

The Impact of Extended Services in Kent

Full Report



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Executive Summary

1. Extended Services arose from the Every Child Matters (ECM) agenda (DfES 2003). As such it addressed a perceived need to build services around the child and to improve facilities available to the community and it built on a long tradition of out of hours activities and extended learning opportunities.
2. As a local authority, Kent embraced this agenda and established its Community Schools Team in 2003. When the Government introduced the Extended Schools agenda in 2005 Kent had a responsibility to ensure its schools fulfilled the core offer, i.e. ensure that all the elements of the ECM agenda were available to all its pupils by 2010. To do this it rebranded and expanded its team to become the Extended Services team (now called Learning Plus) to work with schools and clusters to support and challenge, as well as to provide a network of meetings and communication infrastructure, supported by regional advisors.
3. With the election of the Coalition government in 2010 and the resulting change in education policy, Kent County Council has undergone a number of restructures, with schools having also been given more autonomy over their budgets and decision making.
4. Given that the core offer had been achieved (Kent was rated as Green, by QiSS - Quality in Study Support and Extended Services, the DfE field force) and that the provision of extended services in Kent is under review, both by the authority and by schools, the Learning Plus team approached Canterbury Christ Church University and requested they undertake an evaluation of the impact of extended services.
5. Learning Plus approached five providers of extended services who would be willing to provide data for this evaluation. These were selected under three criteria. They were geographically spread through the county and included different school types: special schools, primary and secondary and one was organised as a cluster. In addition, the schools had also all achieved the QES (Quality in Extended Services) quality mark and were therefore familiar with recording and reporting impact data. These providers were therefore chosen to represent a cross section of the extended service school providers in the county, who would also be able to provide a range of evidence.
6. Data was collected in three forms. A desk based review was undertaken of previously published studies of the impact of extended services. This was combined with a review of the QES self-evaluation and evidence supplied by each of the participating providers for the achievement of this quality mark. From this, areas of focus for primary data collection were established. These areas were: Attainment and Attendance, Motivation and Self-esteem and Family and Community. To gather further information in relation to these themes, a series of semi-structured interviews were arranged with representatives of the schools. During these meetings the researchers also discussed and collected any examples of quantitative data that demonstrated the potential impact of extended services.

7. The examples gathered therefore varied enormously across the participating schools, ranging from case studies of individual children and families to impacts on whole school performance and the community. In addition, a number of unexpected impacts were reported including cost savings achieved and income generated.
8. In relation to attainment and attendance, Aylesham Primary School (part of the DES, Dover Extended Services consortium) provided evidence of greater improvement than would have been predicted without extended schools interventions. Christ Church CEP School provided evidence of greater gains than peers. Whilst a primary school in West Kent were able to demonstrate positive impact on the behaviour of a targeted group of siblings after an intervention.
9. In relation to motivation and self-esteem, members of the DES cluster used the Strengths and Difficulties Questionnaire (SDQ) to show a change in a child's self-rating before and after a transitions project. Maplesden Noakes School reported improvement in teacher's assessment of various aspects of their children's skills and attitudes, including attitude to learning.
10. These quantitative measures were all supported by qualitative comments from staff. These indicated that in their view extended services, if not the actual factor, had certainly contributed a great deal to the positive impacts observed.
11. Impacts on families and communities are, by their nature, harder to quantify, however senior leaders from Milestone School, Christ Church CEP School and Dover Grammar School (part of DES) for example, all felt involvement in extended services had helped improve their family and community relations and improved their image more widely. Indeed, this was typical across the schools within the sample.
12. Many schools had been able to provide specific classes and support for parents, community groups and local businesses, thus having an additional social and economic impact.
13. Furthermore, some schools reported additional benefits. For example, they obtained a return on investment through the use of their facilities. The DES cluster in particular was able to provide evidence of instances where their collective purchasing power was able to secure the services of an external private provider at a significant reduction to the commercial price.
14. This research has then been able to support many of the intuitive claims for the impact of extended services as well as those cited in previous literature. Moreover it can provide quantifiable examples of impact, some of which are statistically significant (implying the difference is not a chance occurrence). It should however be noted that sample sizes were often small and therefore robust analysis was not always possible. As such, any conclusions drawn should be treated with some caution until further research can be carried out.
15. It should also be noted that the extended services initiative was always intended to be part of a schools' portfolio and that it operates best when used to target specific needs. This is accepted by the providers who contributed to this study, who see it as an indispensable part of their school offer.

16. Our report concludes with a number of recommendations. These include: retaining extended services whilst considering how best to use limited resources to optimal effect in the future, maintaining an audit of use and impact; developing some of the innovative ways already used in the county to measure impact, especially in areas such as motivation and self-esteem and perhaps attempting to develop a range of impact measurement tools which can be applied across the county.
17. Given that the role of the local authority is likely to change, so too will extended services provision. This could however be an opportunity. The providers of extended services and Learning Plus should seek ways to maintain and build on the expertise and on the practice which has developed across the county and crucially look to share and disseminate this further.

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1. Introduction

'Extended schools are a key vehicle for delivering the Government's objective of lifting children out of poverty and improving outcomes for them and their families. There is now clear evidence that children's experiences greatly influence their outcomes and life chances in later life. In particular, educational attainment is a route out of poverty and disadvantage.'

DCSF (2007) *Extended schools - Building on experience*

1.1. Extended services were a key strategy for addressing the five outcomes of Every Child Matters (ECM) i.e. be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The Extended Services agenda sought to build on the experience of schools that have been providing a range of services to support their pupils and community for many years. Schools were not expected to provide all services themselves but to work in partnership with the Local Authority (LA) and with a range of other partners, including other schools, to ensure that the core offer of services was in place by 2010. The core offer was:

- A varied menu of activities (including study support and play) and childcare
 - The primary offer is: access to a varied menu of activities, combined with childcare, from 8am – 6pm, five days a week, 48 weeks of the year
 - The secondary offer is: access to a varied menu of activities which also offers young people a safe place to be from 8am – 6pm during term time and more flexibly during the holidays (secondary schools do not need to provide access to formal childcare)
- Parenting support (including parental programmes, family learning and advice and support services)
- Swift and easy access to targeted and specialist services
- Community access (*NB schools are not expected to open facilities to the community that are not suitable for the purpose or where this would lead to duplication of existing facilities*).

Taken from the Quality Development Framework for Extended Services published by QiSS, Canterbury Christ Church University, 2006, revised 2009

1.2 As part of a varied menu of activities, Study Support is included:

'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 to become more effective learners. Above all it aims to raise achievement'.

Extending Opportunity; a national framework for Study Support (DfEE, 1998)

Study Support has many names (Out of School Hours Learning (OSHL or OOSHL), clubs, extracurricular activities, enrichment, Learning Outside the Classroom (LOTC) and Extended Learning). The opportunities provided can occur throughout the extended school day (typically 8am – 6pm) but also at weekends or school holidays and include school trips, residential visits, working 'off timetable'.

- 1.3 Internationally these are called full service schools (Dryfoos 1994, from Dyson 2011), In England full service and extended schools (DfES 2005, from Dyson 2011). In England, there has been a move for schools to extend their role and engage with families, local communities and to engage in adult education, economic development and 'social cohesion' since the 1920s (Dyson 2011). However, perhaps the first recognisable extended school was the 'community school, *'a school which is open beyond the ordinary schools hours for the use of children and parents and exceptionally for other members of the community'* (Central Advisory Council for Education; England, 1967: para 121, from Dyson 2011:180). The intention being to enhance the learning and leisure opportunities for the most disadvantaged in the community.
- 1.4 In England, The Labour Government (1997) introduced 'Schools Plus', which became extended schools (DfES 2002), then 'full service extended schools' (DfES, 2005) and in more recent times extended services, with an expectation that they at least provide access to services, which include a menu of out of hours learning activities, child care, support for families, adult learning and community access to school facilities (Dyson 2011).
- 1.5 Both extended services and study support have much of their roots in the New Labour Government's (1997-2010) attempts to find *'joined up, innovative solutions to supporting those experiencing multiple disadvantages'* (Social Exclusion Task Force, 2009 from Dyson 2011). Part of this related to shared services across the Every Child Matters agenda (DfES, 2003).
- 1.6 Since their election in 2010, the Conservative-Liberal Democrat Coalition Government (2010) have promoted Academies and free schools, which have reduced the role of local authorities but have still emphasised the needs of schools to be responsive to the needs of their pupils and their communities. They have introduced such support as the Pupil Premium, intended to assist the socially disadvantaged in closing the attainment gap.
- 1.7 The 2010 schools White Paper stated that the Government
'will rely on schools to work together with voluntary, business and statutory agencies to create an environment where every child can learn, where they can experience new and challenging opportunities through extended services and where school buildings and expertise are contributing to building strong families and communities'. (DfE, 2010; website accessed December 12th 2011)
- 1.8 Extended services and within it Study Support, does then provide an alternative form of learning. It develops independent learning skills and enables educators to personalise their students' provision (DfEE 1998).
- 1.9 The need for such provision has not changed in ten years. Ofsted (2011) acknowledge that *'a school serving the most deprived pupils in the country is four times more likely to be inadequate than a school service for the least deprived'* (Ofsted 2011:47) and that this variation in performance has a significant impact on the life chances of these pupils and can seek to reinforce social inequalities. They provide a number of suggestions for how secondary schools can seek to 'close the gap', these include;
- Sophisticated systems to ensure that the issues facing every pupil are known, tailor-made support is provided and failure is never seen as an option
 - A high profile approach to promoting better attendance and setting high standards of behaviour and consistency followed by all staff at the school
 - Investments in developing partnerships with parents that enhance parents' ability to support their children's learning

- A rich diet of extra-curricular activities to engage students' wider interests
- Well-planned transition and induction arrangements for students, with effective partnerships underpinning students' transition into further education, training and employment

(Ofsted 2011, Annual report: 50)

- 1.10 They go on to note that 'in outstanding schools' in particular, the curriculum has been effectively designed to match the needs of pupils and, where an alternative curriculum was in place, this was rigorously quality assured to ensure effectiveness (Ofsted 211:51).
- 1.11 In addition, under their promotion of Academies, the Coalition government have signalled their intention to '*extend school hours and develop a personalised approach to every pupil*' (DfE 2010a:53). It is also part of the new standards for teachers (to be introduced from September 2012) that they make '*a positive contribution to the wider life and ethos of the school*' (DfE v2.0 171011 p.8).
- 1.12 This responsibility is also extended to school governors. Amongst the key questions the Department for Education feel governors need to ask of their schools is '*do we offer a wide range of extracurricular activities which engage all pupils?*' (DfE 2010a:72). The Coalition government's position on extended services is also that Section 27 of Education Act 2002 gives governing bodies a power to

'provide any facilities or services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'. (DfE May 25th 2010)

2. Previous research

- 2.1 Extended Services and Study Support have then been a key educational policy initiative for a number of years and they are still very much part of schools' and the Coalition government's strategy to raise achievement, to improve the motivation and self-esteem of pupils and to develop the link between schools and the communities they serve. It must however, always be accepted that these strategies form part of an integrated offer by schools, the local authority and other stakeholders. Indeed, the Every Child Matters agenda was always intended as treating the child holistically (DfES 2003).
- 2.2 Even though it is a challenge to isolate the contribution of extended services, given the variety of potential impacts, there have been a number of studies which have attempted to demonstrate the contribution of extended services to the outcomes encapsulated in the ECM agenda. Below are some examples which give an indication of the scope and scale of previous research in this area.

