, Neighbourhood Renewal, Extended Services.)



What mechanisms exist for collaborating with local authority strategy managers concerned with Family Learning and Community Education?

What level of collaboration already exists with other services and partner organisations including Youth Offending Teams, Primary Care Trusts? What steps are being taken to extend this?

What area-wide Study Support provision exists?

(Designed and planned and run jointly with other LA services, including Libraries & Museums, Leisure Services, Family Learning, Youth Services and voluntary sector providers?)

SUPPORTING AND CHALLENGING SCHOOLS IN THEIR PROVISION OF STUDY SUPPORT OPPORTUNITIES

2.35 Local authorities will need to work directly with schools, individually and in clusters, to ensure that they are extending their students' learning opportunities in the most valuable ways. This will need to be done within the context of the New Relationship with Schools, recognising the autonomy that schools now have over budgets and the need to remove unnecessary bureaucratic obstacles. All those concerned with school effectiveness and improvement need to be able to advise and question schools about how they are using Study Support to raise achievement. School Improvement Partners will need to be able either to give such advice or to bring in a specialist Study Support adviser or development officer.

Advice and Guidance

2.36 Although the vast majority of schools are already providing Study Support activities for their students many will still find it helpful to receive advice on how such activities can underpin all strategies to raise achievement. They will also want to know how Study Support contributes to the five outcomes of Every Child Matters and fits in to the core offer of extended schools. Schools will also require more specific guidance on management, staffing and staff development, health and safety issues, funding, and quality assurance for Study Support. Signposting to specialist national organisations, websites and publications will need to be provided.

Centrally coordinated programmes

2.37 The government is committed to making the Playing for Success (PfS) initiative available to pupils in every local authority in England. This initiative is an example of a Study Support programme coordinated by the local authority in partnership with a professional sports club, with which schools can engage by targeting students to attend voluntarily after school. Such partnerships are difficult for schools working alone to arrange and sustain. Education Leeds has developed the PfS model and set up learning centres in venues such as Leeds-Bradford Airport, the White Rose Shopping Centre and Temple Newsam House, using the excitement of a novel venue to stimulate students' learning.

2.38 Many other local authorities have established summer university programmes which are offered to schools, or directly to young people. These frequently provide an effective means whereby initiatives such as Aim Higher can be integrated with school-based Study Support.

Challenge: participation and impact

2.39 Because students choose to attend Study Support activities voluntarily, high levels of participation in activities are a strong indication that the ethos of the school is one which values learning and student empowerment. Schools need to be helped to consider and analyse

- what activities they are providing and why;
- which students are participating, which are not participating and why;
- what difference participation is making to students' attainment, wider achievement and social and emotional development.

Such questions get to the heart of the school's approach to learning and to young people's involvement in managing their own learning. There will in addition be benefits to the school and to the wider community from a good Study Support programme. The Study Support Code of Practice provides a developmental framework to assist schools and other organisations in planning and self-evaluation, and many local authorities have established support networks to encourage use of the Code.

Sustaining Study Support programmes

2.40 Because by its nature Study Support contributes to a diverse set of outcomes, it will be sustained by resources from a variety of sources. Schools will be expected to use their delegated budgets including the School Development Grant and School Standards Grant to help meet the costs of providing Study Support activities, including those developed as part of the extended schools core offer of activities. In addition specific initiatives such as PESSCL will also be meeting the costs of specific types of Study Support activities. Schools and other organisations can also draw on a very wide range of other public funds, as well as private and charitable grants, to sustain activities, partnerships and collaborative arrangements.

2.41 Local authorities may continue to retain a proportion of the School Development Grant for central coordination of Study Support and for providing guidance, advice and support to schools and other organisations. Where Study Support is embedded as part of an authority's strategies to raise achievement, the sharing between services of staffing and other resources should be seen as routine.

2.42 Further advice on how to sustain extended services, including Study Support, is available at www.teachernet.gov.uk/extendedschools/. This includes advice on charging and enabling access by children from low income families.

Self evaluation and quality assurance

2.43 Most schools complete a Self Evaluation Form (SEF) before an Ofsted inspection. Schools may wish to offer an analysis of data about study support in Part A of the SEF or elsewhere. The use of the Study Support Code of

Practice, and the QiSS quality assurance scheme, supports this analysis and reflection. Other self evaluation tools, kitemarks or awards including Activemark/Sportsmark²², Artsmark, Healthy School Status²³, and Investors in People can also contribute to the effective review of the impact of Study Support activities.



²² The new sports kitemarks were introduced on 12th May 2006 and now reward delivery of national school sport strategy.

²³ Previously Healthy School Standard

James Rennie Special School, Cumbria

The school has a history of providing extra activities for pupils. Using the Study Support Code of Practice, and helped by an external Critical Friend, the coordinator began to formalise, plan and monitor the arrangements for Study Support. The evidence base enabled her to identify good practice and build upon it. The emphasis on self advocacy and the students' own self evaluation has enabled them to develop greater ownership of the school's direction and policy. The school now provides a range of clubs and activities for a group of youngsters who previously had few opportunities to socialise outside the school day. Many of the activities have an impact on learning and attainment; for example, the GCSE Drama Support Group and Summer School, the Reading Intervention Group and the Duke of Edinburgh Award Scheme. Following success in achieving QiSS Established Level, the portfolio of evidence was used to obtain funding for a new Youth Club and Drama Club.

2.44 The Integrated Quality Framework for Extended Schools has been developed by ContinYou and QiSS to support schools in developing high quality extended services provision, undertaking self review, and building an evidence base to demonstrate how they are achieving their targets.

REVIEW QUESTIONS (2b)

Support and challenge for schools.

How does the LA provide information, advice and guidance on external providers, health and safety, child protection?

What CPD opportunities for development and delivery of Study Support already exist? How is this coordinated and delivered? What gaps have been identified?

What is the level of collaboration with the LA's extended schools strategic and operational teams in supporting schools' planning and delivery of the Study Support part of the 8-6 core offer?

How are school leadership teams helped to embed Study Support in school improvement plans? How do advisers and School Improvement Partners ensure that schools consider the use and impact of Study Support in routine school self evaluation and incorporate findings appropriately into the SEF?

REVIEW QUESTIONS (2b) • continued

What steps are taken by the LA to facilitate networks and partnerships amongst schools and with others to extend the range of Study Support opportunities available to young people?

