

Study Support Essentials



Guidance for Ofsted Framework 2012

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 Canterbury
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Extending Learning/Study Support and Ofsted Framework Inspection 2012

'Extending Learning/Study Support is learning activity outside of normal lesson time 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 children and young people's motivation, build their self-esteem and help them become more effective learners. Above all it aims to raise achievement.'

This informative document was the work of a collaborative partnership between Ofsted and Quality in Study Support and Extended Services and supported by the Department for Education.

Foreword

The well-being of children and young people encompasses, amongst other things, enhanced self-esteem through personal achievement and a confidence in learning behaviours.

The Study Support strategy articulated in this document supports professionals in developing an inspirational vision for the children and young people in their care. If this vision is to be realised, professionals need to be both knowledgeable and skillful in utilising pedagogies that engender deep learning. This Study Support strategy will enhance children and young people's enjoyment, engagement and attainment thereby contributing to the overall performance and improvement agenda in any given school.

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Introduction

Study Support is the overarching term that has been used extensively to define planned learning activities outside normal lessons that children and young people participate in voluntarily. Different schools describe these activities in many ways, extra-curricular, enrichment, after school clubs etc. It is nothing new as schools have been providing additional activities to support their pupils' learning for many years.

The purpose and development of Study Support activities has evolved over the years, from simply being part of a sports team for fun to a more targeted intervention which supports the requirements of individual pupils.

It is widely acknowledged that such interventions should be accessible to all children and young people whatever their personal circumstances. In addition to the activities being enjoyable and fun, they should target and support pupils with their learning so they become more engaged with the learning process during lessons. Children and young people who engage in extending learning/Study Support activities will enhance and enrich their achievement and attainment.

However, there are a number of key changes taking place within education policy that requires existing practice to be reviewed and reassessed in light of these new developments. Study Support activities play a critical part in raising pupils' attainment and attitude to learning in the classroom.

The current Government has placed a greater emphasis on 'incentivising improvements in attainment overall, improvements in progression and narrowing of the attainment gap' (DfE 2010). This document seeks to prompt a review of Study Support in your school within the context of these proposed changes to ensure your school maximise on the opportunities, benefit and impact that a planned Study Support intervention or strategy can have on pupils' learning and the School Improvement agenda.

Ofsted discuss in their annual report 2010/2011 'how schools can close the gaps by ensuring that pupils with low prior attainment make accelerated progress... and that schools whose pupils make rapid progress have a number of common characteristics'.

The Ofsted report highlights the need for 'a rich diet of extra-curricular activities to engage pupils' wider interests' as one of the considerations for closing the gap.

The case for Study Support

It is often quoted in statistical data that pupils only spend 15% of their time in school, therefore the things they do outside of formal school will be influential on their development, self-confidence and learning. A strategically developed Study Support programme will promote participation, actively encourage and target pupils' learning and offer further development opportunities beyond the formal school day. A strategy such as this will enhance and challenge effective provision and provide extended learning opportunities within the curriculum which will impact on greater individual progress for all pupils.

"...It is about support, support for learning, for adventure, for self-discovery, journeys into new ways of knowing, realisation of hidden talent. It is about the achievement that follows naturally when children and young people have the self-confidence and resilience to cope with setbacks..."

Investing in this indirect route to higher standards is both a matter of theology and science. It requires an act of faith but one allied to strong and consistent research findings.

We know that children and young people learn best when they:

- are actively engaged in something that interests and challenges them
- collaborate with their peers, helping them and learning from them
- taste success and fulfillment in achievement
- are able to transfer their skills from one context to another
- gain a sense of self belief, self-efficacy and self determination
- are equipped with tools to engage in self-reflection and self-evaluation.

These may all be features of inspirational classrooms but not always and not for everyone. For most, if not all, children extending opportunities, whether through supportive parents, or planned activities, are the vital ingredient in success, both short and long term.” (MacBeath 2009, 2011).

As pupils enjoy the additional opportunities available through Study Support, they can pursue things in a more informal environment at their own pace and so develop their confidence so are more willing to try other things and just have a go. From these experiences their attitude to learning and the school improves and building on the foundations of improved attendance and attitude to learning then leads on to improved academic attainment. Past research demonstrated participation resulted in:

- 3.5 grades on best 5 score, or one more A-C pass at GCSE
- half a grade in Maths and English GCSE
- a third of a level in Maths SATs at KS3
- three quarters of a level in Science SATs at KS3, (MacBeath 2000).

In 2010, research into the impact of the Children’s University, (MacBeath 2010), set out 10 key findings that re-enforced the earlier research findings in terms of the positive influence on attendance, attitude to learning and attainment.