2.3 Attainment

- 2.3.1 Study Support has been shown to play a role in increasing children and young people's attendance, behaviour, relationships with others, attitudes to study, achievement and attainment. (MacBeath *et al* (2001), Taylor (2007), Vincent (2009), Dixon (2009), Collins (2010), National Foundation for Educational Research (NFER): Sharp *et al* (1999), Sharp *et al* (2001), Sharp *et al* (2002), Sharp *et al* (2003), Sharp *et al* (2004), Sharp *et al* (2007). Taylor (2007), Vincent (2009), Dixon (2009) and Collins (2010) describe case study descriptions of study support initiatives from individual schools.
- 2.3.2 Perhaps the seminal piece of work in relation to the impact of Study Support on attainment was MacBeath *et al*'s (2001) three year study of over 8,000 students. Those who participated in study support activities achieved better than their predicted grades – on average three and a half grades or one more A-C pass at GCSE than students of equal ability who did not participate. Self-esteem, motivation, attitudes to school and attendance were also shown to be positively correlated with engagement in study support activities. All those who participated, benefited from study support and in particular those from ethnic minorities and/or in receipt of free school meals.
- 2.3.3 Ofsted's (2008) review of extended services provided a case study of a school with high levels of disadvantage:

'where after about three years of providing a wide range of extra opportunities, performance was beginning to improve markedly. All year groups were showing good achievement and higher standards and behaviour was very good. Standards had risen from well below average to average. Pupils with learning difficulties and disabilities had made very good progress for the past two years. The school kept detailed notes on interventions and attributed improvements to pupils' increased involvement and motivation, encouraged by a varied and practical curriculum.' (Ofsted 2008:19)

2.4 Attendance

- 2.4.1 Extended Services is a key strategy to constructive use of a child's time outside of class and to encourage attendance in schools, since non-attendance has been shown to produce its own challenges.

'Conversely, individuals and groups that did not attend and could not be encouraged to participate, frequently correlated to those with behaviour issues, poor engagement in learning and had problems with other pupils'. (Collins 2010 pg. 8)

- 2.4.2 As an illustration, Ofsted found in a small survey in 2008 that their sample of schools frequently had evidence that breakfast clubs were having a positive impact on attendance, punctuality, pupils' attitude to school and readiness to learn (Ofsted 2008).

2.5 Motivation and Self esteem

- 2.5.1 The aim to improve the motivation and self-esteem of pupils is frequently cited across the literature as important to schools in the development of FSES (Full Service Extended Schools) (MacBeath *et al*, 2001; Cummings *et al*, 2007). Developing motivation and self-esteem can be understood as both a general aim for schools' FSES and as a goal of specific interventions and initiatives (i.e. a given set of sessions for pupils on confidence building). A number of studies (Sharp *et al*, 2001, Sharp *et al*, 2002, Sharp *et al*, 2003, Sharp *et al*, 2004, Sharp *et al*, 2007) have found evidence of the positive impact of extended services on children's confidence and self-esteem.

- 2.5.2 Ofsted's (2006) review of extended services in 20 settings, across 16 local authorities, noted as one of the key findings:

'The major benefits to children, young people and adults were enhanced self-confidence, improved relationships, raised aspirations and better attitudes to learning' (Ofsted 2006:3). Again in 2008, they concluded 'out of school hours activities had a positive influence on pupils' enjoyment and sense of well-being' (Ofsted 2008).

- 2.5.3 The Ofsted Survey also found, particularly where provision was tailored to need, behaviour had been improved and risk of exclusion greatly reduced (Ofsted 2008).

2.6 Family and Community

- 2.6.1 Meeting the needs of families and communities has been identified as one of the key policy drivers in the development of full-service schools (see, for example, Calfee *et al*, 1998). Existing research highlights the extent to which schools prioritised aims in relation to families and communities, as well as the extent to which these inter-related with impacts on children and young people themselves (Cummings *et al*, 2007; MacBeath *et al*, 2007). Positive interventions in relation to families typically reported include; parenting courses, family learning classes and structured support in response to particular needs. An important distinction made in the literature is that between solely the provision of support and the enabling and empowerment of parents and families to make use of that support (Cummings *et al*, 2006). As Dyson (2011: 181) reminds us, over the period of Labour governments there was a *'shift from an expectation that the school would provide additional, non-educational services itself to the lesser expectation that it would facilitate access to such services'*. The literature also reminds us that it is unlikely that, owing to their complexity, the problems, issues and tensions faced by parents and families will be overcome on a 'once-for-all' basis as a result of extended schools provision.
- 2.6.2 In relation to communities, recent research literature suggests that whilst some schools felt that positive impacts on the community were an important part of FSES, a minority explicitly identified this within their aims (Cummings *et al*, 2007). In general terms and as with other areas involved in measuring the impact of FSES, a number of studies point to the complexity and difficulty in the possibility of identifying positive developments within the community (e.g. falling crime rates, increases in youth employment, training and skills levels) (see, for example, Cummings *et al*, 2007). Easier to provide are specific, qualitative examples of specific initiatives and projects (and the impact of these) in which schools are involved.

3. The Research Project

3.1 Kent County Council Learning Plus team approached Canterbury Christ Church University in October 2011 to undertake an independent evaluation of the impact of Extended Services in Kent. It was agreed that this would consist of collecting data from four schools and one cluster of schools selected from across Kent. These providers of extended services were selected to be representative of the different types of school and organisational arrangement for extended services in Kent. In addition, the schools had all achieved QES (Quality in Extended Services) recognition at Established or Advanced level and therefore had undertaken a rigorous self-assessment and produced an impact measure case study. Participation was voluntary and each school was contacted prior to data collection to ensure they understood the research strategy and how any data would be used. In addition, the project proposal was approved by an internal ethics committee of Canterbury Christ Church University.

Name	Type	Location
Dover Extended Services (DES)	Cluster, 48 schools across Dover	Dover
Milestone School	Special	New Ash Green
Maplesden Noakes School	Secondary	Maidstone
<i>Asked to remain anonymous to ensure pupils in the case study could not be identified</i>	Primary	West Kent
Christ Church CEP School	Primary	Folkestone

Table 1 Participating schools

3.2 The research consisted of three parts. Part 1, was desk based. Academic literature and government policy (including the new Ofsted standards for 2012) was reviewed to place extended services in context, to review previous research into impact measurement and to identify key priorities for schools. Part 2 involved a review of the QES self-evaluations/case studies provided by participating schools/cluster.

3.3 This review identified areas for primary data collection:

- Attainment and attendance
- Motivation and self esteem
- Family and Community
- Specific impacts for the school
- Unexpected additional benefits.

- 3.4 Part 3 consisted of collecting data related to each of these areas. This was undertaken through visits to each of the participating schools in the sample (data was collected from the cluster through liaising with the Development Manager and conducting a focus group interview). During these visits, the researchers would explain the aims of the research and discuss the sources of quantitative data which may show impact that the school may have available to them. The researcher then conducted a series of semi-structured interviews with appropriate stakeholders (the questions and themes for which were derived from the review of the literature and recognition case studies submitted by each school/cluster (see appendix 1). These included, Headteacher, extended services leads, business managers, assistant Headteacher responsible for data gathering, parents and teachers. Thus the views of a diverse range of stakeholders were gathered as well as a number of examples of impact.
- 3.5 Before considering the three main impact areas which comprise this report – Attainment and Attendance, Motivation and Self-Esteem and Family and Community – it is worth highlighting from the outset two particular findings which sit across the three areas. First, it was consistently reported that the precise nature of extended services needed to be flexible according to the changing and emerging needs of pupils, parents, families and communities. Indeed, although perhaps not specifically concerned with aims, it is noteworthy to highlight from the outset the extent to which each of the schools involved, sought to consult pupils, parents and community members in the planning and delivery of extended services projects.
- 3.6 Second and related to this, schools had obviously thought very carefully about the sorts of activities which they might provide to meet the needs of pupils, parents and the community. To this end, schools have been incredibly proactive not only in identifying needs but in seeking suitable support to meet them. Over time this process has become dynamic, with opportunities and offers of support perpetuating. The following statement from Sharon Forghani, Assistant Headteacher and Director of Business and Enterprise at Maplesden Noakes was indicative of the remarks shared in the interviews:
- 3.7 We return to these points in more detail below, but feel they warrant specific mention here given assertions in the literature of the following nature:

'It is like a snowball effect... To begin with when you first start you go out there looking for things you can do. When you're established you don't have to do that anymore – people come to you and ask. It then comes to a point when you have to start to turn things away sometimes or you have to be selective over things that will provide most impact and benefit with the resources and time that you have available'.

'Certainly, in the various government-sponsored and other initiatives, colleagues and I have examined, the decision-makers have almost exclusively been professionals whose view of local people, though supportive and well-meaning, has overwhelmingly focused on deficiencies and deficits of local cultures, parenting practices and attitudes towards education.' (Dyson, 2011: 185)

Quite simply, we found little, if any, evidence of this across our interviews.