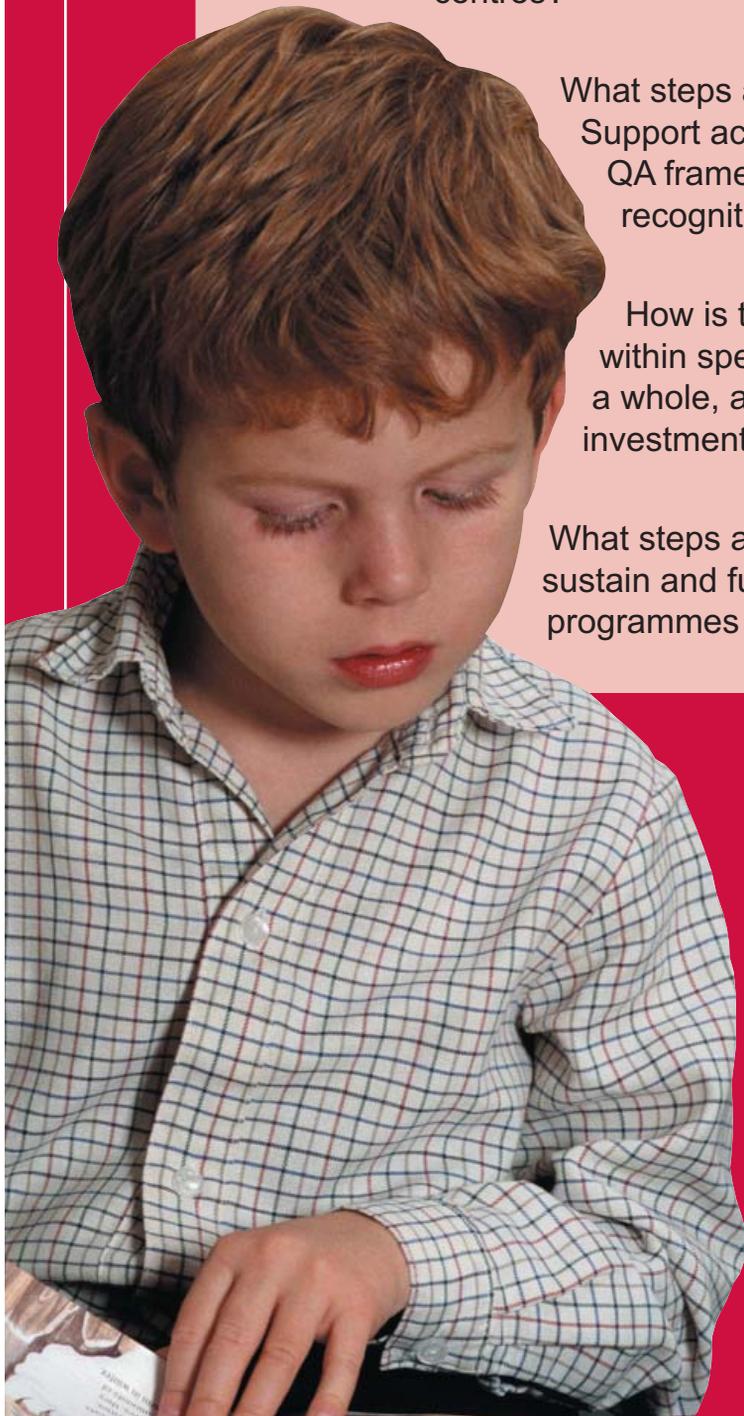
How is sound and innovative practice by schools and others identified and disseminated? Are there also mechanisms for celebrating successes and achievements?

Does the LA co-ordinate, commission or otherwise support area-based Study Support provision such as summer schools or Playing for Success centres?

What steps are taken to quality assure Study Support activities – does the LA have some kind of QA framework and is there some form of recognition of quality in Study Support?

How is the impact of Study Support evaluated within specific programmes/local areas/the LA as a whole, and are successes and 'return on investment' disseminated?

What steps are taken to assist schools and others to sustain and further develop Study Support programmes aligned to their SIP priorities?



3

STUDY SUPPORT DELIVERED BY A WIDE VARIETY OF PROVIDERS

3.1 Children and young people should have access to a wide range of opportunities, provided by both schools and by other organisations, on school sites and elsewhere. They benefit from learning in new contexts, from encountering excellence in sports and the arts and from experience of the world of work and other cultures and communities. Meeting and working with adults who are not teachers can be particularly motivating for some young people by providing different role models and offering alternative opportunities for them to see a purpose to learning.

SCHOOLS MAKING EFFECTIVE PROVISION

The place of Study Support in the life of the school.

3.2 Schools have always provided programmes of “extra-curricular activities”. There has however been increasing recognition, since the 1990s, that how the activities are offered, together with the events and celebrations, the rules and routines of every school, profoundly influence every child’s learning. In addition we now recognise the importance of learning that takes place in the 85% of the time a child spends outside of normal lessons. The table below outlines the journey that schools at the forefront of Study Support have made:

Paradigm	Study Support as a Project →	Study Support as a Programme →	Study Support as a Strategy
What is offered?	<ul style="list-style-type: none"> Optional “extra-curricular” activities Short term projects 	<ul style="list-style-type: none"> a wide and varied range of activities 	<ul style="list-style-type: none"> An entitlement to learning opportunities and developmental experiences
Who is learning through it?	<ul style="list-style-type: none"> Willing students Targeted under-achievers 	<ul style="list-style-type: none"> Most students, a lot of the time 	<ul style="list-style-type: none"> All students, most of the time Staff Parents The community
What is the purpose?	<ul style="list-style-type: none"> Enjoyment and enrichment To stretch the more able To help the under achieving to catch up 	<ul style="list-style-type: none"> To raise attainment significantly across the school and To broaden the options for achievement 	<ul style="list-style-type: none"> To continually improve learning and teaching across the school and To enhance the value given to education in the community
Links with the formal curriculum	Bolted on →	Built in →	Thoroughly embedded

Study Support and school improvement

3.3 Study Support is at the heart of school improvement. It is relevant to every child in every school because it has three broad overlapping purposes: **removing obstacles and developing readiness for learning, increasing competence at learning, and broadening and deepening success in learning**, each of which has raising students' achievement at its core. School governors and the senior leadership team will want to review how their Study Support programme is supporting the delivery of the national strategies and school improvement plan targets, and ensuring that the five outcomes of Every Child Matters are met. Effective Study Support activities often meet a number of different needs. For example a Kwik Cricket club in a primary school may develop the social skills, fitness and motor skills of Year 5 pupils, while at the same time developing communication skills and the values of citizenship amongst the secondary students helping to run it.

Easington School, Durham

Study Support in Easington School is used effectively as a tool for school improvement and raising standards. A senior member of staff coordinates delivery and maintains a system of close monitoring of student involvement. There is a comprehensive programme of activities as well as a "finely tuned" targeted programme of support for revision and coursework preparation. Each year group has dedicated time for the targeted programme which changes throughout the year depending upon need.

Involving students in Study Support

- 3.4 All children and young people can benefit from appropriate Study Support activities, and schools will want to ensure that all of their students can access a range of opportunities outside of the curriculum offer. However, this should not preclude schools from making informed decisions about targeting specific groups for specific purposes.
- 3.5 Children and young people want to be involved in planning activities, and, with appropriate training, can take responsibility for delivering some aspects of activities and supporting younger students. The involvement of students should be developed as part of the school's approach to making a positive contribution to the school and the wider community. The provision of authentic opportunities to take responsibility for their own and others' learning can also make a real difference, not only to students' motivation and engagement, but also to the ethos of the school. A range of relevant activities can be offered within a Study
- **Peer support** – buddying systems, peer coaching/mentoring/tutoring/teaching;
 - **Change structures and governance** – School Councils which can take responsibility for identifying needs and developing the Study Support programme, Student Governors, student membership of appointment panels, students feeding back on the effectiveness of teaching and learning;
 - **Student-driven activities** – 'child-to-child' initiatives, students as researchers, students as evaluators, students as lead learners.

