

Advanced Practice from the North East



Foreword

Context

Case studies



*Benedict Biscop CE Primary School
Sunderland*

*Fulwell Junior School
Sunderland*

*King James I Community Arts College
Bishop Auckland*

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Foreword

By Anne Timothy, QiSS Regional Manager

Study Support is almost of all of what is offered through the Varied Menu of Activities of Extended Services and has had the same DfEE/DfES/DCSF definition since 1996:

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

Study Support: a national framework for Extending Learning Opportunities (DfES 2006)

Study support attendance by children and young people has contributed to raised achievement and as such is seen as a tool for school improvement.

QiSS is part of Canterbury Christ Church University. It supports the development of quality in study support provision, recognising good practice at three different levels: emerged, established and advanced. At advanced level you would expect to see a sophisticated strategy, with a detailed programme of delivery, showing significant impact on children and young people's outcomes.

This booklet has been produced to celebrate the recognised advanced practice in the North East.

Sunderland Extended Services Study Support



Sunderland, a borough of Tyne and Wear is situated in north-east England. More than half of the population live in the top 20% of the most deprived areas in England. There has been a recent increase of 90% in the number of people looking for work in Sunderland.

There are 83 primary schools, 17 secondary schools (3 of which are academies) and 7 special schools. 20% of pupils are known to be eligible for free school meals and although attainment results have been rising across the board, there is a distinct attainment gap between those children who are in receipt of free school meals and those who are not.

Benedict Biscop CE Primary School



Benedict Biscop CE Primary School is 3-11 years mixed primary schools with approximately 250 pupils on roll. Situated in the South of Sunderland our school is set in extensive grounds with a Learning Centre attached which houses extended services activities. All areas within school are used to house study support activities.

All staff volunteer their time to run activities and with workforce restructuring we have began to incorporate study support into job descriptions. Study support is also incorporated into staff performance management reviews.

In the last three years we have been awarded Investors in People, Arts Mark Gold, Eco-award Silver and Healthy Schools Status. Our school council have been awarded Gold in the Anti-Bullying Charter Mark. We have also been recognised for having the best school attendance in Sunderland for 2009-10 academic year.

Benedict Biscop was the first school in Sunderland to achieve QiSS Advanced status and the first primary school in the North East.

Measuring the difference

As a school we measure the effectiveness of our study support programme through various methods. Attendance is monitored regularly by both staff that is running activities

and the study support coordinator this ensures that clubs are running to maximum capacity. Attendance at activities has risen from 66% in 2006 to 95% in 2009. We believe that such good weekly attendance is due to regular consultation, reviewing and action planning with all who are involved in study support. Our long term goal is to ensure that every pupil is involved in at least one activity. Whole school attendance has also benefited by opening morning activities to the pupils, we have received highest school attendance for the last 3 years.

When promoting activities to pupils and parents we share the key skills that will be addressed, this allows the pupils to self assess their learning at the end of an activity as well as staff. Children receive accreditation to highlight their achievements as well as areas for improvement.

Some children are specifically targeted for study support intervention, at the beginning of each year children are given a level for each curriculum subject area, this happens again at the end of the year to show progress. The data is reviewed to show statistical attainment data for children who have attended a study support activity, this data is then compared to that of children who have not attended an activity to show impact. Those pupils who have participated in study support activities show greater attainment.

Regular consultation with staff, pupils and parents helps us to further develop the programme of activities, this forms the dedicated study support action plan.

Getting results

At the beginning of a study support activity, children discuss with the leader the skills that they will be learning and outcomes that they wish to achieve. Staff use ongoing strategies to monitor children's progress and further their learning. Children also self and peer assess thus increasing understanding of their own learning.

We have introduced an accreditation scheme with 100% of children who participated in an activity learned at least one new skill. Older children who have progressed further lead their own learning choosing their individual tasks, objectives and outcomes.

Outcomes are also measured through the review and analysis of questionnaires and surveys, this has shown positive attitudes from both pupils and parents towards study support activities.