4. Impacts of Extended Services

4.1 Attainment and Attendance

- 4.1.1 Although previous research cannot show that participation in extended services has a direct and universal impact on attainment in itself (Cummings *et al* 2007), it has always been part of an overall strategy, particularly designed to support disadvantaged and targeted pupils. The impacts often being most notable for individual children who for example move from non-attenders, to regular and engaged learners (Cummings *et al*, 2007).
- 4.1.2 Individual case studies have shown dramatic impacts on attainment. For example, in Cummings *et al's* (2006) evaluation of the extended schools initiative, one Headteacher showed how in KS2 aggregate scores across the three core subjects had risen from 183 in 2001, to 258 in 2006, whilst those achieving at least a grade 4 in English and Maths has risen from 50% and 52% respectively in 2001 to 84% in both subjects in 2006 (p.48). Of course many other factors are involved but the testimonies of at least some of the pupils involved, demonstrate the impact of Full Service Extended Schools (FSES) (as they were known in this study).
- 4.1.3 What many FSES do is *'put in place intensive support mechanism for pupils in the greatest difficulties and these seem to have created the conditions in which such pupils might achieve'* (Cummings *et al* 2007: 48-49).
- 4.1.4 These strategies seem to fall into two types; those focused around the curriculum, i.e. lesson planning, target setting and those more universal strategies which are both differentiated to vulnerable pupils and open to all. These include such things as breakfast clubs, pupil run radio stations and learning for life days, focused on such things as sexual health. The impacts of which are not measured directly in raised attainment but result *'in greater levels of engagement in learning, happier and more settled pupils, raised levels of self-esteem and motivation, higher aspirations and the development of transferable skills'* (Cummings *et al* 2007:49).
- 4.1.5 The data collected through this research with schools in Kent suggests the impact of such strategies for both large cohorts and targeted pupils can be shown quantitatively in terms of both attainment and attendance through a number of different examples. This in turn is supported by the perceptions of stakeholders.
- 4.1.6 However, attempting to claim a causal link between involvement in extended services and attainment and attendance should be treated with caution, as in most cases, control groups are not readily available and the groups who participate are not homogenous, although this is true for most educational phenomenon. Indeed, given the multitude of variables a child is exposed to, a systematic view is probably more realistic. This is conceived as a series of relationships (i.e. between teacher, parent, specialists and pupil) where a change in the behaviour of one member can lead to a change in behaviour overall (Althrichter *et al* 2008).
- 4.1.7 Although alternative explanations can be postulated, impact would appear to be demonstrated under the following conditions:
- i) If a greater improvement is found than that which would be expected without an intervention/activity.

ii) If a group who engage in an intervention/activity perform better than those who did not.

iii) If a person/group alter their performance after an intervention/activity.

As can be seen below, the data provided by the participating schools in this research has indeed been able to provide evidence for each of these conditions.

i) If an improvement is found greater than that which would be expected without an intervention/activity

4.1.8 Aylesham's Primary School (part of DES) provided evidence of the performance of their students over three years (July 2009 - July 2011) in Reading, Writing and Mathematics. Their expected progress was 6 Average Point Scores (APS) over two years. As can be seen from the table 2 below, those in year 3, 4, 5 and 6 exceed this for all three subjects, whilst those in year 6 showed progress consistent with target.

2010 - 2011 Cohort	APS Reading				APS Writing				APS Mathematics			
	09	10	11	Progress	09	10	11	Progress	09	10	11	Progress
Year 6 Number in cohort	21.3 29	26.3 30	26.3 31	+5	19.6 29	23 30	23.9 31	+4.3	20.6 29	24.5 30	26.5 31	+5.9
Year 5 Number in cohort	16.4 27	22.1 29	24.4 30	+8	14.6 27	19.2 29	22.2 30	+7.6	16.8 27	21.1 29	23.5 30	+6.7
Year 4 Number in cohort	13.2 19	17.9 23	21.6 26	+8.4	12.6 19	16.6 23	19.4 26	+6.8	14.6 19	18.3 23	21.1 26	+6.5
Year 3 Number in cohort	10.5 19	16.5 23	20.5 21	+10	9.3 19	15 23	18.8 21	+9.5	10.6 19	16.8 23	20.1 21	+9.5
Year 2 Number in cohort	76% 1 level KS1	9.5 24	12.9 25	+3.4	76% 1 level KS1	8.3 24	12 25	+3.7 92/64/12	76% 1 level KS1	10.2 24	13.6 25	+3.4 84/56/16
Year 1 Number in cohort			11.5 35	97/86/20			11.3 35	100/66/20			11.5 35	100/80/20

Table 2: APS progress in Aylesham cohort of pupils engaged in 2009 – 2011

4.1.9 In addition there is an improvement in APS for each year group, year on year between 2009 and 2011 (see figures 1-3). Of course this cannot all be attributed to engagement in extended services activities, however, given that 75% of Aylesham students engage in such activities and the comments of the Head of School, Katie Gibbs that

'what should have been an average of six points increase (over two school years) in every subject in all year groups from year 3 and all of those year groups hit that or exceeded it by quite some number with the exception of last year's Year 2 who exceeded their target of 3 APS in one school year... who are an exceptional cohort'.

it does not seem unreasonable to speculate that it was a contributory factor.

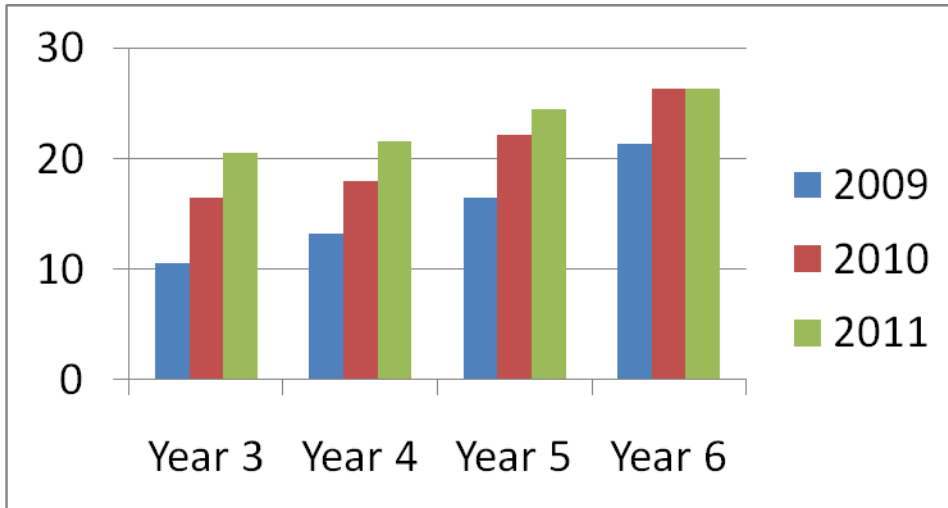


Figure 1: Improvement in Aylesham APS for **Reading**, cohorts in year 5-6 2009-2011

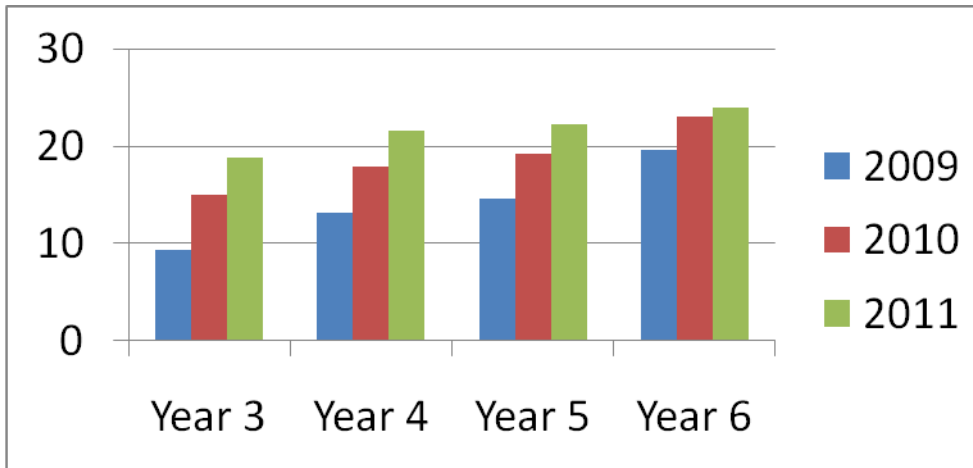


Figure 2 :Improvement in Aylesham APS for **Writing**, cohorts in year 5-6 2009-2011

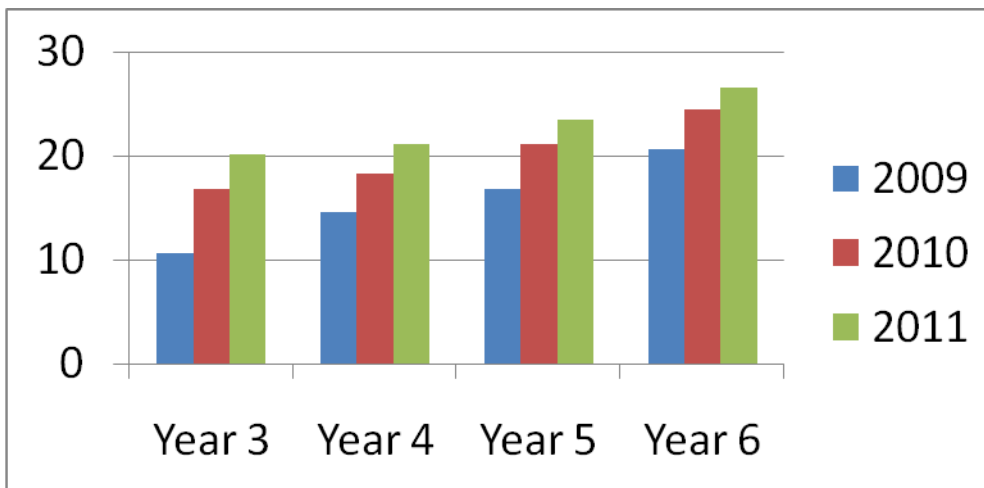


Figure 3: Improvement in Aylesham APS for **Writing**, cohorts in year 5-6 2009-2011

ii) If a group who engage in an intervention/activity perform better than those who did not.

4.1.10 Christ Church CEP School traced a random sample of pupils engaged in extended services activities (each child engaged in at least two) and for each compared their APS gains for Reading, Writing and Mathematics (Yrs 3-Yrs 5) with the gains of their cohort (e.g. SEN, EAL, home-grown boys, girls etc.). This data (see table 3), shows that many of these children produced gains in excess of their cohort. Indeed there was a statistically significant difference between the gains of these students and their cohort in Writing and Mathematics, which again suggests the difference in gains is not simply due to chance (see table 4).

NAME	READING				WRITING				MATHS			
	YR3	YR5	GAINS	COHORT	YR3	YR5	GAINS	COHORT	YR3	YR5	GAINS	COHORT
S1	9	19	10	9.8	9	19	10	8.5	9	21	12	9.1
S2	19	33	14	9.9	15	27	12	7.3	19	31	12	7.9
S3	19	35	16	9.9	19	31	12	7.3	19	35	16	7.9
S4	15	31	16	11	15	27	12	8.4	17	29	12	7.9
S4	21	31	10	11	17	23	6	8.4	19	29	10	9.2
S5	9	25	16		9	25	16		9	25	16	
Group Average APS	15.3	29	13.7	10.3	14	25.3	11.3	8	15.3	28.3	13	8.5
Year 5	KS1	YR5T1			KS1	YR5T1			KS1	YR5T1		
S6	19	27	8	8.1	19	23	4	5	17	29	12	8.1
S7	15	25	10	8.1	15	21	6	5	15	25	10	8.1
S8	17	21	4	8.1	13	19	6	5	15	23	8	8.1
S9	15	27	12	8.1	15	21	6	5	17	25	8	8.1
S10	17	27	10	8.1	15	23	8	5	17	29	12	8.1
S11	9	19	10	6.3	9	11	2	3.5	9	17	8	7
Group Average APS	15.3	24.3	9	7.8	15.3	19.6	5.3	4.8	15	24.7	9.7	7.9
Year 4	KS1	YR4T1			KS1	YR4T1			KS1	YR4T1		
S12	13	13	0	1.1	11	11	0	1.1	15	15	0	0.8
S13	19	25	6	4.4	17	23	6	-0.3	19	25	6	3.4
S14	17	23	6	4.4	15	21	6	-1.7	17	17	0	3.4
S15	19	23	4	4.4	17	23	6	-0.3	19	25	6	3.4
S16	15	17	2	3	15	15	0	-0.8	15	17	2	2
Group Average APS	16.6	20.2	3.6	3.5	15	18.6	3.6	-0.4	17.4	19.8	2.4	2.6
Year3	YR1	YR3T1			YR1	YR3T1			YR1	YR3T1		
S17	5	13	8		9	11	2		11	15	4	-0.1
S18	11	15	4		11	15	4		13	15	2	-0.1
S19	13	21	8		13	21	8		13	21	8	0.8
S20	9	15	6		9	13	4		11	13	2	-0.1
S21	11	15	4		7	15	8		13	17	4	-0.05
Group Average APS	9.8	15.8	6	4	9.8	8.3	5.2	4	12.2	16.2	4	4

Table 3: APS gains compared to cohort for a sample of pupils from Christ Church CEP School, who attended at least two study support activities.