DEVELOPING A SCHOOL STUDY SUPPORT PROGRAMME

3.6 The programme of Study Support activities in any school will be shaped by the school's objectives for learning and the wider development of its students. It will also be influenced by the needs and wishes of students and their parents/carers, the expertise available in the school and the community. Developing and sustaining a programme requires constant adjustment and renewal as needs and interests change. Regular discussions and surveys of students, parents/carers, staff and other organisations will form the basis of challenging and sustainable programmes.

3.7 Study Support programmes are most effective when they are properly coordinated across the whole school with a clear place in the development plan and in the school's management structure. Schools which offer well-organised programmes find that three quarters or more of their students regularly participate. The regular celebration of students' achievements through Study Support activities, undertaken in school or elsewhere, both promotes further student participation and encourages parents/carers and others to give their support. Monitoring the impact of participation on students' learning and social and emotional development encourages all those involved to sustain their commitment.



3.8 Specialist schools have a particular focus on those subjects relating to their chosen specialism, including the provision of enrichment opportunities, but must also deliver a broad and balanced education, including a range of Study Support opportunities, to all students.

“Third Space”

3.9 School leaders are aware of the growing importance of Study Support and will want to ensure that it complements mainstream activity and in particular provides equity and entitlement to activity for all children and young people, particularly the most vulnerable. As school leaders begin to explore ways in which the curriculum might be ‘freed up’ to address the five outcomes of Every Child Matters, Study Support provides them with an experimental space and place to begin that process.²⁴ Research evidence consistently shows that what has initially been tried out in the informal context of Study Support can be effectively imported into mainstream teaching and learning.²⁵ Using study support as the “third space” alongside learning in lessons and at home. all those involved – adults and young people - can benefit from having the time and space to try new things out and see what works best for them.

²⁴ NCSL, ‘ECM: Why it matters to leaders’ 2006

²⁵ DfES, ‘Lessons from Study Support for Compulsory Education’, University of Sunderland School of Education Julian G Elliot et al... 2004

Developing quality provision

3.10 The Study Support Code of Practice: A Guide for Schools²⁶ provides a framework to support the development of a high quality programme. It describes 15 tasks necessary for effective development, from *Finding out What is Needed* and *Involving Students* to *Reviewing Effectiveness*. Many schools regularly use the Code to guide their self-review, and over 400 schools and other centres have already achieved national recognition for the quality of their Study Support programmes. Those who have used the Code have found its use develops the capacity of staff to evaluate their practice and lead change.

Dukeries College and Complex, Nottinghamshire

The school used the Quality Development Framework both as a self-evaluation tool and to develop extended services. Use of the criteria guided the school through a clear process of identification of the level at which the school was operating and what was needed to progress further. The 'questions to ask' were challenging but helpful, showing where criteria had been met and where more development was needed. Building up the portfolio of documentary evidence was hard work, but rewarding. As changes became evident and criteria were met, it became a celebratory document, but also a useful tool for future action points and targets. It was a good way of getting different staff to contribute and evaluate their work.

3.11 Where the local authority has taken a strategic approach in supporting schools to use the Code of Practice and seek recognition, the resulting local networks have significantly assisted in the dissemination of good practice.

Workforce remodelling

3.12 The provision of Study Support and other aspects of the Extended Schools core offer should not place additional burdens on teachers. Teachers clearly have much to offer and some may want to be involved in delivering Study Support, taking appropriate account of their teaching workload and overall work/life balance. Other members of the school workforce – including teaching assistants, midday supervisors and administrative staff - and the wider community may also wish to help deliver Study Support activities. Each local authority has a designated School Workforce Adviser (SWA) to provide information, support and guidance on all aspects of training and development for the whole school workforce. Additionally they will be able to draw on the Extended Schools Remodelling Advisor (ESRA) and Consultants (ESRCs), and national organisations such as TDA-D and ContinYou, to advise schools on Study Support activities as part of the 8-6 core offer.

3.13 Pupils benefit greatly from engaging with the full range of adults in schools; lab technicians may be able to run a science club, and a teaching assistant may be able to supervise an after-school craft club. Indeed, any member of school staff may have specialist skills that they are willing to share with pupils in an after school setting. Expert external providers, such as sport coaches as well as youth workers, drama and music professionals and staff of outdoor pursuits

²⁶ DfES, *The Study Support Code of Practice, A Guide for Schools*, 2004

centres, add to the richness of Study Support opportunities. Specialist staff and their operating costs can be shared between schools, as part of programmes such as PE, School Sport and Club Links (PESSCL) or Creative Partnerships, or under local agreements between schools.

South Hunsley School, East Riding of Yorkshire

Last year, South Hunsley was awarded Specialist Technology & Engineering School and Training School status and became the second school sports partnership within the borough. This year, a new Lifelong Learning Centre opened, incorporating Sixth Form accommodation and a library and learning resource centre. Using the extended schools initiative as a framework, the school is building on these developments to increase its role as a hub of the community. The school is a centre for adult education and is now looking to extend the offer into lifestyle classes such as dance and fitness and to appoint a manager for Study Support. An extended schools coordinator was appointed jointly by the school and its eight feeder primaries. The cluster has forged links with health and social services and South Hunsley is considering social work and counselling trainees on placement at the school.

Charging for Study Support and childcare.

3.14 Schools will be expected to use their delegated budgets including the School Development Grant and School Standards Grant, to help meet the costs of providing Study Support activities, including those developed as part of the extended schools core offer of activities. In addition specific initiatives such as PESSCL will also be meeting the costs of specific types of Study Support activities. Schools and other organisations can also draw on a very wide range of other public funds, as well as private and charitable grants, to sustain activities, partnerships and collaborative arrangements. Many schools have also sought parental contributions for some types of Study Support activities such as residential trips. However, a charge may not be made for provision which delivers the national curriculum or which prepares a child for a public examination, for instance, targeted literacy and numeracy support. Where charging is appropriate, schools should continue to deal sensitively with instances where parents/carers cannot afford to pay for such opportunities, so that pupils can access them in a non-stigmatising way.



- 3.15 Every school must, in consultation with parents, devise and publish a policy on charging and fee remission. The regulations are summarised in the *Guide to the Law for School Governors*²⁷ and *Guidance on Charging for School Activities*²⁸. Charges may be made for Study Support activities and, for longer term sustainability, governors will need to consider which activities they should charge for and those which they wish to continue to fund through the flexibilities of the school's budget or other funding sources.²⁹(See also 2.40).
- 3.16 Schools cannot use their delegated budget to support childcare provision, which should be charged for. Parents are used to paying for childcare and may be eligible for the childcare element of the Working Tax Credit which can recoup up to 80% of the costs of childcare. There are already a number of examples of schools successfully combining a chargeable childcare offer with a programme of free Study Support. Others may charge for 'one-off' access to some Study Support activities, if parents do not need regular childcare.