The research also set out a number of recommendations; many specific to the Children’s University model, however one aspect is particularly relevant across all Study Support programmes that is to clarify the links between the learning that takes place within activities and the learning that takes place in classrooms.

This means making space to discuss the ‘how’ of learning so that children and young people are able to transfer what they have learnt from one context to another. This aspect builds greater self-confidence and esteem for learning and enables pupils to reflect on how they learn, ‘learning how to learn’ and develop the skills and techniques for learning.

Developing a Study Support programme as an integral part of the work of the school takes time; it should play a central role in the personalisation of learning for the pupils. If the Study Support activities are integral to the School Improvement agenda it will result in raising pupils’ achievement and attainment while also developing positive attitude and skills for lifelong learning.

Many schools use the Extending Learning Opportunities: A framework for self-evaluation in study support, (2009, 2011) to help them implement this strategically so that it has an impact on the whole school and its wider community, however, the school evaluates their practice. What is crucial is that the school recognises the role that an effective Study Support programme can play in supporting a school’s overall performance and that this is shared with others - pupils, parents, staff, Governors and Ofsted.

The DfE ‘Importance of Teaching’, The Schools White Paper (2010), now an Education Act 2011 c.21 (16.11.2011), sets out the need to improve the teaching of learning,

target 'poor behaviour' and that 'good schools play a vital role as promoters of health and wellbeing in the community... create an ethos focused on achievement for all' (p 28). The document goes on to set out the new Ofsted focus for inspecting outcomes for learners, behaviour and attendance. Research informs us that engagement with targeted Study Support provision improves pupils' learning outcomes, attendance and behaviour. The key question for a school governing body to ask is 'do we offer a wide-range of extra-curricular activities which engage all pupils?' (p72). The framework proposes to take account of the views of learners, employers, parents and carers.

The 15 themes set out in the Extending Learning Opportunities: A framework for self-evaluation in study support (2009, 2011) covers the key factors a school should ask itself when setting up and evaluating their Study Support provision. The key themes are divided into three sections as shown in the table below:

Section 1	Section 2	Section 3
Vision, values and principles of learning <ol style="list-style-type: none"> 1. Clear purposes 2. Finding out what's needed 3. A distinct ethos for learning 4. Empowering children and young people 5. Learning together 	Programme development and operation <ol style="list-style-type: none"> 6. Effective resourcing 7. Communicating effectively 8. Developing programmes 9. Identifying leaders of learning 10. Getting the best from leaders of learning 11. Developing partnerships 	Making a difference and managing change <ol style="list-style-type: none"> 12. Measuring the difference 13. Getting results 14. Managing improvement 15. Achieving a return on investment

The paradigms of Study Support are divided into levels of development as set out in the table below which has been adapted to include the impact at each stage of development.

Paradigm of Study Support	A Project "First Steps/Emerged"	A Programme "Emerged/Established"	A Strategy "Established/Advanced"
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 and development opportunities
Who is learning ?	<ul style="list-style-type: none"> • Willing pupils • Targeted under-achievers 	<ul style="list-style-type: none"> • Most pupils – a lot of the time 	<ul style="list-style-type: none"> • All of the pupils most of the time • Parents, staff, community
What is the purpose?	<ul style="list-style-type: none"> • Enjoyment & enrichment • To stretch the more able • To help under-achievers to catch up 	<ul style="list-style-type: none"> • To raise attainment across the school • To broaden the options for achievement 	<ul style="list-style-type: none"> • Continually to improve learning and teaching across the school • To enhance value given to education
Impact	On some individuals	On individuals and some aspects of the school	Whole school - success breeds success
Links with the curriculum?	Bolted on ►	Built-in ►	Thoroughly embedded

DfE, Extending Learning Opportunities: A framework for self-evaluation in study support (2009, CCCU revised 2011)

Another part of the jigsaw is to engage parents and carers in a dialogue about the school's expectations of pupils taking advantage of the opportunities available but also of the overall benefits from participating.

Some parents may have different views to their children about what activities they should participate in and the school will need to carefully explain the benefits of the children being encouraged but not compelled to attend. Equally some parents may need support in understanding the benefits of engaging in a wide range of activities in developing social, emotional and academic traits. Inviting parents to celebration events, performances and to participate in some of the activities can all help to bring parents into the school, particularly those who have perhaps been reluctant to engage with the school or perhaps have only had negative connections in the past.