Subject	Results of Wilcoxon comparison	Statistical significance
Reading	T = 28 N=15 P>0.05	Not statistically significant
Writing	T = 30 N=15 P<0.05	Is statistically significant
Maths	T = 22.5 N=21 P<0.05	Is statistically significant

Table 4: Outcomes of tests of statistical significant (Wilcoxon test) in a comparison of a sample of pupils from Christ Church CE Primary School, who attended at least two study support activities and their cohort, in terms of APS gains in three subjects.

- 4.1.11 As can be seen above, Aylesham School and Christ Church CEP School, compared cohorts in different year groups. Dover Extended Services (DES) cluster were able to take this further and provide data comparing a number of schools across their district comparing those who participated in an activity and those who did not.
- 4.1.12 During the summer 2010, DES conducted an evaluation of their 'Focus on Literacy' initiative. This looked at a number of extracurricular projects they delivered with the aim of enhancing the literacy skills of pupils in participating schools across the district (these included such activities as poetry clubs, Latin and able readers groups).
- 4.1.13 35 of 40 primary schools engaged in at least one Literacy based project and of these 25 (71%) showed improvement in their literacy results, with 21 (60%) achieving their best result in three years in one or more national curriculum strands.
- 4.1.14 27 schools participated in the Poetry project, of which 18 (67%) raised their literacy results at L4+ and L5+. 11 (41%) achieved their highest L4+ results and 45% their best level in L5+ in three years.
- 4.1.15 Similarly, of schools who took part in Able Readers in 2010, 3 (50%) saw a rise in L5+ reading. Of the 8 schools who took part on Minimus Latin, 5 (62%) saw an improvement in L4/L5 stage English.
- 4.1.16 However, as can be seen from the table below, the pattern for DES is not a simple one. There were two schools who achieved their best results (green) who did not participate in the Focus on Literacy activities and others who, whilst participating in a range of activities, did not show a notable impact on their literacy scores. In addition the impact was not shown across the literacy strands. Therefore more research needs to be undertaken investigating how many pupils participated, the characteristics of each school, and the contribution of other activities in the school, including of course the quality of classroom practice.

Key: best result year on year improved on 2009 best result in those strands

School	KS2 Boycott	% L4+ Reading	% L5+ Reading	% L4+ Writing	% L5+ Writing	% L4+ English	% L5+ English	Poetry	Volunteer Reading Help	ROAR for Dover	Latin	Primary Enrichment	Able Readers
1		83.3	62.5	75.0	16.7	79.2	37.5	n	y				
2		93.1	48.3	75.9	34.5	89.7	41.4	y					
3		86.2	48.3	74.1	15.5	86.2	24.1	y	y		y		
4		90.0	63.3	76.7	20.0	83.3	40.0	y	y		y		
5	Yes					86.7	20.0	y					
6		80.8	57.7	61.5	11.5	76.9	28.8	n	y				
7		90.3	61.3	83.9	45.2	90.3	45.2	y					
8		75.0	41.7	66.7	8.3	66.7	25.0	y					
9		93.8	31.3	87.5	0.0	93.8	0.0	n					
10		88.9	38.9	66.7	22.2	77.8	27.8	n					
11		86.8	39.6	58.5	15.1	77.4	20.8	y					
12		89.5	52.6	82.5	8.8	87.7	24.6	y					
13		70.6	52.9	64.7	23.5	70.6	47.1	y	y				
14		62.5	25.0	37.5	12.5	62.5	12.5	y					
15		96.3	40.7	74.1	33.3	88.9	37.0	y					
16	Yes					69.6	30.4	y					
17	Yes					87.7	24.6	n	y				
18		93.8	59.4	75.0	15.6	90.6	25.0	n	y				
19		100.0	45.5	72.7	45.5	100.0	36.4	n					
20		69.2	0.0	53.8	0.0	61.5	0.0	n	y			y	
21		73.1	38.5	53.8	11.5	61.5	19.2	y	y	y			
22		77.8	31.1	44.4	4.4	71.1	8.9	n					
23		78.8	36.4	72.7	24.2	81.8	27.3	y			y		y
24		85.7	42.9	50.0	10.7	78.6	25.0	y					
25		78.6	14.3	50.0	7.1	71.4	0.0	y	y			y	
26	Yes					69.2	19.2	n		y		y	
27		70.6	41.2	64.7	11.8	76.5	11.8	y			y	y	y
28		12.5	0.0	12.5	0.0	12.5	0.0	n					
29	Yes					100.0	37.5	n					
30		85.7	57.1	57.1	28.6	71.4	28.6	y					
31		74.4	16.3	55.8	4.7	65.1	70.0	y		y		y	y
32		87.3	58.2	74.5	14.5	85.5	27.3	n				y	
33		100.0	72.0	88.0	56.0	100.0	56.0	y			y	y	
34		80.0	68.6	65.7	20.0	77.1	37.1	y	y		y	y	y
35		55.6	14.8	37.0	3.7	48.1	11.1	y			y	y	y
36		86.2	44.8	65.5	24.1	79.3	24.1	y		y			
37		93.8	68.8	81.3	18.8	87.5	31.3	y					
38		68.0	20.0	52.0	0.0	60.0	0.0	y	y	y	y	y	y
39		86.7	73.3	66.7	20.0	86.7	46.7	y					
40		74.1	46.6	55.2	10.3	72.4	22.4	y				y	

Table 5: Participation in Focus on Literacy activities in DES 2010 and percentage of pupils achieving L4 & L5 in reading, writing and English.

iii) **If a person/group alter their performance after an intervention/activity.**

4.1.17 A primary school in West Kent provided a case study aimed at engaging a family in very challenging circumstances. Although attendance was generally good their punctuality was poor. It was also difficult to engage with their parents. Circumstances at home made it difficult to support learning and homework activities. Arrangements were made for the children to attend various clubs through the Your Choice Funding. A homework club was also set up for the children and parents to attend for 2 terms. The impacts were not only qualitative (i.e. improved relationship between staff, pupil and parents) but punctuality also improved. Note, although attendance was very good before the intervention, this also improved.

Pupil		Late before register closed	
		22/7/11	13/12/11
1	Punctuality	19.8% (70)	0% (0)
	Attendance	97.5 (344)	100% (132)
2	Punctuality	23% (85)	0% (0)
	Attendance	98.1% (392)	100% (132)
3	Punctuality	22.6% (83)	0% (0)
	Attendance	97.6% (359)	94.7% (125)
4	Punctuality	23.6% (87)	0.8% (1)
	Attendance	97.8% (360)	100% (132)
5	Punctuality	NA	0% (0)
	Attendance	NA	100% (117)

Table 6: Percentage improvement before and after engagement in after school clubs and the introduction of a homework club for 5 siblings in one family attending a primary school in West Kent.

4.1.18 The Primary school in West Kent also supplied APS scores for the family members currently still with the school (January 2012), which confirms they are progressing well now their punctuality has been improved through use of targeted extended services that took into account the needs and circumstances of the family.

Pupil	Score at the end of each year		Progress
	Yr 5	Yr 6	
1			
	18.3	23.7	+5.4
3	Yr 4	Yr 5	
	16.3	20.3	+4
4	Yr 2	Yr 3	
	7.3	12.3	+ 5

Table 7: Progress in APS for children in a primary school in West Kent targeted family case study

4.1.19 A similar example of innovative targeted provision came from Milestone School. They introduced a Nintendo brain training club as part of their ICT lunch time clubs. This provided interactive and engaging activities for children with a variety of intellectual and physical challenges. As such many of these children are not normally expected to reach national curriculum attainment targets, let alone increase in levels. However, as can be seen from table 8 below, when a sample of those in year six were selected, all demonstrated a clear improvement in their maths skills (number, shape, space and materials, using & applying and data handing) their English skills (reading and writing)

and their information communication technology skills, with all of the participants identified, thus improving by a level in at least three areas.

Pupil	Number		Shape Space, Materials		Using & applying		Data Handling	
	Level increase	% increase	Level Increase	% increase	Level Increase	% increase	Level Increase	% increase
1	No	53%	Yes	20%	No	74%	Yes	5%
2	Yes	23%	No	0%	Yes	8%	Yes	43%
3	No	48%	Yes	0%	Yes	0%	Yes	8%
4	Yes	2%	Yes	40%	Yes	55%	Yes	6%

Pupil	Reading		Writing		ICT	
	Level Increase	% increase	Level Increase	% increase	Level Increase	% increase
1	No	36%	No	75%	Yes	73%
2	Yes	10%	Yes	31%	Yes	33%
3	No	46%	Yes	22%	Yes	35%
4	Yes	62%	No	68%	Yes	11%

Table 8: Increase in national curriculum level for a sample of year 6 pupils undertaking 'brain training' as part of a lunchtime ICT club.

4.1.20 These examples of measurable differences in the performance of pupils engaged in extended services are supported by comments made during the semi-structured interviews.

4.1.21 However, in line with previous impact evaluations of extended services (see for example Cummings *et al*, 2007) it must be noted that there are two particular difficulties in providing qualitative evidence of the impact on attendance and attainment. The first is that such evidence, unlike quantitative data, relies on impressions and as such is dependent on subjective experiences which are difficult to quantify in concrete terms. The second and similarly to quantitative data, is the fact that it is very difficult (if not impossible) to measure the extent to which impacts on attainment and attendance are the specific result of extended services over and above the impacts of other processes and initiatives which may run concurrently.