The school's reward system is used by leaders to reward achievement, this includes praise, certificates and the recording of children's names in the 'Role of Honour' and 'Happy Book'. Assembly times are also used to celebrate achievement and the success of clubs.

We also celebrate the successes of pupils who participate in activities outside of school that have been a result of them finding a talent within our school study support programme, e.g. Athletics.

We have developed strong links with the local Ski Slope, a member of school staff has been running a ski club at the slope which has led to members being given free membership to 'penguins' and 'polar bears' club. This has led to more children skiing in the local community outside of school.

Staff undertake professional development with a study support focus e.g. athletics coaching qualifications, this new skill is then utilised within activities.

Managing Improvement

The Acting Deputy Head oversees Extended Services supporting the development of the newly appointed Extended Services Coordinator who now manages Study Support and Extended Services, Care and Learning together.

Clear job descriptions are in place for the coordinator as well as teaching and non teaching staff, performance is managed through the school performance management procedure.

Although the improvement of study support is led by the coordinator and acting deputy head, the SLT work closely as a team in the evaluation and improvement process. The coordinator is accountable to the link governor with whom termly meetings are held whereby pre-determined questions must be answered and developments shared.

Benedict Biscop involves the whole school in decision making. Constant critical review using the QiSS assessment criteria and feedback from questionnaires and surveys, suggestions for development and new developments in the extended services curriculum enables the coordinator to produce a termly action plan which is incorporated into the school improvement plan. Regular review and evaluation of the action plans ensures school improvement.

The school council takes a leading role in managing improvement of study support by seeking the views of pupils and sharing their 'voice' through suggestion box entries and questionnaires.

Working in partnership with other schools within our cluster has helped us to maximise opportunity and allowed for activities to take place in other schools.

As a school we share our learning in advanced practice with others in Local Authority meetings and through conferences. We also attend other schools who are applying for advanced, this allows us to further develop our own school as well as share our good practice.

Getting a return on investment

The study support programme at Benedict Biscop is valued by all and is seen as an integral part of the school day. Staff volunteer their time and everyone is involved with either management or delivery to some extent, this allows that a high volume of study support can be achieved. Study support is listed as essential criteria on job specifications and there is a specific question asked about this when interviewing.

To extend opportunities beyond that offered by school staff, external providers have been appointed.

When necessary as a school we seek funding to support the set up of new activities, the skills of our school administrator and Extended Services Cluster Manager are utilised and have allowed many new opportunities e.g. new football kits, funding for Blue Watch Youth Club holiday activities e.g. visiting local museums. Parents and pupils collect active school vouchers on an annual basis, this helps to purchase new equipment.

The Governing Body play an active role in assigning finances to the study support programme, this is based on an evaluation and review of the school improvement plan to show the impact. Although a small amount of funding is assigned to study support, the majority of costs are in kind contributions e.g. staff volunteer their time, shared resources within school.

Fulwell Junior School



The future is in our hands

Fulwell Junior School is a co-educational junior school (ages 7-11 years) with approximately 341 pupils on roll. The school is situated on the coast in the north of the City of Sunderland. The school is situated in an old Victorian two storey building. We have been judged as being an Outstanding school with study support identified as being a particular strength of the school. Study Support is an integral part of the school and is an area for constant evaluation and improvement.

We have two distinct categories of clubs:

- Targeted Learning Clubs - these are for invited pupils with identified needs. The development of these clubs is in response to data analysis. The needs of specific pupils are identified by the Headteacher and Deputy Headteacher as part of value-added and standards monitoring.
- Wider Learning Clubs - these are initially open to all within specified year groups. These activities are to broaden pupil interests and experiences.

Measuring the difference

As a school we are committed to using data to improve our study support provision, with regard to the principles of best

value and to ensure that what we provide matches the needs of our pupils and staff.

We use many indicators such as meetings with teachers, questionnaires to pupils, parents and staff to focus on what we want to know e.g. success, motivation and skills.