Ofsted Inspection 2012

Ofsted have published the new inspection framework and arrangements for inspection. In line with current Government policy, the inspection framework aims to refocus school inspections on what matters most, 'the quality of education provided in the school' with priority to:

- the achievement of pupils at the school
- the quality of teaching in the school
- the quality of the leadership in and management of the school
- the behaviour and safety of pupils at the school.

The changes remove the duties to inspect well-being and community cohesion. The inspection is primarily about judging performance. Inspectors will continue to base their judgements on evidence of outcomes for children and young people and the quality of the education that contributes to those outcomes, taking account of schools' self-evaluation in whatever form this has been done.

School leaders and governors will continue to be involved in the inspection process and the views of learners, parents and staff will also be considered when coming to a judgement about the school's effectiveness. What matters most is how well schools ensure high standards of achievement, learning and behaviour for their pupils, as well as contributing to their spiritual, moral, social and cultural development.

So where does Study Support fit with the new Ofsted framework?

As there continues to be pressure on resources and ultimate attainment, it has never been more important to ensure that the school can demonstrate the contribution Study Support is making to the overall attainment of individual pupils, groups of pupils and ultimately the whole school. Early indications are that longer class observations, reviewing tracking of individual progress and data analysis are the focus of the pilot inspections with little time available for meetings with Senior Leadership Teams or specific members of staff.

If you value and believe your Study Support is a contributing factor to the progress being made by pupils or in how you are addressing an individual's progress, then you need to ensure this is clear within your self-evaluation and data analysis information.

Judgement	Potential Study Support Contribution
<p>Achievement</p>	<p>Clear targeting¹ of identified children to participate in specific activities to address identified areas (behaviours, skills, knowledge) of development which is evidenced by a clear baseline of levels at the start, proposed outcomes, levels at end of activity (or at identified intervals), analysis of the progress made and thus resulting outcomes for participating individuals, eg “children with special educational needs participated in a radio club that developed their social skills and confidence to speak and write by incorporating constant language practice and development within the activity. The group exceeded predictive levels.”</p>
<p>Quality of Teaching and Learning</p>	<p>Study Support is often quoted as the “R&D” arm of the school. It provides staff with an opportunity to try out new approaches which may then be incorporated into curriculum time or enables them to focus on a few children needing either more support or further challenge. It also creates different relationships between staff and students that can influence ongoing learning and it enables staff to work with others they perhaps wouldn’t normally have the opportunity to work with and encourages shared staff learning, eg “the success of the Study Support is that staff are introducing more practical elements and looking at previous groupings so that more able children are not just constantly challenged but also given opportunities to consolidate their learning by peer teaching someone else something that they have learned.”</p>
<p>Quality of Leadership and Management</p>	<p>There is clarity of the purpose of Study Support within the context of the whole school ethos, the programme is developed strategically and clearly communicated to all staff, children and parents rather than a series of random or ad hoc activities. Equally there is an expectation that the impact of the activities will be tracked and analysis will identify links between participation and curriculum progress and the converse, to inform further development, eg “a school clearly identified in one year group that all the children who made expected or greater progress in literacy were also participating in one or more activities whereas the children who did not achieve their expected progress were not participating in any Study Support activities. This led the SLT to focus more efforts on encouraging these children to attend an activity. Further work with parents was identified to try to engage the remaining children.”</p>
<p>Behaviour and Safety</p>	<p>The social and emotional development of children is supported by the informal interactions but also by well-placed interactions with adults and older children to model positive behaviour and to discuss different issues. Eg “This may be offered as an informal internet café or breakfast club, drama or sport focused but it will also have structured anger management, emotional intelligence or health and safety underpinning messages as appropriate to the group. Many schools report the improved behaviour of targeted students in and around the school after attending such events but often this is anecdotal and is not formally recorded.”</p>

¹Although staff are targeting specific children to invite and encourage to participate it is important that ultimately the voluntary participation is retained otherwise it will be counter-productive if the children perceive it is “compulsory”.

The effects of Study Support on attainment can be measured in any school by recording individual pupils' participation in Study Support and looking for correlations with performance above that which would have been predicted on baseline measures. Identifying the impact on motivation and self-esteem is more difficult but rigorous statistical techniques are not the only approach.

Systematically observing and recording aspects of pupils' behaviour and school life can provide sound evidence. For example, groups of teachers might look at homework completion, playground behaviour or contribution to discussion in class and look for correlations with participation in Study Support activities.