4.1.22 Having said this, members of the DES consortium reported real improvements in attendance and attainment (see above) identifying the specific impact of extended services as at least a significant 'part of the puzzle'. The following two statements, also provided by members of the DES consortium, illustrate the complexity of separating out the specific impact of extended schools on improvements to attainment and attendance. Kate Gibbs, Head of School at Aylesham School reflected:

"Is it purely down to DES? I don't know, I wouldn't like to say. I think it's a combination. We now have more parents attending parents evening because they come in to school to do fun things that have been going on, they are taking part, school is not a scary place anymore, so we have the backing of those parents, they're committed to the learning of the children. Their aspirations are increased, so the aspirations of the children are increased. It is sort of a snowball effect".

James Brown offered the following useful clarification:

"I think there is a subtle difference... We have to be careful here. I don't think everything is attributable to Dover Extended Schools. A lot is attributable to the individual schools. It is the philosophy, the framework that DES provides to support it. [Schools] benefit from the structure being in place, and the new ideas and the creativity coming from different people which is shared".

- 4.1.23 Bearing in mind the limitations of attributing a single cause, all schools reported the beneficial impact of extended services on pupil attainment and attendance as a key part of their qualitative responses. Some schools also reported the beneficial impact on UCAS applications (both in terms of depth and success) of pupils' engagement in clubs and activities provided through extended services.

4.2 Motivation and Self Esteem

- 4.2.1 Perhaps the area where impact has been most successfully demonstrated at a case study level is motivation and self-esteem. Given the nature of these concepts however, they are notoriously hard to robustly measure and define. Cummings *et al* (2007) quote a range of examples drawn from the schools and colleagues in their study. For example, children who could not control their anger didn't respond to teachers and were known to the police, who after being targeted for extended services activities, achieved bronze and silver ASDAN (Award Scheme Development and Accreditation Network), learned to cook and even ran a lunch time club for older people, through to a student who, by attending playing for success, improved his team working skills, interpersonal skills and motivation to attend school (Cummings *et al* 2007:51-52).
- 4.2.2 For Cummings *et al* (2007), although there are many factors which could influence the outcomes, key factors were having supportive adults who saw them in a new way, adults not limited by the traditional constraints of teaching and thus could also see the young people in new ways. Secondly, it was noted that these were not unproblematic success stories. There were many periods where the pupils were not engaged in schools but their sustained perseverance of the FSES was a key factor in turning them around.
- 4.2.3 Similarly, this research has been able to identify a number of examples from both the semi structured interviews and the collation of secondary data which demonstrates how the self-esteem and motivation of pupils has been raised. It is also not unreasonable to suggest that if self-esteem and motivation improve so too will attendance and therefore attainment, not to mention the added effects of making learning more enjoyable for the child/young person, teacher and those they come into contact with.
- 4.2.4 The Deal Consortium as part of DES, developed the SN@P programme to support the transition from primary to secondary school, however, since the principles of pastoral support were transferable, the programme was also used by two primary schools when they merged. In 2008 the SN@P programme was launched across Dover to nine secondary schools and 46 primary schools, with over 200 children identified as able to

benefit from enhanced support. As the programme has developed the workshops and activities have grown in range, including: Mini Pioneering, Arts & Crafts, Fowlmead Activities, Street Dance, Cooking, Taekwondo, Multi Sports, Relays/Team Building Games, Circus Skills, Board Games and Music for Change. This is also combined with volunteer reading help, particularly targeted at children who lack confidence in reading as well as support for parents and carers through Family Liaison Officers, Parent support advisors, the multi-agency Wave team and educational psychologists to advise and support on the transition between schools and even behaviour management.

- 4.2.5 The SN@P programme (like many activities under the banner of extended services) has a number of aims, including improved communications, attendance and raising self-esteem.
- 4.2.6 Self-esteem and motivation are notoriously hard to measure, though, a number of instruments have been developed, which look at various related aspects. A well known instrument is the Strengths and Difficulties Questionnaire (SDQ) (see <http://www.sdqinfo.com>). Such questionnaires have robust psychometric properties (Goodman 2001, Stone 2010) and look at a number of aspects of pupil behaviour – emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and pro-social behaviour. In addition the SDQ is *'easy to complete and user friendly because of the brevity and positive attribute items and is sensitive to change'* (Van Roy *et al* 2008:1304).
- 4.2.7 Responses are given on a likert scale and as such, this allows researchers to measure changes over time. For the school year 2009-2010, the Deal and Dover Consortiums undertook analysis of the SDQ responses at the start and end of the programme (August 2009 - October 2010).
- 4.2.8 As can be seen from Table 9 (and figures 4 & 5) there was clearly a difference in those elements measured by the SDQ in the sample before and after the SN@P programme (Deal/Sandwich), with a higher rating for following rules, practising skills, organising other people, learning new skills and playing on their own.
- 4.2.9 Whilst for the Dover consortium, all respondents reported an improvement in each element of the SDQ. For Dover this difference is also statistically significant (Sign test, L=0, T=9, $p < 0.05$).
- 4.2.10 Other self-reports from Deal and Dover, Deal and Sandwich also indicated that the participants felt there had been an impact on their social skills. For example when asked if they felt their confidence had increased 89% (16), 91% (21), 79%, (11) of respondents indicated they had. Whilst 100% (23), 96% (22), 71% (10) felt they coped well with a group (Deal-Sandwich, Dover and Sandwich Cycles respectively).

Pre - Activity	Deal		Dover	
	Pre Activities Mean	Post activities Mean	Pre Activities Mean	Post activities Mean
Playing with other people in a team	3.8	3.6	4.2	4.3
Playing on your own	2.9	3.5	2.5	3.7
Learning new skills	3.4	3.7	3.7	4.3
Organising other people	2.7	3.1	2.9	3.2
Speaking in front of a group	2.6	2.2	3	3.4
Taking turns	3.8	3.8	4	4.2
Listening to other peoples points of view	4.0	3.4	3.9	4.2
Making friends	4.4	4.1	3.9	4.4
Practising skills	3.4	4.0	3.3	4.2
Following rules	3.8	4.1	4.0	5.5

Table 9: Mean rating for SDQ elements August 2009 and October 2010.