DEVELOPING PARTNERSHIPS IN STUDY SUPPORT PROGRAMMES

3.17 If children and young people are to become successful life-long independent learners they must come to realise that learning does not only happen in school, and that their world is full of places and opportunities for learning, from the internet to the public library, to neighbours and relatives who spark an interest in fishing or cross-stitch. All children and young people need to acquire the capacity to recognise and take advantage of opportunities for learning beyond the classroom and the formal curriculum.

- 3.18 It is therefore essential for an effective Study Support programme that a range of organisations in addition to schools are fully involved in planning and delivery. Schools and other organisations can work well together, to the benefit of all involved, if each is clear about the purpose of the activity and how this links both to the school's aims and the educational purposes of the partner organisations. PESSCL³⁰ has already demonstrated how schools can work with professional coaches and national and local organisations to successfully provide a quality experience for young people. Similarly many schools bring in professional artists, actors or musicians to support their arts programme.
- 3.19 Organisations may seek to be involved in Study Support for a variety of reasons, for example:
- to meet institutional educational purposes – for instance museums, libraries and galleries;
 - as part of corporate social responsibility, as in the case of many businesses;
 - to use education or the involvement of young people to achieve other specific social or charitable purposes.

²⁷ Revised January 2006

²⁸ Revised January 2005, http://www.teachernet.gov.uk/_doc/8145/Chargingforschoolactivities.doc

²⁹ *Planning and Funding Extended Schools: A Guide to Schools, Local Authorities and their Partner Organisations*, DfES 2006

³⁰ *Physical Education, School Sport and Club Links*, See also 2.34

Sports Organisations

3.20 The Youth Sport Trust plays a central role in supporting the delivery of the joint DfES/DCMS national strategy for PE, School Sport and Club Links (PESSCL) including the development of Specialist Sports Colleges and School Sport Partnerships. Their mission is to support the education and development of all young people (18 months to 18 years) through physical education and sport. Many other sports organisations, both professional and amateur, play an important role in offering Study Support activities.

Cultural Organisations

Museums, Libraries and Archives

3.21 Museums, libraries, archives and galleries offer inspirational learning opportunities to everyone, and they have a long and successful history of working with schools, teachers and school-age children through class visits, virtual learning environments, loans collections specifically developed for use in the classroom, and professional development opportunities for teachers. For out of school hours activities, libraries, museums and galleries offer flexible opportunities for children to continue learning through homework clubs and a wealth of other events in the evenings and at weekends. The annual Summer Reading Challenge, offered in 95% of UK public libraries and in which over 600,000 children participate annually, is a clear example of the potential of the sector to offer programmes of holiday time learning.

Creative Partnerships/Arts Council

3.22 Based at the Arts Council, England, Creative Partnerships, of which there are 36 across the country, support schools to identify their particular needs and to develop long-term, sustainable partnerships with arts organisations and individuals. The aim is to provide children and young people with opportunities to develop creativity in learning and to enrich school life by making best use of the UK's creative wealth.

Supplementary Schools

3.23 A wide range of effective activity is provided by Supplementary schools (also known as 'mother tongue', 'complementary', 'community' or 'Saturday' schools). There are an estimated 3000 of these schools offering Study Support for mainstream learning which may be in partnership with local schools, but could also include home language teaching and cultural and religious instruction. Supplementary schools tend to address the specific needs of children and young people from minority ethnic communities and can provide a rich source of study support. They carry considerable credibility in their communities and are often able to connect with, and draw in, young people who may choose not to be part of 'school based' provision. The 2001 NfER Pupil Research Survey into supplementary schools showed that 8 out of 10 pupils (84%) who attended these schools said it helped them with their mainstream school work. Further, the findings also suggested that supplementary schools continue to motivate and engage older pupils who may have become disaffected with mainstream schools.

Park View Academy, London Borough of Haringey

The school identified the underachievement of Black Caribbean and African Heritage boys and carried out some research into how the boys could best be supported, and decided to approach the Windsor Fellowship to work as a partner. Following introductory sessions to explain plans, a core group of boys agreed to attend a supplementary school with activities targeted to their needs. Consequently, the national examination results for 2004 and 2005 demonstrated much higher levels of success than for previous cohorts of students, with a particularly sharp rise in the achievement of Black African and Caribbean Heritage boys. The supplementary provision was a central part of the intervention and support plan put in place to ensure this success. The supplementary programme included communication, self-esteem and curriculum support. Curriculum activities were delivered by staff at the school, and other areas were covered by the supplementary school. Evaluation of the programme attributes success to different styles of learning and teaching, clear communication between all involved and in delivering the programme, and clear goal setting. Over time the school reported improvements in behaviour, home study, self-esteem and attitudes to learning.

Business Involvement

3.24 A number of large national and smaller local businesses provide resources – financial, physical and human – to support Study Support activities. Examples include local newspapers hosting Student News Teams, supermarkets providing food and drink, employees given time to provide either expert advice or more general support or mentorship, and small grants provided for specific themes such as science or the environment.

Higher Education and Further Education Institutions

3.25 Many colleges and universities run programmes during school holidays which open their facilities to children and young people and so introduce them to the possibilities of studying in higher education. They may also provide tutors or volunteers to support activities on other sites.

Other providers

3.26 Many different providers beyond those mentioned here have something of value to offer in the development and delivery of good quality Study Support programmes. The landscape of potential providers continues to grow, as schools seize new possibilities to provide ever wider opportunities for children and young people to engage in extended learning. It is this dynamism which enables Study Support programmes to continue to develop to meet the changing needs and interests of children and young people.

Global Learning Communities working with Northamptonshire County Council

Kevin was fifteen and trying the patience of his teachers to the limit. They said that had he not got back into learning through involvement with Global Learning Communities, he would undoubtedly have been excluded from school.

However, his teachers got him interested in a Global Learning Community online conference on health and he wrote a presentation about food and young people's attitudes to it. Thousands of students from around the world read his presentation and some discussed it on-line. This sparked Kevin into further action. He now contributes to the 24:7 News online newspaper and he is one of 46 Year 11 students with problems at school who are working together (largely from home) through a virtual learning environment. Kevin is one of many students motivated to learn by seeing that his contributions are valued by others like himself, not just within the UK but around the world.

REVIEW QUESTIONS (3). Ensuring the quality of provision

Questions taken from the Study Support Code of Practice³¹

Clear purposes	Why do you offer Study Support activities, and what impact do you hope to achieve?
A process for finding out what is needed	How do you decide what to offer, and who is consulted?
A distinct ethos	What attracts young people to participate, and why do tutors/mentors want to become involved?
Managing resources effectively	How is your Study Support programme managed and co-ordinated? Who does what, and how are resources obtained and managed?
Involving young people and developing a sense of ownership	What steps are taken to actively involve young people in the planning and running of activities?
Effective communications	How do you let people know what is on offer, and why they might benefit from participation?
Appropriate staff	How are Study Support tutors / mentors identified, their suitability for work with young people checked and their appropriateness to lead / support the specific activity determined?
A balanced and coherent programme	How often do you review your programme of Study Support activities to ensure that needs continue to be met, and interest and enthusiasm sustained? Are you reaching those young people who are in greatest need and/or would benefit most from the Study Support activity?
A collaborative learning environment	Are activities planned and run in such a way that the young people have the opportunity to develop skills and attitudes for both independence and co-operative learning?
Professional development and training	Are there training and development opportunities for Study Support tutors / mentors?
A range of partnerships	Does your Study Support programme include joint working with a range of partner organisations?
A process for measuring impact	Do you gather baseline data appropriately so that the impact of participation in Study Support activities can be identified?
Identifying, celebrating and rewarding a broad range of achievement	What demonstrable results have you achieved through your Study Support programme? How are achievements recognised, rewarded, celebrated?
Managing improvement, and embedding Study Support into school policy and planning	Are there clear lines of accountability for Study Support and is Study Support embedded into the school's planning and self-review processes? How do you ensure that young people who attend child-care are able to participate in Study Support activities?
Achieving a return on investment	How is the cost-effectiveness of Study Support activities determined and how are decisions made regarding sustainability of particular activities?