It is important to look for correlations with non-attendance, as it may be easier to identify those pupils who are not making the expected progress due to their non-participation in activities. Further steps need to be taken to try and find out the reasons they don't attend and what would persuade them to engage in additional voluntary activities linked to supporting the curriculum. Equally, engaging young people in assessing the benefits of attending Study Support and interviewing other children can also provide some valuable insights into what is working and what is not. An on-going review of Study Support is as important as keeping the quality of teaching and overall curriculum attainment under review in terms of maintaining successful learning opportunities and the ongoing success of the school.

All schools have many similarities but each is also unique in many ways. Each setting is dynamic with different children, staff, national and local influences constantly changing so it is critical that what happens both inside and outside the formal school day is kept under review and evolves as appropriate. Study Support self-evaluation of the purpose, what is available, who is attending and the impact on individuals' learning development will ensure the resources invested achieve the most for individuals and the school overall.

Recommendations

- Invest the time in developing a whole school planned programme. Individual activities may only last for a set period but it should be in a context of a whole year or term programme to enable informed choices. Although it will require a lot of work initially, year on year the benefits will be seen to outweigh the planning time.
- Whatever persuasion, targeting or incentives are used to get pupils to attend, Study Support should ultimately be a voluntary activity. Developing pupil ownership through asking what they want, what they think would help them and how existing activities could be improved will further reinforce the positive benefits of being involved.
- Develop progression routes, either to national certification and qualifications or simply by involving pupils who have undertaken an activity themselves then delivering it to others.
- Monitor attendance, analyse participation and look for correlations between what is happening to individual pupils and in classrooms to see where it may be contributing to pupils achieving and even exceeding their potential.
- Effective communication with staff, pupils and parents is crucial to ensuring that everyone understands what is happening and why, when and how they can get involved and what future opportunities it may lead to. Keeping parents informed and connected is critical, particularly in situations where parents may misunderstand, or place little value on their child's involvement. Where schools are developing their communication channels with parents they are helping to break down not only potential barriers to participation in Study Support but also to wider learning aspirations.

Conclusion

Study Support Programmes benefit everyone.
Benefits of Study Support for Children and Young People

For Children and Young People	...leading to...	...resulting in...
<ul style="list-style-type: none"> • improved self esteem • greater confidence • improved basic, physical and communication skills • social skills, including conflict resolution • self-management skills, anger management and resilience • good habits for learning 	<ul style="list-style-type: none"> • improved attendance, punctuality and readiness for learning • improved engagement with schools and learning • improved behaviour towards others • removal of personal barriers to learning • broadening horizons and raised aspirations • greater involvement and participation in school community • greater responsibility for own learning • better ability to visualise 'future self' 	<ul style="list-style-type: none"> • greater achievement in a wide range of areas • higher attainment in school • improved life chances
Benefits for Parents		
<ul style="list-style-type: none"> • children and young people are engaged in positive activities in a safe place • less boredom and lethargy • activities can be shared with siblings and parents/carers • improvement in self-image leads to more positive behaviour • happier children and young people and families 		
Benefits for Schools and Staff		
<ul style="list-style-type: none"> • learners are better prepared for formal learning • improved behaviour in school • improved conduct around the school and local community • reduction in incidents of bullying • targeted interventions to support individuals • greater involvement and ownership of children and young people in school life • positive impact on the curriculum • teachers and other adults interact with children and young people in a more informal setting and create different relationships and perceptions 		

Staff need to demonstrate the benefit of a Study Support Programme within their own schools if it is to be retained as an effective school improvement tool and not be dismissed as simply fun things to do but not essential to the future achievement of children. The contribution needs to be clearly identified and recorded otherwise it will not be valued by others who may then question whether it is a good use of the school's resources to be offering these activities. It is up to those who value Study Support to ensure they have the evidence to answer such questions.

Useful links

Department of Education Study Support Partners

Quality in Study Support and Extended Services

QiSS is part of the Faculty of Education at Canterbury Christ Church University. QiSS supports all schools, education providers, libraries, museums and the partners with the implementing of the quality assurance process. QiSS provides a range of services and training programmes accredited to Masters' level, and publications to support professional development of educational organisation's staff at both a strategic and operational level.



www.canterbury.ac.uk/qiss

ContinYou

ContinYou provides a range of programmes to support children's and young people's learning aiming to help schools improve the attainments and aspirations of pupils and communities by extending the services they offer in and around their premises.



www.continyou.org.uk

The Children's University

The Children's University (CU) focuses on increasing access to high quality out-of-school-hours learning opportunities and raising aspirations for 7-14 year olds, mainly in disadvantaged areas.



www.childrensuniversity.co.uk

University of the First Age

The University of the First Age creates enjoyable learning challenges that enrich lives, increasing aspiration and achievement for young people aged 5 - 25.



www.ufa.org.uk

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