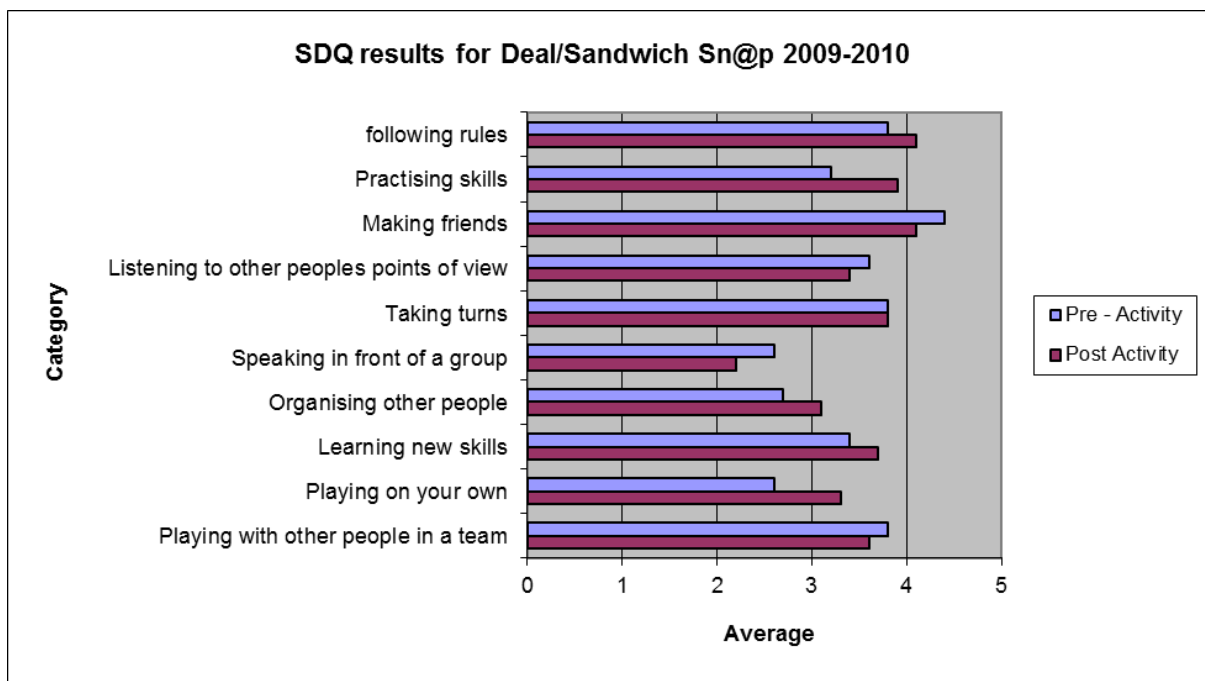


Figure 4: Pre and post activities rating of SDQ, Deal/Sandwich SN@P programme

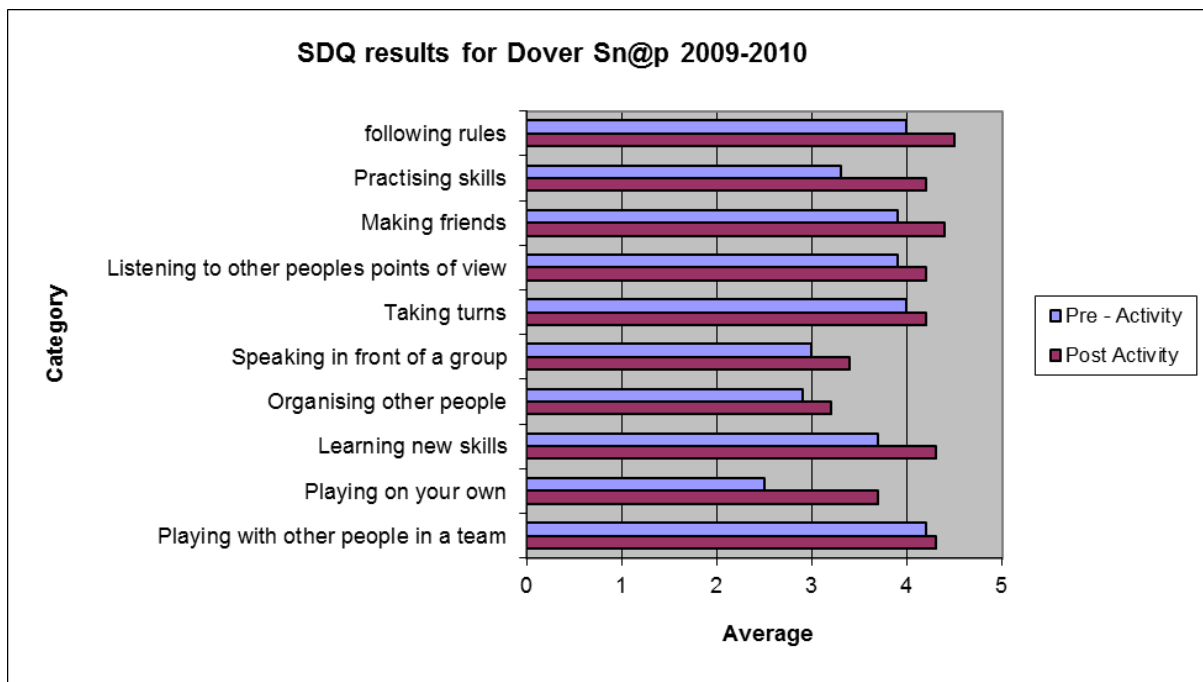


Figure 5: Pre and post activities rating of SDQ, Dover SN@P programme

- 4.2.11 Maplesden Noakes School used Your Choice (Extended Services Disadvantaged Subsidy) funding to target socially deprived children with the aim of engaging them in education through a variety of additional activities (including, wacky races family events, guitar lessons, dance, boxing, football, scouts, musical theatre, young career programmes). In year one, 23 pupils were targeted. In year two this rose to 61.
- 4.2.12 This is of particular interest since in addition to asking for the pupils to evaluate the activities, the school also asked parents and teachers to assess the impact on their skills and motivations. In this sense, they have introduced an element of triangulation (Altrichter *et al* 2008). As such this addresses many of the concerns expressed when using subjective measures, since if data gathered by different respondents or using different methods agree, one can be more confident that they are uncovering a central 'truth', improving the validity and reliability of the measure (Newby 2010).
- 4.2.13 As can be seen from Table 10, although the response rate was not high, those elements for which parents/carers reported seeing the most change in their children, related to attributes such as self-confidence (100%, 12), self-esteem (75%,9) and motivation (66.7%, 8). A very high proportion also felt that concentration (91.7%, 11), social interaction (75%, 9) and creative skills 66.7% (8) had improved, all of which, it would not be unreasonable to suggest, will have a direct impact on the child's success at school.

Area of improvement	Percentage of responses who indicated a noticeable improvement in their child
Self confidence	100% (12)
Concentration	91.7% (11)
Friendship Circle	83.2% (10)
Social interaction	75.0% (9)
Self Esteem	75.0% (9)
Hand/eye coordination	75.0% (9)
Motivation	66.7% (8)
Creative skills	66.7% (8)
Personal Fitness	58.3% (7)
Heath	58.3% (7)
Strength	50.0% (6)
Verbal communication skills	50.0% (6)
Life Skills	41.7% (5)
Personal Organisation	41.7% (5)
Sports skills	41.7% (5)
Anger Management	33.3% (4)
Fine motor schools	33.3% (4)

Table 10: Improvement noticed in their child, by parents/carers as a result of participation in 'Your Choice' funded activities at Maplesden Noakes.

4.2.14 Teachers were also asked to rate a sample of targeted pupils at the end of term four, 2010 and 2011 in terms of their Attitude to Learning. Staff rated them on a five point likert scale (from one - Unacceptable to five - Excellent). As can be seen from table 11, 80% (12) improved in their attitude to learning as rated by school staff, four of whom moved over a 100 places in their ranked position in a year. This was also a statistically significant difference (Sign Test: L=3, T=15, P<0.05).

Pupil	Attitude to Learning at end of term 4 2010 (Rank position in year Group)	Attitude to Learning at end of term 4 2011 (Rank position in year Group)	Improvement in rank position over a year
1	69	90	-21
2	108	7	+108
3	19	161	-142
4	28	140	-112
5	91	67	+ 24
6	153	135	+18
7	155	26	+129
8	161	1	+160
9	160	79	+81
10	98	52	+46
11	96	59	+37
12	107	8	+99
13	134	32	+132
14	108	17	+91
15	142	73	+69

Table 11: Change in attitude to learning for a sample of children who engaged in a number of activities through Your Choice funding at Maplesden Noakes

4.2.15 In the semi-structured interviews, recognising the difficulties associated with quantifying the impact of extended services on pupil motivation and self-esteem, schools across the sample were keen to point to examples of increased levels of motivation and self-esteem both within individual pupils and across pupil populations. In general terms, staff identified connections between engagement in extended services activities and a general improvement in behaviour and motivation in school. In turn, there was a general feeling that these improvements in behaviour and motivation in turn impacted positively on general attendance and behaviour.

4.2.16 In more specific terms particular activities (for example, attendance at a summer holiday club) were connected to positive effects on the behaviour and motivation of identified pupils from the start of the new Academic year. Staff at a primary school in West Kent, for example, provided the instance of a specific family of children whose motivation and therefore punctuality improved significantly following their engagement in a study support class (see 4.1.17 above). This, alongside other strategies implemented by staff, contributed to the overall improvement. For the pupils at Milestone School, the activities which formed a central part of the extended services offer enabled the opening up of new horizons – building confidence and empowerment.

4.2.17 Across the interviews, schools discussed a range of activities and services which sought to build not only self-esteem but also confidence and understanding. With regard to developing confidence, schools reported the positive and beneficial effects of activities such as those which supported transition from Year 6 to Year 7 and those which required pupils to adapt to new social settings and environments.

With regard to developing understanding (often intimately connected to confidence, of course) schools reported a variety of inter-generational and inter-cultural activities, as well as a vast array of instances when pupils from different schools came together. With regard to the latter, staff from Milestone School pointed particularly to the beneficial impact (for all concerned) of activities in which their pupils worked with pupils from mainstream school settings.

- 4.2.18 Perhaps the impact of extended services on pupil motivation and self-esteem is best encapsulated in the following reflection provided by Sharon Forghani from Maplesden Noakes School:

'They can research independently, they're confident to stand and do presentations, they can think outside the box. You can't necessarily measure them, but they are the essential skills that you need... We are making our young people more employable here and I think that is the key thing. Through the extended services and extended services activities they are redeveloping as well-rounded citizens who will ultimately be employable.'

4.3 Family and Community (partnerships)

- 4.3.1 Working toward and for beneficial impacts on families and the communities has been identified as being central to extended schools (Cummings *et al*, 2007; Dyson, 2011). In addition, a central aim of ECM and extended services was to coordinate the team around the child (DfES 2003). This involved not only multi-agency working but improved links with the family and the community. In addition the 'core offer' stipulated that local authorities should ensure support for parents, (including parental programmes, family learning, advice and support) and community access to facilities (QiSS 2009).
- 4.3.2 A key aspect of impact is therefore the extent to which extended services has been able to develop school relationships with the community, including the child's family, specialist services, other schools and external providers of activities and services.
- 4.3.3 Head teachers have long seen the benefits of multi-agency work, since it helps a school avoid isolation and can be useful for benchmarking. Such research has also found that it is seen as a mutual learning process (Muijs 2007: 351).
- 4.3.4 Trust is a key component of success of inter-agency work and an acceptance that relationships take time to build, often because people come from different organisational cultures (Muijs 2007).
- 4.3.5 A challenge with multi-agency work is how to judge its success, since it cannot be easily judged from traditional school outcome measures and therefore the lack of hard targets is sometimes seen as a challenge by Head teachers (Muijs 2007). Measures can sometimes be negative, e.g. fewer exclusion, or more subjective, for example a change in attitude or behaviour (Muijs 2007).
- 4.3.6 There is evidence that individual pupils can be helped through a multi-agency approach (Cummings *et al* 2007) but in addition there is an impact on the culture and functioning of the school in terms of greater access to expertise and the development of a broader perspective (Muijs 2007).

- 4.3.7 Previous research has focused on a number of such benefits; over three quarters of the respondents in the ESES study believed they had established better support for families, and *'two thirds believed they have enhanced community learning opportunities'* (Cummings *et al* 2007:57). In addition, centres reported cases where they had enhanced parental skills, dealt with issues of family breakdown and thus contributed to family stability and functioning. We must add an important caveat though. As indicated previously in the existing literature *'there seems to be no convincing evidence that they [extended schools] can transform whole communities, much less that they can disturb established hierarchies of advantage and disadvantage'* (Dyson, 2011: 184). This, however, points less at a criticism of extended schools and more at a need to be realistic as to the scope of their potential impacts.
- 4.3.8 In addition many schools and centres offer adult learning as a key impact, ranging from CLAIT (Computer Literacy and Information Technology) courses, to GCSEs in Maths and English (Cummings *et al* 2007). Although it is hard to show a direct link between such sources and economic output, there is good reason to think that this aspect of extended services does have an impact. For example, in one FSES primary school 80% of non-teaching staff were from the local area, thus providing a boost for local employment.
- 4.3.9 Similarly in our research it was clear that the schools across the Kent sample employed a range of strategies for identifying the needs of parents and communities. Indeed, this should be considered a particular strength of the work of schools in this sample. Some schools reported their use of parent's surveys, asking for information regarding the sorts of activities which would be beneficial for pupils. A number of schools established parent forums to collate and discuss pupil and parent needs. Christ Church CEP School, for example, have a representative parent's forum which meets monthly and helps to guide extended services. Schools also reported their use of a range of methods and strategies to explore and decipher the needs of the community. Milestone School, for example, has worked hard to talk to the local community about their particular needs for facilities and how these may be met by the school. This included attending Parish council meetings and talks with a range of community groups such as the Women's Institute and local churches. Interestingly, representatives from Milestone School reported the need to be reflexive in relation to the impact of extended services on the community in an unexpected way. Feedback from the community governor drew to the school's attention that the increased use of their facilities by community groups was having an adverse effect on other local community facilities.
- 4.3.10 A further notable effect of extended schools in relation to family and the community has been the breaking down of barriers. Schools consistently reported the extent to which extended schools had brought about an increase in positive regard for the school. In relation to parents it was frequently reported that a greater number of parents and with increased frequency, were engaging in school-based activities. A typical example is provided by Maplesden Noakes school, in which ICT courses for adults were provided (initially for free, but now charged to cover costs owing to the removal of dedicated Government funding for extended services). In turn, there is evidence that parental involvement is impacting positively on their more general involvement with the school. The Extended Services Co-ordinator of a primary school in West Kent reported that:

'Only last week we invited parents to an 'information session' held by the head teacher and asked them if they would like to get involved. In addition to the 10 who had already signed up to help with the walking bus, 6 more parents volunteered to help with class trips, support clubs and other activities Since the information evening we

have found that more parents are coming into the school to support these activities than previously’.

Such a response was typical across the sample.

- 4.3.11 A notable example of the positive impact of family learning services was provided by Teresa Buckley, Dover Grammar School for Boys (DES) when describing the operation of family learning classes provided on a Saturday:

‘We had parents come along on a Saturday. In some cases we would have a whole family come along... I remember on one occasion we had the Dad who went to Japanese, Mum went to French, the oldest boy went to Science, the middle boy went to Judo, and the baby went to the crèche. The father ...said... that it was a fantastic morning of their week. The fact that they did not all do the same thing, which was my original idea of family learning, [was not the important factor]...He [the father] said... the fact that they got in the car and they drove home, they talked about what they had done on that morning [was of great importance]... We had several families like that’.