³¹ Study Support Code of Practice, (DfES 2004)

WHAT YOUNG PEOPLE SAY ABOUT STUDY SUPPORT.

"When you try something new and you're scared to do it, but you still try, it's really fun."

"I enjoy going to ICT because I get to do things on the computer that I don't get to do at home."

"I like the way you decide what to do, you get to agree on good things to do on the computers."

"Here we can speak and move around...in class it is always the same thing...here it is unusual...I would not usually ask questions in class but this [Lights On session] gives us time."

"I enjoyed having fun and learning."

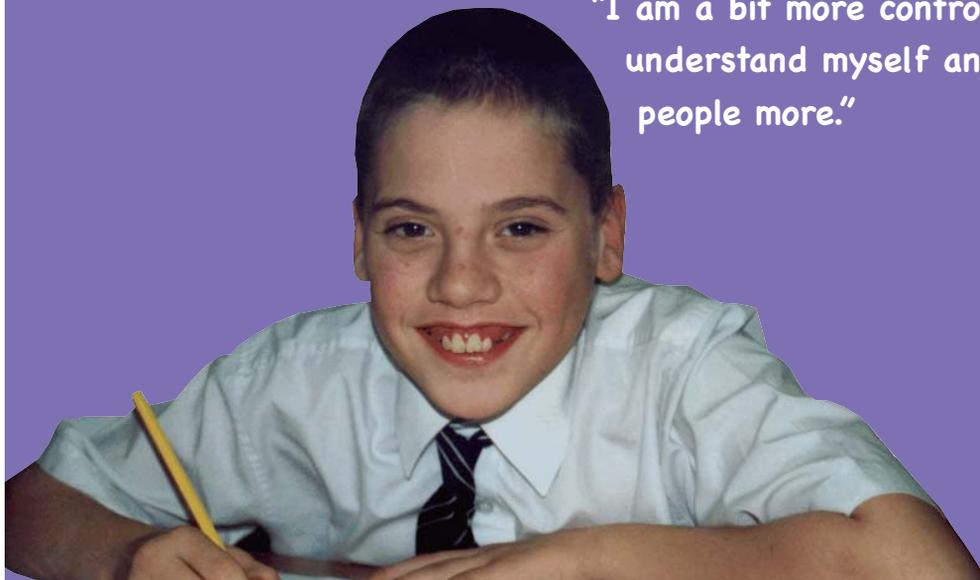
"The most useful thing I learned was self confidence."

"When I became a UFA Young Fellow it was a changing point in my life. I met new and exciting people and it gave me the opportunity to work with people of all ages. What mattered most to me was that all of those people cared about us."

"My mum says I am reading more fluently. I think this is because I did it a lot and my mentor made it funny."

"It broadens your opinions, it's extending your awareness...It makes you think, 'What if?' You get to know a lot of things you wouldn't normally know'

"I am a bit more controlled and I understand myself and other people more."



SUMMARY OF KEY PRINCIPLES FOR LOCAL AUTHORITY STRATEGY

Core task A: having a clear vision for young people, a commitment to Personalised Learning and providing and supporting high quality Study Support opportunities within the LA (relating to Review Questions 1 on page 13)

1. All stakeholders have an understanding of the term 'Study Support', its various manifestations, its potential benefits for a variety of stakeholders, its place in various national strategies for raising standards and tackling social exclusion.
2. There is acceptance of Study Support activities as effectively contributing to achievement of the five key outcomes in Every Child Matters.
3. Appropriately skilled and experienced personnel are allocated to lead the LA's Study Support strategy and are suitably located within LA structures. They have adequate financial resources, appropriate status and access to senior decision-makers, and their role is more than just 'co-ordination'.
4. A clear picture exists of the extent of Study Support opportunities currently available for young people locally.
5. Study Support is embedded in all appropriate strategic plans including Community Plans, Children & Young Person's Plan and the authority's plan for the roll out of extended schools.
6. Study Support provision is kept under continual review, and where appropriate, evidence feeds into the Annual Performance Assessment (APA) and Joint Area Review (JAR).



Core task B: identifying common objectives, interweaving strategies and creating effective teams (relating to Review Questions 2(a) on page 26)

1. Study Support provision across the LA has been audited/mapped, and areas for further development identified, and the information has been widely shared.

2. There is collaboration across local strategies concerned with raising standards and school effectiveness, including
 - National Primary Strategy, Secondary Strategy, 14-19 Strategy
 - Gifted & Talented, Excellence in Cities/Excellence Clusters, City Academies, City Learning Centres , Playing for Success
 - PE, School Sport and Club Links, School Sport Partnerships Programme.
3. There is collaboration across local strategies concerned with social inclusion, including
 - Behaviour Improvement Plan
 - Local Strategic Partnerships/National Strategy for Neighbourhood Renewal, Children's Fund Partnerships
 - Healthy Schools Programme
 - Respect Action Plan.
4. There is collaboration across local strategies concerned with integrating children's services, including
 - Extended Schools strategy
 - Children's Trusts
 - Early Years Childcare Development Partnerships, SureStart, Childcare, Children's Centres.
5. There is collaboration with local authority strategy managers concerned with Family Learning and Community Education.
6. There is collaboration with non-LA services including Youth Offending Teams, Health Services.
7. The design and planning of area-wide Study Support provision includes Libraries and Museums, Leisure Services, Family Learning, Youth Services and voluntary sector providers.

Core task C: providing advice and assistance to schools and other providers of Study Support opportunities, determining standards and ensuring that Study Support enhances learning and raises achievement. (relating to Review Questions 2(b) on page 29/30)

1. Information, advice and guidance on available resources and funding, non-school providers, health & safety and child protection issues is readily accessible to schools and other providers of Study Support opportunities
2. Continuing professional development and training for Study Support is provided or brokered by the LA.
3. There is collaboration with Extended Schools Remodelling Advisers and Consultants in supporting schools to deliver the extended schools core offer.

4. School Improvement Partners are working with senior managers in schools to embed Study Support into school improvement plans. Schools routinely consider the impact and use of Study Support in their self evaluations, which in turn feed into the SEF.
5. There are well-developed networks and partnerships for Study Support.
6. Sound and innovative practice is identified, celebrated and disseminated.
7. Area-based Study Support opportunities e.g. summer schools and Playing for Success, are co-ordinated or commissioned.
8. There is active support for the development of quality in Study Support – a QA framework and some form of recognition of achievement.
9. The LA works with others to demonstrate the impact of Study Support within specific sites / local areas / the LA as a whole, and publicises successes and ‘return on investment’.