For targeted learning clubs, we use findings from our ongoing assessments and analysis of data to measure success. As our standards continue to improve year on year we believe that the clubs are successful.

Success is also measured by looking at the skills that have been improved e.g. Computer Maths is levelled from bronze to platinum.

Activities are continually evaluated as part of wider evaluations that take place within school.

Getting Results

At Fulwell Junior School, we believe that high self-esteem is vital for future success, our activities allow the opportunity to improve self worth.

All pupils are rewarded for achievements within activities with certificates, year awards etc. A weekly celebration assembly is used for pupils to talk about and celebrate their achievements. An annual assembly dedicated to 'Celebrating

Out-of-Hours Learning' is very well-received by the pupils and raises the status of the clubs.

Managing Improvement

The Headteacher has overall responsibility for the planning and evaluating of targeted learning clubs, the Study Support Co-ordinator is responsible for wider learning clubs with responsibility for the evaluation of this.

Study support is a whole school issue, with all parties taking responsibility for the drive for improvement.

Training is ongoing with staff and teachers continuing to include out-of-hours learning targets as part of their performance management.

Our methods of evaluation have been judged as 'effective' by Ofsted. Our system of evaluation allows all to be involved in the improvement and development of out of hours learning.

Achieving a return on investment

Study support is an integral part of the school day at Fulwell Junior School, we do not view it as a 'bolt-on'. Goodwill and commitment of our staff allow our wider learning clubs to run with minimal costs, the small cost for resources is sustainable.

Targeted learning clubs are fully costed as part of the School Development Plan and are subject to annual evaluation.

Governors are fully involved in evaluating and agreeing the financial plan to support these activities.

Targeted learning clubs have had a massive effect on pupil success in terms of motivation, achievement and attainment, the evidence has been so apparent that these clubs now operate on a large scale across all year groups.

Where possible we seek additional funding although this proves difficult because we are a successful school and this disqualifies us from many funding sources. We collect active schools vouchers to buy sports equipment to support lunchtime activities.

Durham Children and Young People's Services Extended Learning



County Durham is situated in north-east England and covers a large geographical area. A significant proportion of the population is deemed to live in the top 20% of wards of deprivation nationally and there are major problems of economic inactivity/joblessness, health-related issues and poor levels of educational attainment and skills. Although academic attainment at age 16 has been rising steadily in recent years and now lies just below the national average, adult levels of literacy and numeracy are low. There are 262 mainstream and 10 special schools, 42 of which are secondary schools. There are around 80 schools with less than 100 pupils on roll.

The Extended Learning team aim to improve outcomes for children and young people in County Durham by providing activities which enrich and extend learning and supporting schools and other organisations to develop their provision.

King James I Community Arts College, in Bishop Auckland, was the first school in County Durham to achieve QiSS recognition at Advanced level.

King James I Community Arts College



King James I Community Arts College is an 11-19 mixed comprehensive with 750 students on roll (100 in the Sixth Form). There is a Community Association attached to the college which is run in partnership with the County Council. In 2005, we became a specialist college with a focus on Media and Performing Arts. We have also been a Full Service and Extended School for our cluster since 2004.

Within the last three years, King James I have been awarded Artsmark Gold, Healthy Schools status and Investors in People. We were included in the 'Top 100 Schools in 2007' and 'Top 50 Schools in 2008 and 2009' by the DCSF, and for three consecutive years we have been in the 'Most Improved Schools Club' and 'Value Added Club'. Attendance is above the national average at 94% and exclusions have fallen dramatically.

We first achieved QiSS recognition at Established level in 2005, and were awarded Advanced status in June 2009.

Measuring the difference

King James I uses a broad range of data to measure the difference made by study support activities, including attendance, behaviour and attainment. All of our evaluation

and impact studies are linked to the overall purposes of the programme. We aim to raise standards within the arts (our college specialism) and develop cross-curricular teaching and learning styles that foster creativity. In addition, students' participation in study support contributes to improved confidence, self-esteem and motivation which all have a positive impact on attendance and attainment.