- 4.3.12 Significantly, schools reported that as extended services developed, parents began to take on responsibility for supporting and running clubs and activities. The Dover Extended Schools cluster, for example, reported that parents were often pro-active in wishing to set up an activity or support group. Warren Deane, Head of Education at Harbour School described a parent who wished to establish a group for teenagers with autism:

‘said to her that we have a platform for this already. We’ve got the facilities... you can do it here. We have people around us who can facilitate that. I think before people were very isolated and were reliant on any voluntary groups or outside agencies to set up pretty hit and miss things, whereas now actually having a cohesive group, management board who can discuss these things and said that will work and put the stuff behind it to make it work is key. In terms of partnership working across all areas throughout the district, that has been the big success and it empowers people’.

- 4.3.13 Schools also reported the provision of specific activities aimed solely at parents. For example, the primary school in West Kent held a workshop on e-safety for parents of their own pupils and invited those from the neighbouring school. For Milestone School the increased parental involvement was seen to be a particularly important given that pupils were generally transported to school rather than dropped off and collected by their parents. The activities and services provided for parents, or which they became involved in, increased the physical presence of parents on the school site providing greater familiarity and awareness for all concerned.

- 4.3.14 Schools also highlighted the extent to which increased parental engagement had increased parents’ understanding of educational practice and support. A parent of children attending a school in West Kent gained confidence in supporting her children through sitting in on a homework club. Indeed the school reported that a number of parents had benefited from learning more about teaching and learning as a result of their attendance at a ‘meet the teacher workshop’ at the start of term. This was felt to be of particular benefit for parents of EAL pupils.

- 4.3.15 In relation to the wider community, schools reported an increase in general interest in the schools’ activities as well as an increase in invitations to events, donations and requests for involvement in collaborative projects. Extended schools provision provided a range of opportunities for pupils to become involved in community-based activities.

Each school in the sample reported a range of projects to this end. These included pupils working to maintain a local community garden area, litter picking and leaf clearing, pupils working with a local leisure centre to tailor and market courses aimed at young people and a whole range of inter-generational activities. Through their engagement in extended services, schools reported the beneficial effects of working with external partners in the provision of activities and services, including local Children's Centres, local businesses, local charities, and the emergency services.

- 4.3.16 Christ Church CEP School has demonstrated its commitment to the extended services community agenda through building a community building. The identified impacts include: a parents forum and integration of a diverse community, for example of the Czech/Roma children. This they believe had a direct impact on attendance (a rise from 92.8% two years ago to 95% in 2011). They felt they have managed to do this through such things as focusing on EAL students who traditionally don't go to school until they are seven years old, realising this and working to change the perspective of the parents and children. This was combined with activities like breakfast club where messages about punctuality and attendance could be reinforced with the children and parents. Such activities also provided an informal way to engage with hard to reach parents. Like many of the schools questioned, they also run a number of parents groups and have recruited parents to run their clubs.
- 4.3.17 Christ Church CEP School have also been able to use their community room to facilitate community meetings and hold IT sessions and workshops related to CV writing and interviewing, facilitated by University staff.
- 4.3.18 Milestone School provided a number of examples of how they have been able to improve their relationships with the community and their image, by offering facilities to a number of partners. For example during 2009, they identified a need to deliver a childcare service within the community. They consulted with parents and worked with Childcare Development Officers and Out of School Development Managers to decide what was needed and how to advertise for a provider. The successful provider was given the opportunity to deliver their service in November 2009 from the Milestone site and now offers this service to four schools. Another example from Milestone School is the offering of their hydro-pool to a Water Babies franchise. In both of these examples Milestone School has not only been able to address a community need but obtain additional income.
- 4.3.19 A key benefit of extended schools has therefore been the opening up and extension of new networks and the sharing of expertise through collaborative working. The following provides a good illustration of such networks. Linking to their Business and Enterprise specialist status, Maplesden Noakes School established a Business and Schools Forum and collaborated with the local job centre with regard to developing Job Centre client's CV writing skills. Schools reported enjoying the opportunity of working with a range of organisations, often including informal networks with other schools in a way which enabled the sharing of expertise and which often involved important continuing professional development impacts for those involved.
- 4.3.20 The various Business challenges Maplesden Noakes' students are involved in, have also had a direct impact on local business and will hopefully have additional impacts as their students find employment. A prime example of this was when the local fire service asked the school to help to design and resource a brand new dedicated road safety education centre aimed at delivering a variety of road safety packages to 14-25 year olds, with the objective of reducing the numbers of those killed and seriously injured (KSI) in road traffic collisions (RTC) throughout Kent. Kent Fire and Rescue Service commented:

'we were extremely impressed at the amount of work they had achieved and the standard of work they had produced. The challenge was simple...design and resource the RTC education centre...not only did the group achieve this but they undertook further work (research/sponsorship/campaigns) that we really had not intended them to do but which added a huge amount of value to the project'

- 4.3.21 With such a reputation, they were also able to attract visitors and businesses to the school. For example DHL came to the school to teach interview skills. Perhaps this can be usefully summed up by Mark Burtwell, a parental governor who said:

'From my perspective the Business Challenge is an excellent opportunity for Maplesden Noakes students to get an industry 'taster', whereby they are required to undertake a real task that will either solve an issue or create an opportunity for a business. It is therefore of mutual benefit to both the students and the businesses involved'

4.4 Additional benefits

- 4.4.1 Given the range of activities, it is perhaps not surprising that a number of unexpected benefits were identified. These included making a return on their investment and improving their reputation and links with other schools.
- 4.4.2 As mentioned above, schools such as Milestone School and Christ Church CEP School have been able to use their facilities not only for the benefit of the community but also to generate income from them. Milestone School and the DES cluster have shared a number of resources between schools in their respective areas, including transport and expertise, holding shared training events available to other schools, external providers and parents. Milestone School in particular were very proud of how their pupils had been able to work with those in another school, teaching them sign language and thus both raising their pupils' self-esteem and enhancing their reputation.
- 4.4.3 The DES cluster has managed to attract additional funding from a number of sources for activities like their Pass the Passion event developed around the Olympics, i.e. regeneration funding, local government and Olympic funding.
- 4.4.4 In addition, the buying power of DES (49 of 52 schools in Dover) has provided the ability to source provision at a greatly reduced cost. An example of this was the purchase of Inclusive Sport through Vista Leisure for £25k which would have ordinarily cost £40K (Vista leisure would normally charge a school £725 per member of staff per day, see table 12 below). For this, each of the DES schools is entitled to two members of staff for one-four day's specialist tuition, depending on its size. DES charge £6 per capita for each school who is a member. For this a school is entitled to a number of services and events (including; family learning events, transition projects and support, vacation activities, self-esteem and skills development projects, cultural events, communications and a central coordinator). Therefore, as can be seen below, each school who accesses Inclusive Sport alone has recouped their contribution to DES. Such an arrangement is also in the interests of Vista Leisure since they have guaranteed income, are able to plan their provision and will be in a position to attract other business.

Number of roll	Inclusive sport entitlement	DES fee total	Cost if bought as a school	Saving to school
0-100	2 staff x 1 day	£600	£1450	£850
100-200	2 staff x 2 days	£1200	£2900	£1700
200-300	2 staff x 3 days	£1800	£4320	£2520
300-400	2 staff x 4 days	£2400	£5800	£3400

Table 12: Comparison of cost of Inclusive sport to members of the DES cluster as opposed to cost if each school purchased provision at the individual commercial rate.

- 4.4.5 Moreover, members of DES feel that involvement with the consortium has spread a passion for learning across the district. Not only do schools feel less isolated (particularly in rural areas) but they have increased the level and extent of communications with each other over such issues as safeguarding, in a way they did not do before. The example was given of a member of SMT from one school seeing a highly distressed child in the uniform of another school and because of the network of the cluster, being able to know immediately whom to contact to ensure that the school was aware of the child's distress.
- 4.4.6 The DES focus group also included a representative of the Kent County Council. He noted how parent voice now lays foundation for other work and sets agendas for their meetings. Further he felt that partnerships through Kent LA give a focus and a network for action.

5. Implications and Conclusions

5.1 Conclusions

- 5.1.1 Schools *'have to acknowledge and engage with the wider social and service contexts within which they are located and the family and community contexts within which their students live'* (Dyson 2011).
- 5.1.2 The full service extended schools initiative ran between 2003 and 2006 and was robustly evaluated. Dyson summarises the research as finding a number of examples of young people who were in danger of dropping out and adults who did not know where to turn who, as a result of extended services, found they engaged themselves in learning and following new paths. There was also evidence of knock on positive effects in the community and recognition that although the costs and rewards were finally balanced, the rewards accrued over time, particularly in disadvantaged communities (Dyson 2011: 184).
- 5.1.3 Critics of the influence of such initiatives have suggested that the 'needs' of the local community are defined more by the professional groups involved than the community itself (Nixon et al 2002). This research however has shown that for those schools involved, the development of parental forums and closer mutually advantageous links with local communities (e.g. Maplesden Noakes School, business challenge) can ensure that the extended services which are provided can directly lead from the expressed needs of the wider community. In this sense and in important ways, they are reflexive. This also helps to address the deficit model of previous government sponsored initiatives, which tend to see the role of extended services (in all its incarnations) as addressing deficits in parenting or attitudes to education (Dyson 2011). Indeed many of the schools participating in this research have used extended services to develop their gifted and talented students, enhance the prospects of their 6th forms (Maplesden Noakes School) and reduce the misconceptions held by others of a 'special school' (Milestone School, Harbour Special School – DES). Therefore it may be sensible to move to an assists-based approach (Dyson 2011) focusing on what assists extended services have to share amongst themselves (e.g. the DES cluster) and the community (e.g. Milestone School, providing access to their hydrotherapy pool for mother and baby groups).
- 5.1.4 Having said this, the evidence gathered here clearly shows that extended services has the most dramatic effect when provision is targeted to groups with a specific needs, be it a family in need of support through to individual and groups of children with a variety of academic and personal needs (DES SN@P programme, Milestone, Harbour Special Schools).
- 5.1.5 There may therefore be an important role for full service and extended school initiatives, not in 'overcoming' disadvantage on a grand scale but in providing resilience-building interventions for individuals and groups (Dyson 2011:186).
- 5.1.6 *'Simple linear casual models have been supplanted by an awareness of how the effects of disadvantage on outcomes are mediated by a multiplicity of intervening factors'* (Dyson 2011:186). Therefore impacts are not only multiple but the outcomes are complex and very much dependent on context (for example DES' analysis of 'Focus on Literacy' activities).

- 5.1.7 It must also be acknowledged that extended services and indeed any of the activities which take part in school are not a 'magic bullet'; *'Schools cannot themselves bring about change in employment, house, or street crime but they can at least be part of a strategy in which such changes amplify and are amplified by what schools can do by way of offering educational opportunities and helping services'* (Dyson 2011:188).