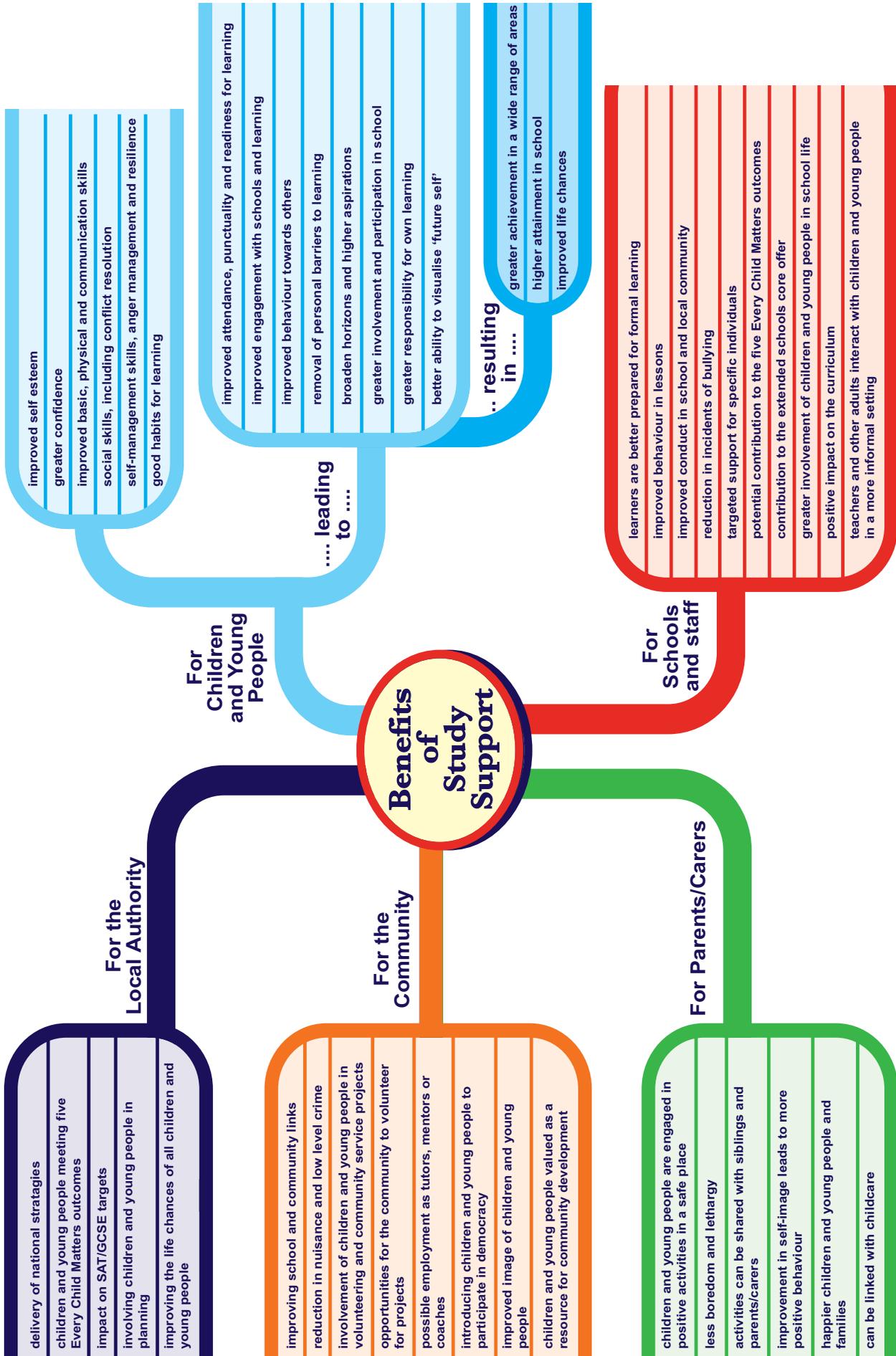
Core Task D: providing or signposting appropriate high quality Study Support opportunities for all of the school’s young people (relating to Review Questions 3 on page 39)

The following is adapted from The Study Support Code of Practice: A guide for schools (DfES 2004). This provides detailed guidance on self-review of a school or other centre’s Study Support programme, and gives a wide range of examples of sound and innovative practice. It has been used by a large number of schools of all types since 1999 and has recently been revised in the light of experience. Several hundred schools have used the Code of Practice as a basis for a formal self-review of their Study Support practice and have submitted a portfolio of evidence for appraisal against the Code’s ‘key indicators’ by peers.



1. There are clear purposes for the school’s offer of Study Support activities and the intended impact of these explicitly links with the School Improvement Plan.
2. Study Support activities are recognised for their contribution to raising pupil achievement and for reducing social exclusion.
3. There is a process for finding out what is needed, which includes appropriate consultation with children and young people, their parents/carers, school staff, and members of the wider community.

4. Personnel, physical and financial resources are managed effectively.
5. A distinct ethos has been established, which capitalises on the proven strengths of Study Support: children and young people learning through doing what they have chosen to do, in a manner and at a pace which they control, with success and achievement being recognised and celebrated.
6. A balanced and coherent programme of Study Support events and activities has been developed, which caters for a wide range of needs and interests. This will probably include a mix of 'open access', and more specifically targeted activities.
7. Young people are involved and have a sense of ownership of their Study Support activities.
8. Communications are effective – in consulting stakeholders, in letting people know what is on offer, and what might be the benefits of participation, and reporting what has been achieved.
9. The programme of Study Support activities is regularly reviewed to ensure that interest and enthusiasm are sustained, that young people who are in greatest need, or who would benefit most are being reached, and that Study Support is making a real contribution to school improvement.
10. A collaborative learning environment is being developed, in which young people have the opportunity to develop skills and attitudes for both independent and co-operative learning, and in which tutors/mentors are able to develop a deeper understanding of how young people learn.
11. Appropriate development and training opportunities are available for all Study Support staff, including young people who act as mentors, peer tutors, coaches or 'buddies'.
12. A range of partnerships is being developed with schools, services within the local authority and other statutory agencies, with parents/carers and with other community groups, voluntary and charitable organisations, and the business sector.
13. The impact of the Study Support programme – on individual young people, on the school, and on the local community – is being measured and recorded. This information is being fed into the review and planning process, including the SEF and School Improvement Plan.
14. A broad range of achievement is identified, celebrated and rewarded in a range of different ways.