Whilst participation in study support activities is voluntary and open to all, our in-college data systems allow us to track students' attainment and identify those who would benefit from additional support. Every student is tracked using a spreadsheet showing contextual circumstances (free school meals, deprivation, special educational needs) and datasets looking at attendance and attainment are entered on a regular basis. The spreadsheet is coded by colour, which enables us to identify students who would benefit from targeted study support. Examples of such activities include booster classes, coursework catch-up clinic and breakfast club.

We also use student consultation and questionnaires to gather evidence on qualitative outcomes. Students are asked what activities they take part in outside of the college and what barriers prevent them from attending. This information is collected through a variety of means, including written questionnaires, 1:1 interviews and review meetings.

In addition to the impact on student engagement, we measure the difference made by our study support provision in terms of community cohesion, sustainability and Every Child Matters.

Getting results

At King James I, we endeavour to use as broad a range of ways to celebrate our students' achievement in study support as possible.

For attendance and participation in study support activities, students are awarded individual certificates and house points which lead to rewards. Not only does this instil a sense of pride in and incentivise attendance at activities for those who are already engaged, it also highlights the tangible and immediate benefits for those who do not attend. Year-round Achievement Assemblies focus on attendance and effort, and there is an annual college-wide presentation evening for academic, sporting and arts-based achievements which include study support.

Specific activities also employ their own means of celebrating students' success. 'King James Life' is our college newspaper, produced by students and delivered to all households within the college catchment area. This allows our students to receive recognition within the wider community, as well as in the college. Students who have participated in Enterprise projects have entered regional and

national competitions and our hugely successful performing arts group, Bishop Auckland Theatre Hooligans (BATH), hold their own presentation evening on an annual basis, receive regular commissions for their work and participate in international exchange visits. Several activity strands accredit students' involvement through Sports Leadership awards, Duke of Edinburgh and ASDAN CoPE.

An annual report for our college specialist status is also produced which further highlights students' success.

Managing Improvement

King James I seeks to continuously improve the effectiveness of all aspects of the college, including study support, and a culture of self-evaluation is thoroughly embedded at all levels.

Study support is an integral part of the development of both the college and community association which shares our site. Criteria measuring the success of the activities on offer is incorporated into planning procedures and documentation, and worked towards by all involved. The programme of activities is managed by a Senior Teacher with responsibility for Full Service and Extended Schools, who works closely with the Headteacher. This relationship is fully reciprocal and operational and strategic roles and responsibilities within it are clearly defined.

Half-termly meetings are held during which development priorities for study support are identified and there are

regular progress reports and consultation with stakeholders within the local community. Both the FSES teacher and Headteacher are aware of the strengths of staff within the college, and areas where expertise may need to be bought in to deliver activities.

The importance of robust self-evaluation is recognised at all levels of the college. Each department completes their own self-evaluation form, which feeds into the wider college plan. This is an ongoing cycle which embeds the process in the college ethos and enables us to constantly drive improvement, share leadership and work towards a common purpose. There is a fluid boundary between study support and the curriculum, with the benefits of each seen as interchangeable.

Achieving a return on investment

The study support programme at King James I is considered to be an integral part of the college day, and as such, is not viewed as 'additional provision'. Our staff is fully committed to the programme and therefore we do not provide financial incentives for them to become involved. This minimises the cost of activities.

Where funding is required, for resources or to commission an external provider to deliver an activity, we are able to access support through our Arts specialism, School Sports

Partnership and Extended Services. Our students have also submitted bids to the Youth Opportunities Fund to enable activities to run. Sustainability is a key issue for us and we try to ensure that any resources can be used repeatedly and that the expertise of our staff is extended when external providers are used.

We also consider the return on investment in terms of the five Every Child Matters outcomes. Study support activities are a major part of our strategy to ensure that all of our students fulfil their potential and the ECM outcomes are a key driver in our planning processes.