5.2 Key Findings

- 5.2.1 This review of the impact of extended services in Kent has been clearly shown for individuals (the primary school in West Kent), groups (Christ Church CEP School) and schools/consortium (DES). Moreover an impact can be shown in relation to attainment and attendance, motivation and self-esteem and families and communities.
- 5.2.2 Both quantitative and qualitative data has been collected and analysed. This is from a range of stakeholders including extended services coordinators, Head teachers, parents and businesses. Although only a cross section, the consistency of the positive message should not be underestimated.
- 5.2.3 The quantitative data relates to attainment and attendance (which is also a measure of motivation), self-esteem/attitude to learning although perhaps rightly, any change cannot be attributed to a single cause. Since examples of positive change have been demonstrated under three circumstances: greater than would be expected without an intervention/activity; for those who participated compared to those who did not and after an activity as compared to before it. There is persuasive evidence that the extended services activities the child participated in had at the very least, made a large contribution to the changes observed.
- 5.2.4 The contribution of extended services is also supported by the qualitative data gathered in terms of semi-structured interviews and testimonies. There is clearly a perception that extended services have had a number of positive impacts. These include; greater communication and cooperation between schools and between schools and the local community, including parents; the provision of a greater variety of support and learning activities for pupils; integration of hard to reach children and communities; improved behaviour, performance and social skills of children; and more cost effective use and sharing of resources (including attracting funding, obtaining new resources and even generating income).

5.3 Recommendations

- 5.3.1 Since the greatest impact appears to be in properly targeted activities, more care is needed to consider where best to use limited resources. Given that funds remain available to address deprivation (for example in terms of the pupil premium, the impact of which will have to be reported from September 2012) and that the success of future bids for funding is likely to depend on demonstrating impact, it is recommended that Kent schools develop/enhance mechanisms to share lessons learnt in terms of extended services. In addition, where the greatest impact is shown to carefully monitor these individuals, including not only measures of multiple impacts but an evaluation of the cost and returns of interventions.

- 5.3.2 The work of the Deal Consortium in terms of using the SDQ and Maplesden Noakes School, using attitudes to learning, clearly show that even motivation and attitude can be quantifiably measured. In spite of this, the results were mixed. It is therefore recommended that such an analysis is undertaken on a larger scale, with more activities and preferably a comparison group of those who have not engaged in the activities. Since the SDQ also traditionally includes elements investigating psychopathology, it is recommended that a more neutral measure be used, perhaps investigating such constructs as a child's self-efficacy or self-esteem. In addition, since such measures are prone to subjective bias, ideally they should be triangulated with other measures, for example attendance/punctuality or one measure (e.g. attitude to learning) as assessed by teachers, compared with that as assessed by the child itself.
- 5.3.3 Data from the primary school in West Kent, Aylesham School, Christ Church CEP School and DES provide tentative evidence of the impact of centred learning activities on attainment in the key areas of reading, writing and mathematics. They also show that this is sustained and cumulative over at least three years for different cohorts of students, however with the exception of DES the samples remain small and are often selective. Subsequently, although the responses given in the semi-structured interviews clearly show that school staff feel there has been a very real impact on targeted pupils of extended services, robust statistical analysis was not always possible on such small samples. To really demonstrate impact, larger cohorts need to be used with a consistent sampling methodology. Given the size of a cluster such as DES (approximately 15000 pupils), this would appear an ideal population to draw upon for a longitudinal investigation, however it would also mean providing data on an individual pupil level and maintaining a central coordination function.
- 5.3.4 Such a robust longitudinal study has not been completed for 10 years (Macbeath *et al* 2001). Kent is in an ideal position to take the lead. Such research would require the support of specialists but these are currently in place in the form of the Learning Plus team and Canterbury Christ Church University and could build on this current piece of research.
- 5.3.5 Indeed it should also be recognised that the development of extended services in Kent did not occur in a vacuum. Kent County Council have provided and continue to provide a great deal of support in terms of establishing networks between schools and other agencies, a team of advisors to provide support and challenge as well as infrastructure and resources. In light of this, Kent schools need to consider what they continue to require from a central team. This might be, for example, a consistent set of tools to measure impact to be used across the county in different contexts. It could be training on the best way to measure impact and disseminate best practice or it might be the maintenance of communication networks and forums.
- 5.3.6 In summary, there has clearly been a great deal of work conducted in extended services in Kent since 2003 and it has changed the lives of many children, families and communities for the better. The culture of individual schools and clusters has also altered to become, as was the aim of ECM, truly child centred and innovative. There is an opportunity now to build on this success and keep Kent at the forefront of extending learning opportunities.

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Appendix 1 – Semi Structured interview questions

KCC Extended Services Evaluation

November 2011

I am Ian Durrant from the Faculty of Education, Canterbury Christ Church University.

Kent County Council has approached the University to undertake an independent evaluation of the development of Extended Services in Kent and its impact on pupils, schools and the wider community. As part of a focus group we are hoping you will be able to contribute with your perceptions of the impact and development of Extended Services over the last few years.

Responses once collated will be thematically analysed and compared to those taken from other focus groups. If a comment is particularly positive, KCC would appreciate being able to identify the source of the quote and the school to which it refers. However, all other comments will remain confidential. If you do not want to be identified please let me know. If you are prepared to be identified please supply your contact details to me and I will contact you should we wish to use something you have said.

Please note at any stage you have the right to withdraw from this research, this includes after the focus group has finished. Should you decide you no longer want your comments included as part of the research please contact me and your contribution will be removed from the dataset.

The focus group will last no more than an hour. I have a number of questions to ask and may need to move the discussion along to ensure we cover all the areas.

Do you have any questions?

Thank you for your participation.

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Section 1 – Provision

1. What were your aims when developing your Extended Services provision? (do they address any particular needs?)

Section 2 – Attainment and Attendance

2. In what ways do you measure the attainment of your pupils (e.g. Stats, sub levels, GCSE grades etc)?
3. Can you describe specific examples where you feel Extended Services has had a positive impact upon attainment?
4. What do you feel has been the area of attainment (e.g. subject or skill) that has shown the greatest impact in terms of Extended Services?
5. Can you provide any examples where Extended Services provision has impacted positively on pupil attendance? (What do you feel are the key aspects of Extended Services which have produced these impacts?)

Section 3 – Motivation and Self Esteem

6. Can you provide any examples of where you feel Extended Services has impacted positively on the motivation and self-esteem of pupils?
7. How do you measure these qualities?
8. Do you feel there could have been any other explanations for these changes?
9. Have you noticed any other changes in pupil behaviour or attitude (good or bad)?

Section 4 – Family and Community

10. What role do parents play in Extended Services?
11. Do you think that Extended Services has improved the relationship/communication between parents and the school? (if so how and why)
12. Has Extended Services, produced any unexpected community benefits?
13. Do you supply any services for the community?
14. Has Extended Services had any positive impacts on the relationship/partnerships between schools? (e.g. joint activities sharing of resources)

Section 5 – Specific questions to the school

Milestone School

Your QES case study raised a number of potential impacts:

Quality of care, Affordability – cost effectiveness, transport, working with partners, variety of provision, improved access.

Can you comment on how successful these have been and how you measured them?

You also state that you plan to collate attendance, breakdown by age gender etc. Has any progress been made here?

Are there any areas where you feel developing Extended Services has produced specific or unexpected impacts/challenges?

Christ Church CEP School

You mentioned in yourself assessment development of criteria way marks to measure progress/success and tack vulnerable children/personalised targets – what are the outcomes? You mention linking national test outcomes to SS/ES to ascertain which programmes impact on which groups, any progress? Have there been any particular impacts in terms of networks and partnerships? You suggested your community centre will help develop your cost benefits analysis, any progress on this? Is the parent’s forum an impact of ES? If so could you say a little more about it?

Outcomes of the building

What has been the impact upon Community cohesion and Inclusion?
What has been the stakeholder use of facilities (& the parent forum)
You say pupil behaviour has improved, how have you linked directly to the building/ES?

Primary School in West Kent

What have the impacts been in terms of multi agency working?
You suggest that ES has helped to alleviate some of the challenges faced by parents?
You suggest children are happier to come to school; can you attribute this to ES?
What other impacts has the Parent advisor or other people associated with ES had?

Maplesden Noakes School

What impact have you found with adult ICT, multi-agency interventions, enterprise activities, on economically disadvantaged?
Have you found any impact on SEN children?
You mention a social impact on bag/purse thefts after students were involved in the programme to raise awareness?
Tell us more about the impacts form the Your Choice funding and how you ensured that the results were not due to other factors (e.g. did you have comparison groups?)

DES Consortium

Can you provide specific examples where you feel you have raised aspirations, self-esteem and attainment?
What have been the particular lessons learnt from working in such a large cluster?
What have been the benefits and challenges?

Appendix 2 – Levels of relative deprivation in Kent 2010

Indices of Deprivation 2010: Headline findings for Kent

DEP2/11 – March 2011 (amended)

Taken from

http://www.kent.gov.uk/your_council/kent_facts_and_figures/deprivation/id2010.aspx

Accessed 22.12.11

Summary of findings

- The level of deprivation in 8 out of the 12 Kent districts has increased since ID2007 relative to other areas in England – with these districts ranking higher nationally in ID2010 than in ID2007.
 - Thanet remains Kent's most deprived district. The levels of deprivation in Thanet have increased since 2007. In ID2010 Thanet ranks 49th out of 326 district and unitary authorities (with rank 1 being the most deprived), still placing Thanet within England's most 20% deprived. In ID2007 Thanet was ranked 60th out of 326.
 - Of the Kent districts, Shepway has seen the largest increase in deprivation moving up 17 positions from rank 114th in ID2007 to rank 97th in ID2010.
 - Deprivation levels have decreased in 4 out of the 12 Kent districts relative to other areas in England – with these districts ranking lower nationally in ID2010 than in ID2007.
 - Of the Kent districts, Tonbridge & Malling has seen the largest decrease in deprivation moving down 12 positions from rank 256th in ID2007 to rank 268th in ID2010.
 - Sevenoaks remains Kent's least deprived district in ID2010 as it was in ID2007.
- Deprivation by district: National rank of lower super output areas (LSOAs) based on the index of multiple deprivation.

	Ranked out of 326 authorities, 1 being the most deprived	Within England's top 20% most deprived	
		Number	%
Ashford	198	4	5.7
Canterbury	166	8	8.9
Dartford	175	3	5.2
Dover	127	11	16.4
Gravesham	142	8	12.7
Maidstone	217	6	6.5
Sevenoaks	276	1	1.4
Shepway	97	11	16.9
Swale	99	17	20.9
Thanet	49	25	29.8
Tonbridge & Malling	268	0	0.0
Tunbridge Wells	249	0	0.0
Kent		117	11.2

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