An example of how Study Support activities can contribute to the five outcomes of Every Child Matters

Study Support Activity	Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well-Being
<p>Alternative personal and social education programmes for young people in year 9 and 10.</p> <p>Provided by voluntary youth organisation 'Signpost' working in partnership with local authority, schools and other local organisations. Sheffield</p>	<p>Programme includes drugs education (including peer education); an allotment project encouraging young people to grow healthy food and learn to enjoy outdoor activities; and a cookery club where they are encouraged to explore healthy eating options.</p>		<p>The project uses a flexible approach to engage students for whom the mainstream school curriculum is not suitable. Groups follow an ASDAN key skills course, developing their own work programmes within this framework.</p> <p>Young people with previous low academic achievement have increased their confidence and self-esteem and gained recognised qualifications. At one school, 27 young people obtained a total of 113 accredited outcomes including GCSEs, GNVQs and ASDAN awards.</p>	<p>The work supports young people's involvement in a range of community and regeneration initiatives, such as environmental improvement, volunteering in play schemes and junior provision across 'hotspots' on the estate, and projects respecting diversity and celebrating difference. Its visible contribution to the local community has improved inter-generational relationships.</p>	<p>The project helps prepare young people for working life by breaking the cycle of unemployment and offering 'tasters' in a wide range of employment areas.</p> <p>During the first three years of the project, 72% of young people returned to education, training or employment.</p> <p>A Sheffield park is developing a sustainable urban drainage system. Group members have been involved in an educational project publicising care of the park to local young people and adults.</p>
<p>Peer Tutoring in a Secondary School, Sandwell</p>	<p>APAUSE (Added Power And Understanding in Sex Education) training, citizenship projects on smoking cessation, drug and alcohol abuse, healthy eating, and first aid training.</p>	<p>Community projects have included raising awareness of sexual health, rape, and alcohol abuse. The young women feel empowered to say 'No'.</p>	<p>Benefits in many other areas of the school including the contribution to raising whole school attainment at Key Stage 3 and 4, development of students' key skills</p>	<p>"You can do it" workshops and a number of projects directly linked to community projects such as the Women's Refuge, DECCA, REWIND, Rape Crisis and the Wise Project</p> <p>Over a third of the students are trained peer mentors and are now training other schools' students to deliver the programmes within their own schools.</p>	
<p>Breakfast Club in Broadway Primary School, Sunderland</p>	<p>Ensures that pupils have a healthy start to their day and receive advice on healthy eating.</p>		<p>Offers a positive and social start to the day and encourages readiness for learning</p> <p>Poor attenders are now on time for lessons to start</p>	<p>Pupils have ownership of the club deciding what food will be bought, visiting the supermarket on a weekly basis to purchase the food within budget.</p>	

<p>Saturday & Holiday Schools, Newham</p>	<p>PE & cookery activities which support the young people's healthy lifestyle choices.</p>	<p>Cycle training course taught young people how to be safe while cycling.</p>	<p>Fun, practical learning activities that support the national curriculum such as creative story writing.</p>	<p>Learning to communicate with young people from other cultures and create a greater understanding and awareness of their community.</p>	<p>Opportunity to develop study specific skills which may lead to careers for example in catering. Studying intellectual concepts which will have a beneficial effect on their life chances.</p>
<p>The National Railway Museum, City of York, works with primary schools holding six week projects for pupils.</p>	<p>An interactive workshop that highlighted the importance of railway safety. Workshops included a short safety cartoon, class discussion and team activities</p>	<p>The project used a flexible Children's Art Day had the theme of great railway inventors and inventions with the students producing life sized models of Railway inventors which went onto the Museum floor for display.</p>	<p>Pupils were given a taster of the world of work by interviewing staff. They also joined in discussions about marketing the museum to the local community and other visitors.</p>	<p></p>	<p></p>
<p>West Walton CP School, Norfolk runs a wide programme of activities based on extensive partnerships with other schools and organisations and with close integration between Study Support and family learning and early years provision.</p>	<p>The gymnastics club held at a specialist centre encourages children to have more than the two hours minimum requirement of exercise per week which many of them take up.</p>	<p>Programmes to develop emotional intelligence as part of UFA engagement. – such as building on insights into learning processes, personal strengths, weaknesses and motivations. To maximise potential young people learn how the brain and bodies work so that they can be 'fit' for learning.</p>	<p>Chess club, choir, and the summer school are all activities which the children find enjoyable and which provide them with motivation to work hard in lessons.</p>	<p>Peer tutors research needs and deliver some points of the Study Support and family learning programmes; this can lead to accredited courses. Pupils make digital movies of their achievements in school for parents evening</p>	<p>Pupils learn to set targets for themselves in Study Support. An accredited equine studies course is provided for targeted students.</p>
<p>Yeoman Park Special School, Nottingham is for children and young people with severe learning difficulties. Activities enable them to make choices, engage with the community and have fun.</p>	<p>Making choices is a fundamental part of Study Support activities. During activities students are given choices in what they make, do, eat etc. Care is taken to provide choices at the right level for students to enable them to make educated choices with meaning; understanding what their decisions involve.</p>	<p>Many of the school's students live in very sheltered and protected environments. Routines could become rigid and inflexible. Study Support activities include visits to cafes and social settings when students learn independence and the skills to communicate and cope with the wider world. The activities are designed to contribute to their increased independence. These relaxed, social outings are planned with learning outcomes for each individual taking part and staff evaluate how well specific objectives have been achieved. The school has a well developed community programme incorporating an after school club, a toy library that is open to local families and childminders, Saturday club activities and summer schemes involving siblings and carers. The young people benefit from engaging in activities with their siblings and carers that they might not be able to at home. The children and young people also benefit from interacting with people and involving themselves in a social setting and these skills are transferable as they grow older.</p>	<p>Support group activities provide access to specialist facilities such as the hydrotherapy pool and sensory room enabling the young people to have fun and develop their skills.</p>	<p></p>	<p></p>

DOCUMENTS, WEBSITES AND ORGANISATIONS

Documents

Policy

Every Child Matters: Change for Children (DfES 1110 2004)

14-19 Education and Skills (DfES CM 6476 2005)

Five Year Strategy for Children and Learners (DfES CM 6272 2004)

Higher Standards, Better Schools for All (DfES CM 66 77 2005)

Youth Matters Green Paper (DfES CM 6629 2005)

Youth Matters, Next Steps (DfES 0260 2006)

Raising Standards and Tackling Workloads: A National Agreement. (ATL, DfES, GMB, NAHT, NASUWT, NEOST, PAT, SHA, TGWU, UNISON, WAG 2003)

Guidance

The Study Support Code of Practice, Wilson D, Gammie H, Moore J, QiSS (DfES 1063, 2004)

Study Support Toolkit: Making it Work in Schools (DfEE 0163, 2000)

Guide to the Law for School Governors (DfES 0227, 2006)

Extended Schools: Access to Opportunities and Services for all - A Prospectus (DfES 1408, 2005)

Planning and Funding Extended Schools: A Guide for Schools, Local Authorities And Their Partner Organisations (DfES 0472, 2006)

Excellence and Enjoyment: A Strategy for Primary Schools (DfES 0377, 2003)

Key Stage 3 National Strategy (DfES 0122, 2004)

Excellence and Enjoyment: Social and Emotional Aspects of Learning (DfES1579, 2005)

A New Specialist System: Transforming Secondary Education. (DfES 0368, 2003)

Statutory Guidance on Inter-Agency Co-operation to Improve the Wellbeing of Children: Children's Trusts. (DfES 1680, 2005)

Education Improvement Partnerships: Local Collaboration for School Improvement and better service delivery. (DFES 1462, 2005)

Extended Schools – A Guide for Governors I. (NRT 0103, 2006)

Supporting Looked After Learners: A Practical Guide for School Governors (DFES 1929, 2005)

Putting the World into World Class Education (DfES 1077, 2004)

Dance Links – A Guide to Delivering High Quality Dance for Children and Young People (DL/PE November 2005)

School Club Links –A Guide to Recognising and Achieving Effective Links between Schools and Sports Clubs (SCLHQ 2006)

Research

The Impact of Study Support: A report of a longitudinal study into the impact of participation in out-of-school-hours learning on the academic attainment, attitudes and school attendance of secondary school students, *MacBeath J, Kirwan T and Myers K* (DfES RB273 2001)

The Benefits of Study Support –An Overview of Research and Opinion, *Sharp C, Osgood J, Flanagan N* (NFER / DFEE 1999)

Playing for Success: An Evaluation of the Fourth Year, (DfES RR402 2005)

Getting Results, Study Support in Tower Hamlets, *Yip S* (Tower Hamlets 1997)

Lessons from Study Support for Compulsory Learning, *Elliott J, Harker E, Oglethorpe B*, (University of Sunderland / DfES 2004)

Evaluation of the Full Service Extended Schools Project: End of the First Year Report, *Cummings C, Dyson A, Todd L* (DfES RR680 2005)

Final Report of the Evaluation of the Pupil Learning Credits Pilot Scheme, *Braun A, Noden P, Hind A*, (DfES RR 687 2005)

Youth work and youth services

Study Support: The Youth Work Contribution – setting the scene, (The National Youth Agency 2000)

Youth Work and Study Support Framework: Key Policy and Practice Issues (The National Youth Agency 2001)

Putting young people at the centre of the extended school, *Hunter B*. (The National Youth Agency 2004)

Youth Work and Study Support: The Code of Practice (DfES YWCOP 2001)

Inclusion

Taking Part: Making Out-of-hours Learning happen for Children in Care. (ContinYou 2005)



Websites for the most up to date information

DfES Standards Site

www.standards.dfes.gov.uk

DfES Study Support

www.standards.dfes.gov.uk/studysupport

Personalised Learning Website

www.standards.dfes.gov.uk/personalisedlearning/

Teachernet

www.teachernet.gov.uk

Home Office

www.homeoffice.gov.uk

Training and Development Agency for Schools
(TDA Development)

www.tda.gov.uk/remodelling

Ofsted

www.ofsted.gov.uk

National College for School Leadership

www.ncsl.org.uk/communityleadership

Playing for Success

www.dfes.gov.uk/playingforsuccess

Every Child Matters

www.everychildmatters.gov.uk

Extended Schools- Teachernet

www.teachernet.gov.uk/extendedschools/

Information for Local Authorities

www.info4local.gov.uk

Qualifications and Curriculum Authority

www.qca.org.uk

Department for Culture, Media and Sport

www.culture.gov.uk

Government Offices for the English Regions

www.gos.gov.uk/localgov

Building Schools for the Future

www.bsf.gov.uk

PESSCL

www.teachernet.gov.uk/pe

Organisations

DfES

www.dfes.gov.uk

ContinYou

www.continyou.org.uk/studysupportetc

University of the First Age

www.ufa.org.uk

4Children

www.4children.org.uk

Sport England

www.sportengland.org.uk

National Council for Voluntary Action Youth Service

www.ncvo-vol.org.uk

The Extended Schools Support Service
(TESSS)

www.continyou.org.uk/tesss

UK Youth

www.ukyouth.org.uk

Millennium Volunteers

www.millenniumvolunteers.gov.uk

National Mentoring Network

www.Nmn.org.uk

National College for School Leadership

www.ncsl.org.uk

Quality in Study Support (QiSS)

www.qiss.org.uk

The National Youth Agency

www.nya.org.uk

Museums, Libraries and Archives Council

www.mla.gov.uk

Youth Sport Trust

www.youthsporttrust.org.uk

National Children's Bureau

www.ncb.org.uk

Resource Unit for Supplementary and Mother
Tongue Schools

www.resourceunit.com

The National Education Business Partnership
Network

www.nebpn.org.uk

Institute for Outdoor Learning

www.outdoor-learning.org.uk

The Learning and Skills Council

www.lsc.gov.uk

MEMBERSHIP OF THE STEERING GROUP AND WORKING GROUP

Members of the Steering Group

John Alwyne-Mosely	Head of Market Development, 4Children
Tony Apicella	Business Development Director, ContinYou
Louise Brine	Qualifications and Curriculum Authority
Jenny Burgess	Relationship Manager, Training and Development Agency for Schools - Development
Michael Cladingbowl	HMI Ofsted
Bernadette Doherty	Headteacher, Wharrier Street Primary School, Newcastle Upon Tyne
Jonathan Douglas	Head of Learning and Access, Museums, Libraries and Archives Council
Maggie Farrar	Assistant Director, Leadership Programmes, National College of School Leadership
Wendy Flint	Development Officer, Accreditation, National Youth Agency
Chrissy Garrett	Assistant Director of Children's Services, Birmingham City Council
Tom Goldman	Divisional Manager, Teaching and Learning, DfES
Tony Kirwan	Joint Programme Director, QiSS, Canterbury Christ Church University
Professor John MacBeath	Faculty of Education, University of Cambridge
Richard Page	Extended Schools Team, DfES
Stephen Rogers	Director, University of the First Age
Anne Timothy	Study Support Strategy Manager, Durham County Council
Lewis Walker	Principal, The Dukeries College and Complex, Nottinghamshire
Sue White	Study Support Team, DfES
Diane Wilson	Joint Programme Director, QiSS, Canterbury Christ Church University

Members of the Working Group

Harvey Adams	Consultant, QiSS
Tricia Allan	Study Support Consultant, Nottinghamshire County Council
Sam Barber	Policy Development Officer, Extended Schools, Sandwell Metropolitan Borough Council
Bala Bawa	Director of Learning Community Services, London Borough of Newham
Sue Collins	Consultant, QiSS
Norma Clark	Extended Schools Coordinator, Sunderland City Council
Anita de Brouwer	Study Support Coordinator, Sheffield City Council
Deborah Duncan	Extended Schools Development Officer, Norfolk County Council
Tony Kirwan	Joint Programme Director, QiSS, Canterbury Christ Church University
Jacqui Rowe	UFA, Birmingham
Mark Scarborough	Community Learning Projects Officer, Portsmouth City Council
Sue Shelley	Coordinator for Out of Hours Learning, Rotherham Metropolitan Borough Council
Danielle Stone	Study Support Coordinator, Northamptonshire County Council
Anne Timothy	Study Support Strategy Manager, Durham County Council



© Crown copyright 2006

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education or training purposes on the condition that the source is acknowledged

ISBN 978 1 84478 815 6 Online ordering reference 03859-2006BKT-EN

Further copies of this publication can be obtained from:
DfES Publications Centre, PO Box 5050, Annesley, Nottingham NG15 0DJ
T 0845 602 2260 • F 0845 603 3360



department for

education and skills

creating opportunity, releasing potential, achieving excellence